

School Improvement Plan 2017-18

State Road Elementary School

Fenton Area Public Schools

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TABLE OF CONTENTS

Overview 1

Goals Summary 2

 Goal 1: All students will become proficient in mathematics..... 3

 Goal 2: All students will show growth in writing..... 5

 Goal 3: Teachers will research and develop a culture of learning plan by June 2017..... 7

Activity Summary by Funding Source..... 9

Overview

Plan Name

School Improvement Plan 2017-18

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will become proficient in mathematics.	Objectives: 1 Strategies: 4 Activities: 7	Academic	\$250
2	All students will show growth in writing.	Objectives: 1 Strategies: 4 Activities: 6	Academic	\$500
3	Teachers will research and develop a culture of learning plan by June 2017	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$2250

Goal 1: All students will become proficient in mathematics.

Measurable Objective 1:

75% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency when students in grades 1-5 show a year's growth in Mathematics by 06/09/2018 as measured by the NWEA.

Strategy 1:

Math Facts - All K-5 staff will implement the Otter Creek math program 2-3 times per week to increase the fluency of math facts of all students.

Category: Mathematics

Research Cited: Crawford, Donald B., Ph.D., (2003), Mastering Math Facts, Eau Claire, WI: Otter Creek Institute

Tier: Tier 1

Activity - Monitor Implementation of Otter Creek	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the Otter Creek program through walk through visits and program fidelity checks with quarterly student data reports provided to the building principal by all 1-5 teaching staff.	Academic Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$100	General Fund	Principal, 1-5 Teaching Staff
Activity - SI Timed Tests	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade 2-5 teachers will give SI Timed Tests quarterly and grade 1 will give it 3 times in January, March, and May.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	No Funding Required	Grade 1-5 teachers, principal

Strategy 2:

Math Journals - Teachers will use a Math Journal to reinforce concepts taught through the Math In Focus program.

Category: Mathematics

Research Cited: Math In Focus Program

Tier: Tier 1

Activity - Math Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Math Journals from the Math In Focus program to reinforce math concepts.	Academic Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$150	Section 31a	All K-5 Teaching Staff

School Improvement Plan 2017-18

State Road Elementary School

Strategy 3:

Progress Monitoring - Math unit scores will be reviewed, and students who score below 80% will be retaught and reassessed.

Category: Mathematics

Research Cited: Math In Focus

RTI

Tier: Tier 2

Activity - Reteach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will enter reassessed scores in the next quarter of the gradebook. Units that are retaught in the 4th quarter will be noted using an asterisk in the comments section.	Academic Support Program	Tier 2	Implement	09/05/2017	06/09/2018	\$0	No Funding Required	All K-5 Classroom Teachers

Activity - Tools for Struggling Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers can use the following with struggling students: Manipulatives Games Small group instruction Reteach packets Modeling Peer support	Academic Support Program	Tier 2	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	All teaching staff

Strategy 4:

Technology - Teachers will use classroom technology and the computer lab to support student development and use of technology skills.

Category: Mathematics

Research Cited: Math In Focus

Tier: Tier 1

Activity - Math In Focus Online Student Interactivities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide opportunities for students to access IXL Math, FrontRowEd, etc. on classroom technology devices.	Technology	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$0	No Funding Required	All K-5 Teaching Staff

Activity - IXL Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will be given the opportunity to access IXL Math on classroom technology devices.	Academic Support Program	Tier 1	Monitor	09/08/2015	06/16/2016	\$0	No Funding Required	All K-5 teachers
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Goal 2: All students will show growth in writing.

Measurable Objective 1:

75% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in writing using the grade level rubrics in Narrative, Opinion, and Informational Writing in English Language Arts by 06/09/2018 as measured by the district writing rubrics..

Strategy 1:

Technology - Teachers will use classroom technology and the computer lab to provide students with authentic and meaningful technology application and skill development.

Category:

Research Cited: Technology

Tier: Tier 1

Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Activity - Written Response Using Technology								
K-1 students will use technology to write 1-3 sentences on a cold prompt of teacher choice. 2-5 students will use technology to write 1-3 paragraphs on a cold prompt of teacher choice.	Technology	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	All K-5 Teaching Staff
Activity - Keyboarding								
Teachers will provide time for children to improve keyboarding skills.	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$500	Other	All Teaching Staff

Strategy 2:

Post Test Writing Units - Teachers will post test narrative, opinion, and informational writing units.

Category: English/Language Arts

Research Cited: MAISA / Oakland Writing Units

Tier: Tier 1

School Improvement Plan 2017-18

State Road Elementary School

Activity - Illuminate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will input writing data into Illuminate.	Academic Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	All grade level teachers

Strategy 3:

Pre-Test All Units - Teachers can pretest using the on-demand writing prompts for all 3 writing standards in the month of September as another tool to use in the evaluation process.

Category: English/Language Arts

Research Cited: MAISA / Oakland Writing Units

Tier: Tier 1

Activity - K-1	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-1 will pre-test narrative only	Academic Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	K-1 Teachers

Activity - Grade 2-5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade 2-5 teachers will pre-test all three writing standards.	Academic Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	Grade 2-5 teachers

Strategy 4:

Suggested Writing Strategies - Teachers may use the following suggestions when helping students:

- a) Students will be put in small groups according to weak areas on writing rubric.
- b) Teachers will conference with students on target writing areas of weaknesses.
- c) Teachers will model writing (I do).
- d) Teachers will use shared modeling (We do).
- e) Teachers will display anchor charts.
- f) Teachers will allow students to have peer conferences.
- g) Teachers will share exemplary writing pieces.
- h) Teachers will give students opportunities to critique writing pieces.

Category: English/Language Arts

Research Cited: MAISA / Oakland Writing Units

Tier: Tier 1

Activity - Suggested Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
a) Students will be put in small groups according to weak areas on writing rubric. b) Teachers will conference with students on target writing areas of weaknesses. c) Teachers will model writing (I do). d) Teachers will use shared modeling (We do). e) Teachers will display anchor charts. f) Teachers will allow students to have peer conferences. g) Teachers will share exemplary writing pieces. h) Teachers will give students opportunities to critique writing pieces.	Academic Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	All Teaching Staff

Goal 3: Teachers will research and develop a culture of learning plan by June 2017

Measurable Objective 1:

collaborate to develop a plan that focuses on the social and emotional well-being for all students by 06/09/2018 as measured by stakeholder surveys.

Strategy 1:

7 Principles - State Road staff will investigate the children's book entitled, 7 Habits of a Happy Kid.

Category: School Culture

Research Cited: The 7 Habits of a Happy Kid by Sean & Stephen Covey

Tier: Tier 1

Activity - The 7 Habits of a Happy Kid book	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will read the stories from The 7 Habits of a Happy Kid to help teach students about the 7 principles.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/09/2018	\$250	Other	All Staff

Strategy 2:

The Positivity Project - State Road staff will explore and experiment with the character strengths using The Positivity Project.

Category: School Culture

Research Cited: The Positivity Project

Tier: Tier 1

State Road Elementary School

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School Improvement Plan 2017-18

State Road Elementary School

Activity - Character Strength Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff and stakeholders will be involved in daily character strength lessons/discussions.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/09/2018	\$0	No Funding Required	All Staff
Activity - Professional Development Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At least one teacher per grade, along with support staff will attend The Positivity Project training.	Professional Learning	Tier 1		09/05/2017	06/09/2018	\$2000	Other	All Staff

Strategy 3:

Research and Development - The School Improvement Team will explore how to embed the Positivity Project Character Strengths into The 7 Habits of a Happy Kid

Category: School Culture

Research Cited: The Positivity Project and The 7 Habits of a Happy Kid

Tier: Tier 1

Activity - Develop a Culture of Learning Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using information from The Leader in Me book study, as well as The 7 Habits of a Happy Kid and The Positivity Project, the School Improvement Team will develop a Culture of Learning framework for the school.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/09/2018	\$0	No Funding Required	School Improvement Team and other interested staff and stakeholders

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development Training	At least one teacher per grade, along with support staff will attend The Positivity Project training.	Professional Learning	Tier 1		09/05/2017	06/09/2018	\$2000	All Staff
The 7 Habits of a Happy Kid book	Teachers will read the stories from The 7 Habits of a Happy Kid to help teach students about the 7 principles.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/09/2018	\$250	All Staff
Keyboarding	Teachers will provide time for children to improve keyboarding skills.	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$500	All Teaching Staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Implementation of Otter Creek	Monitor the implementation of the Otter Creek program through walk through visits and program fidelity checks with quarterly student data reports provided to the building principal by all 1-5 teaching staff.	Academic Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$100	Principal, 1-5 Teaching Staff

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Journals	Use Math Journals from the Math In Focus program to reinforce math concepts.	Academic Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$150	All K-5 Teaching Staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan 2017-18

State Road Elementary School

Develop a Culture of Learning Program	Using information from The Leader in Me book study, as well as The 7 Habits of a Happy Kid and The Positivity Project, the School Improvement Team will develop a Culture of Learning framework for the school.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/09/2018	\$0	School Improvement Team and other interested staff and stakeholders
Tools for Struggling Students	Teachers can use the following with struggling students: Manipulatives Games Small group instruction Reteach packets Modeling Peer support	Academic Support Program	Tier 2	Implement	09/06/2016	06/14/2017	\$0	All teaching staff
Illuminate	Teachers will input writing data into Illuminate.	Academic Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$0	All grade level teachers
Written Response Using Technology	K-1 students will use technology to write 1-3 sentences on a cold prompt of teacher choice. 2-5 students will use technology to write 1-3 paragraphs on a cold prompt of teacher choice.	Technology	Tier 1	Implement	09/06/2016	06/14/2017	\$0	All K-5 Teaching Staff
Suggested Strategies	a) Students will be put in small groups according to weak areas on writing rubric. b) Teachers will conference with students on target writing areas of weaknesses. c) Teachers will model writing (I do). d) Teachers will use shared modeling (We do). e) Teachers will display anchor charts. f) Teachers will allow students to have peer conferences. g) Teachers will share exemplary writing pieces. h) Teachers will give students opportunities to critique writing pieces.	Academic Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$0	All Teaching Staff
IXL Math	Students will be given the opportunity to access IXL Math on classroom technology devices.	Academic Support Program	Tier 1	Monitor	09/08/2015	06/16/2016	\$0	All K-5 teachers
SI Timed Tests	Grade 2-5 teachers will give SI Timed Tests quarterly and grade 1 will give it 3 times in January, March, and May.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Grade 1-5 teachers, principal
K-1	K-1 will pre-test narrative only	Academic Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$0	K-1 Teachers
Math In Focus Online Student Interactivities	Provide opportunities for students to access IXL Math, FrontRowEd, etc. on classroom technology devices.	Technology	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$0	All K-5 Teaching Staff

Reteach	Teachers will enter reassessed scores in the next quarter of the gradebook. Units that are retaught in the 4th quarter will be noted using an asterisk in the comments section.	Academic Support Program	Tier 2	Implement	09/05/2017	06/09/2018	\$0	All K-5 Classroom Teachers
Character Strength Lessons	All staff and stakeholders will be involved in daily character strength lessons/discussions.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/09/2018	\$0	All Staff
Grade 2-5	Grade 2-5 teachers will pre-test all three writing standards.	Academic Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Grade 2-5 teachers

Component 10: Ongoing Review of Student Progress

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

Kindergarten students are monitored in the area of concern: rhyming, phonemic awareness and letter/sound identification using MLPP assessments, ability to participate in games using these skills and teacher observation.

First and second grade reading support students are monitored by oral reading accuracy and grade appropriate fluency and comprehension.

Third through fifth grade reading support students are monitored in comprehension with retellings, written and oral. Curriculum-based measures are also used to assist in the comprehension monitoring. They are also monitored for oral reading accuracy and fluency.

Math students first through fifth grade are monitored with locally normed curriculum-based measures.

Progress monitors are reviewed weekly at Intervention Staff Meetings to oversee any adjustments needed. Students not showing progress will have adjusted intervention services. Progress meetings also occur quarterly with the classroom teacher. We also have intervention meetings occurring every 8-10 weeks where classroom interventions of at risk students are reviewed. This includes the review of progress monitoring data of the classroom interventions that are in place as we assess effectiveness. NWEA assessments also are used to monitor progress in each academic area. These provide individualized growth targets that match our three assessment periods.

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

Students that fail to show progress over time, will have the intensity of their intervention increased. This may occur by moving the student in to a smaller group or one-on-one setting, changing the amount of time spent in intervention services, changing the intervention program or moving the student to a different intervention staff person. These changes occur on a quarterly basis, with teacher input, or as needed per our intervention process. Students that show progress at expected grade level over time, will be exited from services and returned to Tier 1 instruction with transition support.

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

All staff have been trained in the DRA (developmental reading assessment). Our Kindergarten staff have been trained to give the MLPP. A third of our staff have had NWEA training with more slated this coming year. By reviewing the success of the program services, we also are able to determine which areas of literacy and math have the higher number of qualifying students. This data will help us identify areas that classroom teachers may need further professional development in order to instruct their students more effectively.

Evaluation

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

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

Our school leadership team devotes an annual meeting to review our targeted program in an effort to prepare, inquire and act. Services are reviewed and grade level enter and exit percentages are reviewed and analyzed. Summer meetings with the curriculum director and key literacy teachers also occurs. Below is a breakdown of our reading intervention success rate for the 17-18 school year.

Success of Reading interventions - 70%

Success of Math interventions - 67%

Success of Writing interventions - 58%

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

Provided service and enter/exit percentages are tightly aligned to service eligibility. Cut score qualifiers include local, state and national assessments. This allows for an accurate evaluation of our service percentages. We conduct formal data dialogues to challenge assumptions related to achievement and to guide decisions.

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

Eligible and exited students are monitored over several years. With identification cut score qualifiers tied closely to state assessments, we are able to determine how eligible students are achieving on state standards compared to national and/or local assessments. Students not progressing may be eligible for increased service.

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

Title services are an integral part of our Response to Intervention model as this serves as our Tier two and three or RTI. Students not responding or making enough gains with small group service over a period of time coupled with classroom performance trigger a student assistance team meeting (SAT). During this meeting, the SAT team reviews and evaluates individual plans, interventions used, progress monitoring data, work samples and/or additional support information. The team then makes recommendations that may include implementation of alternate interventions, movement to tier three or may call for an evaluation for special services

TE School Improvement goals 2017-2018

Overview

Plan Name

TE School Improvement goals 2017-2018

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Tomek Eastern Elementary will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	All students at Tomek Eastern Elementary will become proficient readers.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$3000
3	All students at Tomek Eastern Elementary will become proficient problem solvers.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$11500
4	All students at Tomek Eastern Elementary will become proficient in self management.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
5	All reading Title one students at Tomek Eastern Elementary will become proficient readers.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
6	All math Title one students at Tomek-Eastern Elementary will become proficient mathematical problem solvers.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All students at Tomek Eastern Elementary will become proficient writers.

Measurable Objective 1:

65% of Kindergarten, First, Second, Third, Fourth and Fifth 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 increase student growth in writing in English Language Arts by 06/21/2019 as measured by standardized district writing rubrics/NWEA Language Usage.

Strategy 1:

Self and peer assessment - Essential agreements on assessment for student learning connected to the success criteria and student use of assessment data. Students assess their own learning in relation to the target. All certified staff will implement Writers Workshop to meet the individual needs of all students. Teachers will implement peer and self assessment using writing workshop as a means to meet the needs of all students as well as support students who are displaying areas of concern. Teachers will utilize writer's notebooks, meeting areas, conferences, as well as units of study to support this instruction. Grade level collaboration time will be dedicated towards making decisions to meet the individual needs of students through using both formative and summative data to make decisions regarding whole class instruction, reteaching, interventions, as well as enrichments of students.

Category: English/Language Arts

Research Cited: Black, P., Harrison., Lee, C., Marshall, B. and William, D. (2004, September). Working inside the Black box; Assessment for learning in the classroom. Phi Delta Kappan, (86)1, 9-21.

Tier: Tier 1

Activity - Self and peer assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to monitor the implementation of peer/self assessment through walk throughs.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	No Funding Required	Principal and instructional staff

Goal 2: All students at Tomek Eastern Elementary will become proficient readers.

Measurable Objective 1:

65% of Kindergarten, First, Second, Third, Fourth and Fifth 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 increase student growth in grade level reading in English Language Arts by 06/21/2019 as measured by DRA, MWEA and/or M-Step.

Strategy 1:

Guided reading - Guided Reading Programs support a comprehensive reading program by integrating guided instruction, assessment, and independent practice into

your classroom. The effect is improved student performance with reading.

Category:

Research Cited: Fountas, Irene, C., and Pinnell, Gay Su. Guided Reading: Good

First Teaching for All Children, Heinemann.

Tier:

Activity - Guided reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Essential agreements on frequency and duration of guided reading	Policy and Process		Monitor	09/01/2014	06/14/2017	\$0	No Funding Required	All k-5 staff

Strategy 2:

Phonics First - Phonics First® is RILAC's nationally accredited Orton-Gillingham course used to teach literacy. Our dynamic and interactive Professional Development courses and workshops give special and general education teachers the knowledge and expertise to implement evidence-based strategies that improve student achievement. Phonics First® employs the Orton-Gillingham principles of instruction to reading, is language-based, multisensory, structured, sequential, cumulative, cognitive, and flexible.

Category: English/Language Arts

Research Cited: Davidson, Marcia. (2007). Phonics First White Paper. University of Maine

Tier: Tier 1

Activity - Phonics First	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD on this instructional strategy	Professional Learning	Tier 1	Getting Ready	09/07/2016	06/14/2017	\$3000	Title II Part A	Selected grade level reps or chairs

Goal 3: All students at Tomek Eastern Elementary will become proficient problem solvers.

Measurable Objective 1:

65% of Kindergarten, First, Second, Third, Fourth and Fifth 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 increase student growth on assessments in Mathematics by 06/21/2019 as measured by NWEA, M-Step and/or unit assessments.

Strategy 1:

Coaching - Content-focused coaching is a content-specific approach with emphasis on students' learning of a particular subject, and teachers' plans, strategies, and methods are discussed in that context. A content-focused coach makes student mathematical learning the central focus of coaching sessions. In coach-teacher

School Improvement Plan
Tomek-Eastern Elem. School

interactions, emphasis is placed on designing lessons. Whenever possible, the coach brings evidence about student learning such as student comments, examples of student thinking, student assessment data, and samples of student work to the coaching session.

Category:

Research Cited: West, L., & Staub, F. (2003). Content-focused coaching: Transforming mathematics lessons. Portsmouth, NH: Heinemann.

Tier: Tier 1

Activity - Lab Classrooms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD on implementation and three-phase cycle of a pre-lesson conference, a lesson observation, and a post-lesson conference.	Professional Learning	Tier 1	Getting Ready	09/07/2016	06/14/2017	\$500	Title II Part A	Grade level reps

Strategy 2:

Increasing rigor in common core - A focus on authentic rigor to include high expectations for students, increased support for students, and increased demonstration of learning by students. We are looking for improved instructional practice building wide. It is crucial for teachers to identify and implement high-leverage practices that underlie teaching complex mathematical content to all students. A logical starting point is to develop a new structure for the math class – full of proven pedagogical strategies and practical ideas that will differentiate the learning opportunities for all students within their classroom.

Category: Mathematics

Research Cited: <http://www.corestandards.org/>

Tier: Tier 1

Activity - Instructional strategies - Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Direct instruction professional development for all general ed staff. To include strategies to help meet the needs of all students. Differentiated quality classroom instruction focusing on problem solving skills. - All classroom and special education teachers will teach using quality classroom instructions focusing on real life problem solving skills and applications using Differentiated instruction for mathematics. Students will work to learn how to solve math problems using a variety of strategies across content areas with Math in focus being the primary tool. Students will also work to explain and defend their answer as well as how they reached their answer.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/07/2016</p>	<p>06/14/2017</p>	<p>\$5000</p>	<p>Title II Part A</p>	<p>All general ed staff</p>
<p>Research Cited: Focusing instruction on the meaningful development of important mathematical ideas increases student learning. (Aubrey 1997; Brounell 1045, 1947; Carpenter et al. 1998; Cobb et al. 1991; Fuson 1992; Good, Grouws, and Ebmeier 1983; Hiebert and Carpenter 1992; Kamii 1985, 1989, 1994; Knapp, Shields, and Turnbull 1995; Koehler and Grouws 1992; Skemp 1978; Van Engen 1949; Wood and Sellers 1996. 1997.) Teaching that incorporates students' intuitive solution methods can increase student learning, especially when combined with opportunities for student interaction and discussion. (Boaler 1998, Carpenter et al. 1988; Carpenter et al. 1989; Carpenter et al. 1998; Cobb et al. 1991; Cobb, Yackel, and Wood 1992; Cognition and Technology group 1997; Fennema et al. 1993; Fennema et al. 1996; Fennema, Carpenter, and Peterson 1989; Hiebert and Wearne 1993, 1996; Kamii 1985, 1989, 1994; Stigler et al. 1999; Stigler and Hiebert 1997; Wood et al. 1993; Wood, Cobb, and Yackel 1995; Yackel, Cobb, and Wood 1991.)</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>Unpacking benchmark data to inform practice. Specifically to help tailor instruction to meet the needs of all students.</p>	<p>Other - Data analysis</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/07/2016</p>	<p>06/14/2017</p>	<p>\$5000</p>	<p>Title II Part A</p>	<p>Instructional staff</p>
<p>Activity - Academic Vocabulary - Numeracy</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>

School Improvement Plan
Tomek-Eastern Elem. School

To build academic language for essential practices for content teachers. Teaching mathematics with a focus on number sense encourages students to become problem solvers in a wide variety of situations and to view mathematics as a discipline where thinking is important. (Cobb et al. 1991; Greeno 1991; Kamii 1985, 1989, 1994; Markovits and Sowder 1994; Reys et al. 1991; Reys and Barger 1994; Sowder 1992a, 1992b.)	Curriculum Development	Tier 1	Getting Ready	09/07/2016	06/14/2017	\$1000	Title II Part A	Department chairs and grade level reps
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Goal 4: All students at Tomek Eastern Elementary will become proficient in self management.

Measurable Objective 1:

demonstrate a proficiency of making informed choices by following our codes of behavior by 06/22/2018 as measured by PowerSchool and/or classroom Dojo.

Strategy 1:

Classroom Dojo - Classroom Dojo is a Tier One option in a PBIS model, universal or primary approaches that are preventative in nature are put into place (Sugai & Homer, 2002). These approaches are for all students, staff, and settings and include the development of school-wide expectations, a behavioral matrix, and reinforcement systems to reward desired social behavior. Outcomes, systems, data, and practices are continually evaluated when providing universal supports (Center on Positive Behavioral Intervention and Support).

Category:

Research Cited: <http://www.pbisnetwork.org/>

Tier:

Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - Class Dojo								
Essential agreements to implement and use this program	Behavioral Support Program			09/03/2013	06/14/2017	\$0	No Funding Required	All grade level staff
Activity - PBIS incentive								
Weekly incentives	Behavioral Support Program			09/03/2013	06/14/2017	\$0	No Funding Required	Grade level staff

Goal 5: All reading Title one students at Tomek Eastern Elementary will become proficient readers.

Measurable Objective 1:

40% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/14/2017 as measured by DRA (K-2) and/or NWEA.

Strategy 1:

Guided reading - Guided Reading Programs support a comprehensive reading program by integrating guided instruction, assessment, and independent practice into your classroom. The effect is improved student performance with reading (leveled literacy intervention, soar to success, phonographix and cars and stars.)

Category: English/Language Arts

Research Cited: Fountas, Irene, C., and Pinnell, Gay Su. Guided Reading: Good First Teaching for All Children, Heinemann.

Tier: Tier 2

Activity - Program essential agreements	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Essential agreements regarding program continuity and implementation.	Professional Learning, Policy and Process	Tier 2	Monitor	09/02/2013	06/14/2017	\$0	No Funding Required	Title one staff

Goal 6: All math Title one students at Tomek-Eastern Elementary will become proficient mathematical problem solvers.

Measurable Objective 1:

40% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in math problem solving in Mathematics by 06/17/2016 as measured by district benchmark assessments.

Strategy 1:

Math manipulatives - It is important for children to have a variety of materials to manipulate and the opportunity to sort, classify, weigh, stack and explore if they are to construct mathematical knowledge. "In order to have opportunities to learn math, children need firsthand experiences

related to math, interaction with other children and adults concerning these experiences and timeto reflect on the experiences" (Seefeldt & Wasik, 2006, p. 250). Educational research indicatedthat the most valuable learning occurs when students actively construct their own mathematicalunderstanding, which is often

School Improvement Plan
Tomek-Eastern Elem. School

accomplished through the use of manipulatives. Programs used include: Number worlds, CAMS and STAMS and Do the Math.

Category: Mathematics

Research Cited: Puchner, L., Taylor A., O'Donnell, B., & Fick, K. (2008). Teacher learning and mathematics manipulatives: A collective case study about teacher use of manipulatives in elementary and middle school mathematics lessons. School Science and Mathematics. Retrieved

December 10, 2009, from: http://www.accessmylibrary.com/coms2/summary_0286-35888184_ITEM

Tier: Tier 2

Activity - Implementation essential agreements	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Essential agreements about program continuity and implementation.	Professional Learning, Policy and Process	Tier 2	Monitor	09/02/2013	06/14/2017	\$0	No Funding Required	Title one staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

Tomek-Eastern Elem. School

Instructional strategies - Differentiation	<p>Direct instruction professional development for all general ed staff. To include strategies to help meet the needs of all students. Differentiated quality classroom instruction focusing on problem solving skills. - All classroom and special education teachers will teach using quality classroom instruction focusing on real life problem solving skills and applications using Differentiated instruction for mathematics. Students will work to learn how to solve math problems using a variety of strategies across content areas with Math in focus being the primary tool. Students will also work to explain and defend their answer as well as how they reached their answer.</p> <p>Research Cited: Focusing instruction on the meaningful development of important mathematical ideas increases student learning. (Aubrey 1997; Brounell 1045, 1947; Carpenter et al. 1998; Cobb et al. 1991; Fuson 1992; Good, Grouws, and Ebmeier 1983; Hiebert and Carpenter 1992; Hiebert et al. 1997; Heibert and Weame 1996; Kamii 1985, 1989, 1994; Knapp, Shields, and Turnbull 1995; Koehler and Grouws 1992; Skemp 1978; Van Engen 1949; Wood and Sellers 1996, 1997.)</p> <p>Teaching that incorporates students' intuitive solution methods can increase student learning, especially when combined with opportunities for student interaction and discussion. (Boaler 1998, Carpenter et al. 1988; Carpenter et al. 1989; Carpenter et al. 1998; Cobb et al. 1991; Cobb, Yackel, and Wood 1992; Cognition and Technology group 1997; Fennema et al. 1993; Fennema et al. 1996; Fennema, Carpenter, and Peterson 1989; Hiebert and Weame 1993, 1996; Kamii 1985, 1989, 1994; Stigler et al. 1999; Stigler and Hiebert 1997; Wood et al. 1993; Wood, Cobb, and Yackel 1995; Yackel, Cobb, and Wood 1991.)</p>	Professional Learning	Tier 1	Implement	09/07/2016	06/14/2017	\$5000	All general ed staff
Learning Continuum	Unpacking benchmark data to inform practice. Specifically to help tailor instruction to meet the needs of all students.	Other - Data analysis	Tier 1	Getting Ready	09/07/2016	06/14/2017	\$5000	Instructional staff
Phonics First	PD on this instructional strategy	Professional Learning	Tier 1	Getting Ready	09/07/2016	06/14/2017	\$3000	Selected grade level reps or chairs

Academic Vocabulary - Numeracy	To build academic language for essential practices for content teachers. Teaching mathematics with a focus on number sense encourages students to become problem solvers in a wide variety of situations and to view mathematics as a discipline where thinking is important. (Cobb et al. 1991; Greeno 1991; Kamii 1985, 1989, 1994; Markovits and Sowder 1994; Reys et al. 1991; Reys and Barger 1994; Sowder 1992a, 1992b.)	Curriculum Development	Tier 1	Getting Ready	09/07/2016	06/14/2017	\$1000	Department chairs and grade level reps
Lab Classrooms	PD on implementation and three-phase cycle of a pre-lesson conference, a lesson observation, and a post-lesson conference.	Professional Learning	Tier 1	Getting Ready	09/07/2016	06/14/2017	\$500	Grade level reps

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PBIS incentive	Weekly incentives	Behavioral Support Program			09/03/2013	06/14/2017	\$0	Grade level staff
Program essential agreements	Essential agreements regarding program continuity and implementation.	Professional Learning, Policy and Process	Tier 2	Monitor	09/02/2013	06/14/2017	\$0	Title one staff
Class Dojo	Essential agreements to implement and use this program	Behavioral Support Program			09/03/2013	06/14/2017	\$0	All grade level staff
Implementation essential agreements	Essential agreements about program continuity and implementation.	Professional Learning, Policy and Process	Tier 2	Monitor	09/02/2013	06/14/2017	\$0	Title one staff
Guided reading	Essential agreements on frequency and duration of guided reading	Policy and Process		Monitor	09/01/2014	06/14/2017	\$0	All k-5 staff
Self and peer assessments	Continue to monitor the implementation of peer/self assessment through walk throughs.	Direct instruction	Tier 1	Monitor	09/06/2016	06/14/2017	\$0	Principal and instructional staff

