

2017-18 Children's Village School Improvement Plan

Children's Village School
Waterford School District

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Overview

Plan Name

2017-18 Children's Village School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Children's Village School will become proficient in math.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$400000
2	All students at Children's Village School will improve their comprehensive reading skills.	Objectives: 1 Strategies: 1 Activities: 7	Academic	\$40000
3	All students at Children's Village School will improve their writing skills across the curriculum.	Objectives: 1 Strategies: 1 Activities: 7	Academic	\$0
4	All students will improve their behavior at Children's Village School.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$450

Goal 1: All students at Children's Village School will become proficient in math.

Status	Progress Notes	Created On	Created By
N/A	All students will improve their MATH proficiency.	July 31, 2017	Ms. Diane M Behrendt

Measurable Objective 1:

15% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth 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 student proficiency (pass rate) at grade level in Mathematics by 06/16/2017 as measured by the Kaufman Test of Educational Achievement 3 (K-TEA-3) A and B.

Strategy 1:

Researched Based Instruction - Teachers will use Computer Assisted Instruction (Compass, Study Island, and Math Academy) to improve math skills.

Teachers will implement basic mathematics lessons in all programs including school wide units in Consumer Math.

Teachers will align the math curriculum across the four educational settings at Children's Village School.

Teachers will utilize the Waterford School District Non-fiction Writing Initiative for personal reflection regarding math concepts.

Teachers will assign homework once a week to reinforce math skills.

Research Cited: Byers, T., 2009, Building Speed, Increases Scores.

Fairweather, T., 2012, Students Must Master The Homework Cycle.

Koenig, G. 2006, Computer Assisted Instruction Boosts Math Skills

Springer, R., Pugalee, D., Algozzine, B., 2007, Improving Mathematics Skills of High School Students.

Stone, R., 2007, Making Math Work.

Woodward, J., 2006, Integrating Instruction With Timed Practice Drills.

Zollman, A., 2009, Students Use Graphic Organizers to Improve Mathematical Problem-Solving Communications.

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Math Teachers will utilize the LTTA daily when designing and delivering lessons for students.	Direct Instruction	09/06/2016	06/16/2017	\$400000	No Funding Required, District Funding, Title I Part D	Four math teachers: 2 Special Education, 1 Title I D funded, 1 general education
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Goal 2: All students at Children's Village School will improve their comprehensive reading skills.

Measurable Objective 1:

55% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth 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 student proficiency (pass rate) in reading comprehension skills in Reading by 06/16/2017 as measured by the Kaufman Test of Educational Achievement 3 (KTEA-3) Test A and B.

Strategy 1:

- Researched Based Instruction - Teachers will continue implementation of the RAISE program in their instructional teaching.
- Teachers will facilitate cooperative learning groups.
- Teachers will provide graphic organizers and skills to take comprehensive notes on the main idea.
- Teachers will provide a variety of graphic organizers and the information to complete the graphic organizers.
- Teachers will present instruction in small chunks and allow time for students to practice.

Research Cited: Formative Assessment Strategies: A Baker's Dozen, Marzano's Nine Instructional Strategies for Effective Teaching and Learning, Marcia Tate's Worksheets Don't Grow Dendrites: 20 Instructional Strategies that Engage the Brain, and Research-Based Strategies That All Teachers Should Know by Barak Rosenshine.

Activity - RAISE Training Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A group of language arts as well as social studies and science teachers participated in the 2013-2014 cohort of the Reading Apprenticeship Improving Secondary Education (RAISE) Program. These teachers acted as trainers for the rest of their colleagues at Children's Village School. This process will continue. The RAISE leader will hold monthly meetings with RAISE team.	Professional Learning	09/06/2016	06/16/2017	\$0	General Fund	Seven teachers and building administrator
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Activity - Decision Making for Results Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language arts teachers will use short cycle assessments to collect and analyze data in order to prioritize student needs and then set SMART goals to support student progress. Research-based strategies will be implemented and monitored for results.	Policy and Process	09/06/2016	06/16/2017	\$0	General Fund	Four language arts teachers, building administrator

Activity - Instructional Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in district instructional labs centered on improving reading instruction.	Professional Learning	09/06/2016	06/16/2017	\$0	Title II Part A	Language arts teachers

Activity - Learning Coaches	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have access to district learning coaches who will provide support in instructional growth through student-centered learning labs, small group and one-on-one job embedded professional learning.	Professional Learning	09/06/2016	06/16/2017	\$0	Title II Part A	Language arts teachers

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All teachers will utilize the Learning Target Theory of Action (LTTA) daily when designing and delivering lessons for students. Teachers will also continue to learn and implement the Gradual Release of Responsibility, shifting responsibility of teacher instruction to student learning.	Direct Instruction	09/06/2016	06/16/2017	\$0	No Funding Required	classroom teachers, building administrator
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Activity - Reading Strategies Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Struggling secondary school students will participate in a reading lab in addition to their normal instruction. This time will be above and beyond the general curriculum and the teacher and assistant will work with these students, in small groups and 1:1, to remediate and address their individual needs.	Academic Support Program	09/06/2016	06/16/2017	\$40000	Title I Part D	Reading lab teacher, teacher assistant

Activity - Administrator Partnership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Central office instructional administrators will observe classroom teachers alongside building administrator and provide feedback to building administrator on the quality and accuracy of the feedback provided to the classroom teacher.	Other - Collaboration	09/06/2016	06/16/2017	\$0	No Funding Required	Central Office Staff/Building Administrator

Goal 3: All students at Children's Village School will improve their writing skills across the curriculum.

Measurable Objective 1:

30% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth 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 student proficiency (pass rate) in writing skills in Writing by 06/16/2017 as measured by the Non-Fiction Fluency post test based on a six point rubric .

Strategy 1:

Non-Fiction Writing Initiative - Teachers will use the Writing Initiative emphasizing TAK and structured writing.

Teachers will implement weekly sustained non-fiction free writes to improve writing skills (stamina, sentence fluency, sentence structure) and implement a 6 point writing rubric based on non-fiction writing.

Teachers will display and execute the Core Four/Super Six/Awesome 8 topic sentence posters when initiating writing.

Teachers and students will incorporate QFT to improve higher order thinking skills to prepare for writing.

Teachers will assess students on a short-cycle, identify needs, and develop interventions and formatives to measure student success and needs.

Teachers will implement RAISE writing strategies.

Teachers will lead weekly Drop Everything and Write (DRAW) activity during a specific hour on early release Thursday.

Research Cited: Waterford School District Non-Fiction Writing Initiative; QFT Six Step Process: Dan Rothstein and Luz Santana, co-directors of the Right Question Institute; Reading Apprenticeship Improving Secondary Education (RAISE) Strategies.

Activity - Non-Fiction Writing Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the Waterford School District's Non-fiction Writing Initiative across the curriculum.	Direct Instruction	09/06/2016	06/16/2017	\$0	District Funding	The school improvement writing committee (SIP) will support teachers across the curriculum to implement non-fiction writing strategies.

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize the LTTA daily when designing and delivering lessons for students.	Direct Instruction	09/06/2016	06/16/2017	\$0	General Fund	Classroom teachers, building administrator

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Activity - Instructional Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in district instructional labs centered on improving writing instruction.	Professional Learning	09/06/2016	06/16/2017	\$0	Title II Part A	Classroom teachers

Activity - Learning Coaches	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will access district learning coach support through student-centered learning labs, small group and one-on-one job embedded professional learning.	Professional Learning	09/06/2016	06/16/2017	\$0	Title II Part A	Classroom teachers

Activity - Lesson Design and Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional learning focusing on incorporating strong lesson design and frequent formative assessments.	Professional Learning	09/06/2016	06/16/2017	\$0	No Funding Required	Classroom teachers, building administrator

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administrator and collect three writing samples throughout the year in order to gauge non-fiction growth from September through June. Results will be used to improve core instruction. Teachers will also monitor weekly DRAW writing activity for progress.	Other - Implementation	09/06/2016	06/16/2017	\$0	No Funding Required	Classroom teachers, building administrator

Activity - Administrator Partnership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Central office instructional administrators will observe classroom teachers alongside building administrator and provide feedback to building administrator on the quality and accuracy of the feedback provided to the classroom teacher.	Other - Collaboration	09/06/2016	06/16/2017	\$0	No Funding Required	Central Office Staff/Building Administrator
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Goal 4: All students will improve their behavior at Children's Village School.

Measurable Objective 1:

collaborate to to reduce the amount of behavioral referrals at Children's Village School by 06/16/2017 as measured by the amount of referrals written for specific behavior, which include getting out of seat without permission, interrupting teacher or peers when talking, or refusal to follow direct instructions from teacher..

Strategy 1:

Target Behaviors - Target behaviors are posted in every classroom. Students will understand what the three behavioral targets are and the consequences for not following behavioral expectations. Behavior referrals will be tracked, monthly.

Research Cited: School-wide Positive Behavioral Interventions & Supports Implementation Guide (2010); ROAR - Positive Behavior Support Interventions; Second Step - K - 6 classroom,

Activity - Action Steps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Behavioral SIP Team will present goal and targeted behaviors to all teachers, share required documents, and how to fill out referral forms. Monthly data collection will track target behavior improvement.	Behavioral Support Program	09/06/2016	06/16/2017	\$0	No Funding Required	Behavioral SIP Team

Activity - Decision Making for Results Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Behavior SIP group will use short cycle assessments to collect and analyze data in order to prioritize student needs and then set SMART goals to support student progress. Research-based strategies will be implemented and monitored for results.	Policy and Process	09/06/2016	06/16/2017	\$0	No Funding Required	Behavior SIP group, classroom teachers, building administrator
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Activity - Character Building Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Behavior SIP team will develop character building lessons to address specific behavior needs of students based on the "Six Pillars of Character": Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.	Behavioral Support Program	09/06/2016	06/16/2017	\$0	No Funding Required	Behavioral SIP team, classroom teachers, building administrator

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be involved in a book study to research "why our kids with behavioral challenges are falling through the cracks and how we can help them." The book is titled "Lost At School" by Ross W. Greene, PhD.	Behavioral Support Program	09/06/2016	06/16/2017	\$250	Title I Part D	Behavior SIP team, teachers, building administrator

Activity - Drop Read and Write (DRAW)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Behavior School Improvement Team selects a specific targeted positive character trait to focus on, monthly. One Thursday a month all teachers are assigned a specific hour of the day that they will read an article, along with their students, selected by the Behavior School Improvement Team. The students must respond/reflect on the article in writing, using the topic, details and examples model.	Direct Instruction	09/06/2016	06/16/2017	\$0	No Funding Required	Behavior School Improvement Team/Classroom Teachers

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Activity - Keys to Character	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classrooms will have a Keys to Character poster visible.	Other - Classroom Poster	09/06/2016	06/16/2017	\$200	General Fund	Behavior School Improvement Team/Classroom Teacher/Administrator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Targets	All teachers will utilize the Learning Target Theory of Action (LTTA) daily when designing and delivering lessons for students. Teachers will also continue to learn and implement the Gradual Release of Responsibility, shifting responsibility of teacher instruction to student learning.	Direct Instruction	09/06/2016	06/16/2017	\$0	classroom teachers, building administrator
Progress Monitoring	Teachers will administrator and collect three writing samples throughout the year in order to gauge non-fiction growth from September through June. Results will be used to improve core instruction. Teachers will also monitor weekly DRAW writing activity for progress.	Other - Implementation	09/06/2016	06/16/2017	\$0	Classroom teachers, building administrator
Administrator Partnership	Central office instructional administrators will observe classroom teachers alongside building administrator and provide feedback to building administrator on the quality and accuracy of the feedback provided to the classroom teacher.	Other - Collaboration	09/06/2016	06/16/2017	\$0	Central Office Staff/Building Administrator
Lesson Design and Formative Assessments	Teachers will participate in professional learning focusing on incorporating strong lesson design and frequent formative assessments.	Professional Learning	09/06/2016	06/16/2017	\$0	Classroom teachers, building administrator
Learning Targets	Math Teachers will utilize the LTTA daily when designing and delivering lessons for students.	Direct Instruction	09/06/2016	06/16/2017	\$0	Four math teachers: 2 Special Education, 1 Title I D funded, 1 general education
Action Steps	Behavioral SIP Team will present goal and targeted behaviors to all teachers, share required documents, and how to fill out referral forms. Monthly data collection will track target behavior improvement.	Behavioral Support Program	09/06/2016	06/16/2017	\$0	Behavioral SIP Team
Decision Making for Results Process	Behavior SIP group will use short cycle assessments to collect and analyze data in order to prioritize student needs and then set SMART goals to support student progress. Research-based strategies will be implemented and monitored for results.	Policy and Process	09/06/2016	06/16/2017	\$0	Behavior SIP group, classroom teachers, building administrator

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Drop Read and Write (DRAW)	The Behavior School Improvement Team selects a specific targeted positive character trait to focus on, monthly. One Thursday a month all teachers are assigned a specific hour of the day that they will read an article, along with their students, selected by the Behavior School Improvement Team. The students must respond/reflect on the article in writing, using the topic, details and examples model.	Direct Instruction	09/06/2016	06/16/2017	\$0	Behavior School Improvement Team/Classroom Teachers
Character Building Lessons	The Behavior SIP team will develop character building lessons to address specific behavior needs of students based on the "Six Pillars of Character": Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.	Behavioral Support Program	09/06/2016	06/16/2017	\$0	Behavioral SIP team, classroom teachers, building administrator
Administrator Partnership	Central office instructional administrators will observe classroom teachers alongside building administrator and provide feedback to building administrator on the quality and accuracy of the feedback provided to the classroom teacher.	Other - Collaboration	09/06/2016	06/16/2017	\$0	Central Office Staff/Building Administrator
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Non-Fiction Writing Initiative	Teachers will implement the Waterford School District's Non-fiction Writing Initiative across the curriculum.	Direct Instruction	09/06/2016	06/16/2017	\$0	The school improvement writing committee (SIP) will support teachers across the curriculum to implement non-fiction writing strategies.
Learning Targets	Math Teachers will utilize the LTTA daily when designing and delivering lessons for students.	Direct Instruction	09/06/2016	06/16/2017	\$300000	Four math teachers: 2 Special Education, 1 Title I D funded, 1 general education
Total					\$300000	

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General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RAISE Training Implementation	A group of language arts as well as social studies and science teachers participated in the 2013-2014 cohort of the Reading Apprenticeship Improving Secondary Education (RAISE) Program. These teachers acted as trainers for the rest of their colleagues at Children's Village School. This process will continue. The RAISE leader will hold monthly meetings with RAISE team.	Professional Learning	09/06/2016	06/16/2017	\$0	Seven teachers and building administrator
Learning Targets	All teachers will utilize the LTTA daily when designing and delivering lessons for students.	Direct Instruction	09/06/2016	06/16/2017	\$0	Classroom teachers, building administrator
Keys to Character	All classrooms will have a Keys to Character poster visible.	Other - Classroom Poster	09/06/2016	06/16/2017	\$200	Behavior School Improvement Team/Classroom Teacher/Administrator
Decision Making for Results Process	Language arts teachers will use short cycle assessments to collect and analyze data in order to prioritize student needs and then set SMART goals to support student progress. Research-based strategies will be implemented and monitored for results.	Policy and Process	09/06/2016	06/16/2017	\$0	Four language arts teachers, building administrator
Total					\$200	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Labs	Teachers will participate in district instructional labs centered on improving writing instruction.	Professional Learning	09/06/2016	06/16/2017	\$0	Classroom teachers
Learning Coaches	Teachers will have access to district learning coaches who will provide support in instructional growth through student-centered learning labs, small group and one-on-one job embedded professional learning.	Professional Learning	09/06/2016	06/16/2017	\$0	Language arts teachers
Instructional Labs	Teachers will participate in district instructional labs centered on improving reading instruction.	Professional Learning	09/06/2016	06/16/2017	\$0	Language arts teachers
Learning Coaches	Teachers will access district learning coach support through student-centered learning labs, small group and one-on-one job embedded professional learning.	Professional Learning	09/06/2016	06/16/2017	\$0	Classroom teachers
Total					\$0	

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Title I Part D

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Book Study	All teachers will be involved in a book study to research "why our kids with behavioral challenges are falling through the cracks and how we can help them." The book is titled "Lost At School" by Ross W. Greene, PhD.	Behavioral Support Program	09/06/2016	06/16/2017	\$250	Behavior SIP team, teachers, building administrator
Learning Targets	Math Teachers will utilize the LTTA daily when designing and delivering lessons for students.	Direct Instruction	09/06/2016	06/16/2017	\$100000	Four math teachers: 2 Special Education, 1 Title I D funded, 1 general education
Reading Strategies Lab	Struggling secondary school students will participate in a reading lab in addition to their normal instruction. This time will be above and beyond the general curriculum and the teacher and assistant will work with these students, in small groups and 1:1, to remediate and address their individual needs.	Academic Support Program	09/06/2016	06/16/2017	\$40000	Reading lab teacher, teacher assistant
Total					\$140250	