

# **2017-18 Children's Village School Improvement Plan**

Children's Village School  
Waterford School District

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# TABLE OF CONTENTS

|   |    |
|---|----|
| Overview .....  | 1  |
| Goals Summary .....   | 2  |
| Goal 1: All students at Children's Village School will become proficient in math. ....                          | 3  |
| Goal 2: All students at Children's Village School will improve their comprehensive reading skills. ....         | 4  |
| Goal 3: All students at Children's Village School will improve their writing skills across the curriculum. .... | 6  |
| Goal 4: All students will improve their behavior at Children's Village School. ....                             | 9  |
| Activity Summary by Funding Source .....  | 12 |

## **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<br>Strategies: 1<br>Activities: 1 | Academic       | \$400000      |
| 2 | All students at Children's Village School will improve their comprehensive reading skills.         | Objectives: 1<br>Strategies: 1<br>Activities: 7 | Academic       | \$40000       |
| 3 | All students at Children's Village School will improve their writing skills across the curriculum. | Objectives: 1<br>Strategies: 1<br>Activities: 7 | Academic       | \$0           |
| 4 | All students will improve their behavior at Children's Village School.                             | Objectives: 1<br>Strategies: 1<br>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 |
|-----------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|-----------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

**2017-18 Children's Village School Improvement Plan**

Children's Village School

|   |                    |            |            |          |   |  |
|---|--------------------|------------|------------|----------|---|--|
| 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 |
|---|--------------------|------------|------------|----------|---|--|

**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 |
|--|---------------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------------|----------|-------------------|-------------------|-------------------|

## 2017-18 Children's Village School Improvement Plan

Children's Village School

|  |                       |            |            |     |              |   |
|--|-----------------------|------------|------------|-----|--------------|---|
| 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 |
|--|-----------------------|------------|------------|-----|--------------|---|

| 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 |
|-----------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|-----------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

## 2017-18 Children's Village School Improvement Plan

Children's Village School

|   |                    |            |            |     |                     |  |
|---|--------------------|------------|------------|-----|---------------------|--|
| 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 |
|---|--------------------|------------|------------|-----|---------------------|--|

| 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 .



## 2017-18 Children's Village School Improvement Plan

Children's Village School

### 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 |

## 2017-18 Children's Village School Improvement Plan

Children's Village School

| 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 |
|--------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

## 2017-18 Children's Village School Improvement Plan

Children's Village School

|  |                       |            |            |     |                     |   |
|--|-----------------------|------------|------------|-----|---------------------|---|
| 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 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 |
|--|---------------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------------|----------|-------------------|-------------------|-------------------|

## 2017-18 Children's Village School Improvement Plan

Children's Village School

|   |                    |            |            |     |                     |  |
|---|--------------------|------------|------------|-----|---------------------|--|
| 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 |
|---|--------------------|------------|------------|-----|---------------------|--|

| 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 |

**2017-18 Children's Village School Improvement Plan**

Children's Village School

| 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                   |

## 2017-18 Children's Village School Improvement Plan

Children's Village School

|                            |  |                            |            |            |            |   |
|----------------------------|--|----------------------------|------------|------------|------------|---|
| 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                     |
| <b>Total</b>               |  |                            |            |            | <b>\$0</b> |   |

### 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  |
| <b>Total</b>                   |   |                    |            |            | <b>\$300000</b>   |   |

## 2017-18 Children's Village School Improvement Plan

Children's Village School

### 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              |
| <b>Total</b>                        |  |                          |            |            | <b>\$200</b>      |  |

### 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     |
| <b>Total</b>       |  |                       |            |            | <b>\$0</b>        |                        |



**2017-18 Children's Village School Improvement Plan**

Children's Village School

**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   |
| <b>Total</b>           |  |                            |            |            | <b>\$140250</b>   |  |