

Houghton SIP 2017-2018

Houghton Elementary School

Waterford School District

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TABLE OF CONTENTS

Overview	1
Goals Summary	2
Goal 1: All students at Douglass Houghton Elementary School will become proficient writers.....	3
Goal 2: All Students at Douglass Houghton Elementary School will become proficient readers.....	7
Goal 3: All students at Douglas Houghton Elementary will demonstrate increased proficiency in math.....	12
Goal 4: All identified sub groups at Douglas Houghton Elementary will become proficient readers.....	14
Goal 5: All identified sub groups at Douglas Houghton Elementary will demonstrate increased proficiency in math... ..	15
Activity Summary by Funding Source	17

Overview

Plan Name

Houghton SIP 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 Douglass Houghton Elementary School will become proficient writers.	Objectives: 1 Strategies: 2 Activities: 14	Academic	\$373000
2	All Students at Douglass Houghton Elementary School will become proficient readers.	Objectives: 1 Strategies: 5 Activities: 13	Academic	\$18000
3	All students at Douglas Houghton Elementary will demonstrate increased proficiency in math.	Objectives: 1 Strategies: 1 Activities: 8	Academic	\$280100
4	All identified sub groups at Douglas Houghton Elementary will become proficient readers.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	All identified sub groups at Douglas Houghton Elementary will demonstrate increased proficiency in math.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All students at Douglass Houghton Elementary School will become proficient writers.

Measurable Objective 1:

A 20% increase of Pre-K, 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 demonstrate a proficiency in writing through direct instruction in English Language Arts by 05/26/2017 as measured by the district writing prompt.

Strategy 1:

Waterford School District writing initiative - Teachers will improve the quality of core instruction in writing in order to increase student understanding and student performance on proficiency measures.

Category:

Research Cited: Calkins, L (2010) The Nuts and Bolts of Teaching Writing. Portsmouth, NH: Heinemann.

Marzano, R. (2007) The Art and Science of Teaching. Alexandria, VA: ASCD

Tier: Tier 1

Activity - Using Graphic organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Writing Initiative scope, sequence and structure alignment grid to help students develop and organize their ideas using graphic organizers. Teachers will then model, teach and provide practice for students to transfer thoughts from their plan into sentences in their draft.	Professional Learning, Direct Instruction	Tier 1	Implement	08/09/2016	06/09/2017	\$0	General Fund	Classroom Teachers Building Administrators Curriculum Consultants

Activity - Writing in Response to Close Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will write in response to close reading text in non-fiction. Their writing will take various forms--persuasive, opinion, retelling and non-fiction writing.	Implementation, Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	General Fund	All Staff

Activity - Small Group and One-on-One Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Houghton SIP 2017-2018

Houghton Elementary School

Struggling students will participate in small group or one-on-one interventions	Academic Support Program, Implementation, Direct Instruction	Tier 2	Implement	09/06/2016	06/07/2017	\$50000	Title I Part A	Literacy Interventionists, Classroom Teachers, Building Administrator
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Activity - Vertical Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will align expectations across grade levels and follow those expectations instructionally to raise standards for all students.	Walkthrough, Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	General Fund	All staff

Activity - Core Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-5 will gather by grade level through the course of the year to focus on Writing to Learn in the content areas of science and math.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$30000	Title II Part A	PLC Leaders Classroom Teachers Building Administrators Central Office Staff

Activity - Data Teams Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and building administrator will continue to participate in professional learning around Data Team Process. PLC Leader and administrator will monitor implementation of the process.	Monitor	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	PLC Leader Classroom Teachers Building Administrator

Activity - Learning Target Theory of Action	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Houghton SIP 2017-2018

Houghton Elementary School

All teachers will utilize the LTTA daily when designing and delivering lessons for all students.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Building Administrator or Classroom Teachers
Activity - Instructional Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided the opportunity to participate in instructional labs centered on improving instruction.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$18000	Title II Part A	Learning Coaches Classroom Teachers ELA Consultant
Activity - Learning Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Coaches will provide support in instructional growth to teachers through student-centered learning labs, small group and on-on-one job embedded professional learning.	Professional Learning	Tier 1	Implement	08/30/2016	06/16/2017	\$275000	Title II Part A	Learning Coaches CIA Department Classroom Teachers
Activity - Lesson Design and Formative Assessment	Activity Type	Tier	Phase	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	Tier 1	Implement	08/30/2016	06/09/2017	\$0	No Funding Required	Curriculum Consultants Learning Coaches Central Office Administrators Classroom Teachers Building Administrators
Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Houghton SIP 2017-2018

Houghton Elementary School

Teachers will administer and collect three writing samples throughout the year in order to gauge nonfiction writing growth from September through June. Results will be used to improve core instruction.	Monitor	Tier 1	Implement	10/17/2016	06/16/2017	\$0	No Funding Required	Classroom teachers Building Principal
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Strategy 2:

Instructional Monitoring and Feedback - Building Principal will monitor implementation of best practices and provide feedback to teachers in order to improve instructional practices. Teachers will monitor student growth and provide effective feedback.

Category:

Research Cited: Marzano, R. (2007) *The Art and Science of Teaching*, Alexandria, VA: ASCD

Hattie, J. (2011) *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement*. New York, NY: Routledge

Moss, C., Brookhart, S., (2012) *Learning Targets: Helping Students Aim for Understanding in Today's Lesson*. Alexandria, Virginia: ASCD.

Robinson, V., (2011) *Student Centered Leadership*. San Francisco, CA: Jossey-Bass.

Tier: Tier 1

Activity - Monitoring of Writing Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Principal will conduct walkthroughs to monitor effective implementation of the writing initiative. She will also monitor through growth on district writing prompts.	Monitor	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Building Administrator or Central Office Staff

Activity - Principal Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building principal will engage in professional learning alongside teachers, colleagues, and CIA staff to build common language and understanding in order to provide feedback to teachers to improve the quality of instruction.	Professional Learning	Tier 1	Implement	08/30/2016	06/16/2017	\$0	No Funding Required	Central Office Staff Learning Coaches Curriculum Consultants Building Administrators

Activity - Administrator Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Central office instructional administrators will observe classroom teachers alongside building administrators and provide feedback to building administrators on the quality and accuracy of the feedback provided to the classroom teacher.	Professional Learning	Tier 1	Implement	09/19/2016	05/05/2017	\$0	No Funding Required	Central Office Staff Building Administrator

Goal 2: All Students at Douglass Houghton Elementary School will become proficient readers.

Measurable Objective 1:

A 20% increase of Pre-K, 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 demonstrate a proficiency in reading in English Language Arts by 06/16/2017 as measured by NWEA.

Strategy 1:

Core Reading Instruction - Teachers will participate in professional learning regarding effective classroom reading instruction and assessment.

Category: English/Language Arts

Research Cited: Allington, R. and Cunningham, P. (2012) Classrooms that Work: They can all read and write, 5th Edition. New York, NY: Pearson

Moss, C., Brookhart, S., (2012). Learning Targets: Helping Students Aim Understanding in Today's Lesson. Alexandria, VA ASCD.

Robinson, V., (2011). Student Centered leadership. San Francisco, CA., Jossey-Bass.

Allington, R. (2011) What Really Matters for Struggling Readers. New York, NY: Pearson

Marzano, R. (2007) The Art and Science of Teaching. Alexandria, VA: ASCD

Hattie, J. (2011) Visible learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. New York, NY: Routledge

Besser, L., and Ventura, S. (2010) The Big Picture: Looking at Data Teams Through a Collaborative Lens. Englewood, CO: lead and Learn Press

Frey, N., Fisher, D. (2011) The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning, Alexandria, VA: ASCD

Tier: Tier 1

Activity - Data Team Protocols	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and building administrator will continue to participate in professional learning surrounding Data Team Protocols. PLC Leader and building administrator will monitor implementation of the protocol.	Monitor	Tier 1	Implement	08/30/2016	06/16/2017	\$0	No Funding Required	PLC Leader Building Administrator or Central Office Staff

Activity - Instructional Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Houghton SIP 2017-2018

Houghton Elementary School

All kindergarten and third grade teachers will participate in professional development through a job-embedded lab specifically on guided reading and its implementation in the classroom.	Professional Learning	Tier 1	Implement	08/30/2016	06/16/2017	\$18000	Title II Part A	Learning Coaches Classroom Teachers ELA Consultant
Activity - Learning Target Theory of Action	Activity Type	Tier	Phase	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	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Central Office Staff CIA Staff Building Principal PLC Leader Classroom Teachers
Activity - Lesson Design and Formative Assessment	Activity Type	Tier	Phase	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	Tier 1	Implement	08/30/2016	06/16/2017	\$0	No Funding Required	Curriculum Consultants Learning Coaches Central Office Administrators Classroom Teachers Building Administrators

Strategy 2:

Close Reading - Teachers will teach close reading protocols to students to increase comprehension for reading non-fiction text.

Category: English/Language Arts

Research Cited: Beers, K. and Probst, R. (2012) Notice and Note. Heinemann.

Marzano, R.

Tier: Tier 1

Houghton SIP 2017-2018

Houghton Elementary School

Activity - Vertical Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will follow vertical alignment of Close Reading Protocol for K-5 students.	Direct Instruction	Tier 1		09/06/2016	06/16/2017	\$0	No Funding Required	Classroom Teachers Building Principal

Activity - Lesson Design and Formative Assesesment	Activity Type	Tier	Phase	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	Tier 1	Implement	08/30/2016	06/16/2017	\$0	No Funding Required	Curriculum Consultants Learning Coaches Central Office Administrators Classroom Teachers Building Administrator

Strategy 3:

Collaboration Between Administrators for Teacher Effectiveness in Reading - Central office instructional administrators will observe classroom teachers alongside building administrators and provide feedback to building administrators on the quality and accuracy of the feedback provided to the classroom teacher.

Category: English/Language Arts

Research Cited: Danielson: Framework for Effective Teaching

Tier: Tier 1

Activity - Administrator Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Central Office instructional administrators will observe classroom teachers alongside building administrators and provide feedback to building administrators on the quality and accuracy of the feedback provided to the classroom teacher.	Other - Collaboration	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Building administrator and central office instructional administrators

Strategy 4:

Guided Reading Instructional Practices - All teachers of reading will follow the district Guided Reading Initiative including the district requirements for Guided Reading lessons. Teachers will be responsive to student abilities as readers and will instruct them according to their needs in small group instruction.

Category: English/Language Arts

Research Cited: Fountas & Pinell

Tier: Tier 1

Activity - Professional Development in Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will continue to learn about Guided Reading implementation for their grade levels at our district professional development days and through quarterly trainings in staff meetings.	Professional Learning	Tier 1	Implement	08/30/2016	06/16/2017	\$0	No Funding Required	CIA Department Reading Interventionists at Houghton Building Administrator
Activity - Data Analysis of Reading Scores	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Quarterly analysis of reading achievement scores. Will work on intervention plans for next 10 weeks based on this analysis. Will also evaluate effectiveness of current guided reading work, groupings, and strategies used.	Monitor	Tier 1	Implement	08/30/2016	06/16/2017	\$0	No Funding Required	All classroom staff All resource room staff Reading interventionists Building administrator
Activity - Running Record Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Houghton SIP 2017-2018

Houghton Elementary School

Continuous Improvement in running record analysis. Last year staff received professional development in running records and their analysis. As we continue this year, we need to monitor that running records are continuing to be administered regularly and that their analysis is effective. We will do this through administrator observation, walk throughs and through quarterly check-ins in staff meetings.	Implementation	Tier 1	Monitor	08/30/2016	06/16/2017	\$0	No Funding Required	Classroom Teachers Resource Room Staff Reading Interventionists Building Administrator
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Activity - Teacher Ownership of Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work on Guided Reading Protocol to reflect upon their practice and improve as teachers of reading.	Professional Learning	Tier 1	Implement	10/03/2016	12/21/2016	\$0	No Funding Required	Classroom Teachers Building Administrator Reading Interventionists Resource Room Staff

Activity - Lesson Design & Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will submit Guided Reading Schedules and lesson plans to building administrator. Building administrator will regularly monitor implementation of Guided Reading in classrooms throughout the building.	Monitor, Walkthrough	Tier 1	Monitor	08/30/2016	06/16/2017	\$0	No Funding Required	Building Administrator All teachers of reading

Strategy 5:

Parent Engagement - Increased parent engagement is a strong indicator of student success. As a school, we have worked hard to improve core instruction, and we are seeing strong gains in achievement as a result. If we are going to continue to see strong growth in achievement, it will be a result of increased parent and family engagement, availability of quality literature at home, and increased time engaging students in at-home reading.

Category: English/Language Arts

Research Cited: Allington, R. and Cunningham, P. (2012) Classrooms that Work: They can all read and write, 5th Edition. New York, NY: Pearson

Allington, R. (2011) What Really Matters for Struggling Readers. New York, NY: Pearson

Tier: Tier 1

Activity - The Read More Challenge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Read More Challenge is a personal challenge for each student in grades 3-5 and each family in grades K-2. We are encouraging families and students to stretch themselves and read more this year. For K-2 students, it will involve reading a picture book each week together. The book will be provided by our school along with a guide of "Things to talk about before, during and after reading." We want to support our students and families as readers who grow together. For our older students, we want to encourage them to stretch as readers and increase their competence, confidence and reading motivation. Donalyn Miller, at the Bookwhisperer.com states a set of core beliefs, which we are adopting as well. "Everybody reads here. Let's get started. Strong readers have lots of reading experiences. You need to be a good all-around reader. There's the right book for you out there somewhere. Let's find it. Whether you read or not isn't a choice, but what you read is YOUR choice. Your reading life matters."</p>	Implementation, Parent Involvement	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	No Funding Required	All instructional staff. Classroom teachers will introduce the Read More Challenge to students and families as they launch the school year.

Goal 3: All students at Douglas Houghton Elementary will demonstrate increased proficiency in math.

Measurable Objective 1:

A 20% increase of Pre-K, 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 demonstrate a proficiency in math on post tests in Mathematics by 06/16/2017 as measured by NWEA Assessments.

Strategy 1:

Core Classroom Instruction - Teachers will improve the quality of core instruction in mathematics in order to increase student understanding and student performance on proficiency measures.

Category: Mathematics

Research Cited: Marzano, R. (2007) The Art and Science of Teaching. Alexandria, VA: ASCD

Hattie, J. (2011) Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. New York, NY: Routledge

Besser, L., Ventura, S. (2010) The Big Picture: Looking at Data Teams Through a Collaborative Lens. Englewood, CO: Lead and Learn Press

Moss, M., Brookhart, S. (2012) Learning Targets: Helping Students Aim for Understanding in Today's Lesson, Alexandria, VA: ASCD

Frey, N., Fisher, D. (2011) The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning, Alexandria, VA: ASCD

Tier: Tier 1

Houghton SIP 2017-2018

Houghton Elementary School

Activity - Inquiry based investigation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through gradual release of responsibility students will be provided opportunities to make logical arguments by using objects, drawings, diagrams, actions and writing as evidence to support the solutions to real world math applications.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	General Fund	All K-5 general education and special education teaching staff.
Activity - Writing to Learn	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Writing to Learn in mathematics to collect data on student thinking and depth of understanding in mathematics. They will follow vertical alignment that they collaborated on in order to ensure high standards at every grade level and that foundational concepts are built K-5 from the units of study.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Classroom Teachers Building Administrator
Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of grades 3-5 will gather by grade level two times through the course of the year to strengthen the delivery of units of study, eight math practices and math content.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$2100	General Fund	Math Curriculum Consultant Classroom Teachers Building Administrator
Activity - Data Team Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and building administrator will continue to participate in professional learning surrounding Data Team Process. PLC Leader and building administrator will monitor implementation of the process.	Monitor	Tier 1	Implement	08/30/2016	06/16/2017	\$0	No Funding Required	PLC Leader Classroom Teachers Building Administrator Central Office Administrators

Houghton SIP 2017-2018

Houghton Elementary School

Activity - Learning Target Theory of Action	Activity Type	Tier	Phase	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	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Building Administrator or Classroom Teachers
Activity - Learning Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Coaches will provide support in instructional growth to teachers through student-centered learning labs, small group and on-on-one job embedded professional learning.	Professional Learning	Tier 1	Implement	08/30/2016	06/16/2017	\$275000	Title II Part A	Learning Coaches CIA Department Classroom Teachers
Activity - Lesson Design and Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional learning focusing in incorporating strong lesson design and frequent formative assessments.	Professional Learning	Tier 1	Implement	08/30/2016	06/16/2017	\$0	No Funding Required	Curriculum Consultants Learning Coaches Central Office Administrators Building Administrators Classroom Teachers
Activity - DreamBox Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are eligible for math services will be provided with intervention using DreamBox math to improve their conceptual understanding.	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$3000	Title I Part A	Classroom Teachers Building Principal Classroom Assistant

Goal 4: All identified sub groups at Douglas Houghton Elementary will become proficient readers.

Measurable Objective 1:

A 10% increase of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in reading through direct instruction in English Language Arts in English Language Arts by 06/16/2017 as measured by The DRA (District Reading Assessment) score..

Strategy 1:

Small group instruction - Teachers will;

1. Use formative assessments (observations, conferring as well as analyzing artifacts) to identify students in need of remediation of concepts.
2. Strategically place students in Guided Reading groups to target specific learning needs.

Category: English/Language Arts

Research Cited: Teaching Reading in Small Groups by Jennifer Serravallo

Tier: Tier 1

Activity - Reader's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Whole group mini lessons focused independent reading time, small group instruction opportunities, and teaching and learning shares.	Direct Instruction		Monitor	09/06/2016	06/16/2017	\$0	General Fund	Teachers, resource room teachers, interventionist, support staff. These will be based on learning needs of individual students.

Goal 5: All identified sub groups at Douglas Houghton Elementary will demonstrate increased proficiency in math.

Measurable Objective 1:

A 10% increase of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency In math, on post tests in mathematics in Mathematics by 06/16/2017 as measured by NWEA..

Strategy 1:

Viable arguments and Critiques - Teachers will:

1. Launch math mini lessons with inquiry-based investigation to provide opportunities and scaffold accountable talk based on mathematical skill/concept.

2. Model how to analyze the reasoning of others by listening, asking questions, and comparing strategies and arguments.

Category: Mathematics

Research Cited: CCSS Common Core State Standards

Tier: Tier 1

Activity - Inquiry based investigation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through gradual release of responsibility students will be provided opportunities to make logical arguments by using objects, drawings, diagrams, actions and writing as evidence to support the solutions to real world math applications.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	General Fund	Teachers, resource room teachers, interventionist, support staff. These will be based on learning needs of individual students.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Lesson Design and Formative Assessment	Teachers will participate in professional learning focusing in incorporating strong lesson design and frequent formative assessments.	Professional Learning	Tier 1	Implement	08/30/2016	06/16/2017	\$0	Curriculum Consultants Learning Coaches Central Office Administrators Building Administrators Classroom Teachers
Progress Monitoring	Teachers will administer and collect three writing samples throughout the year in order to gauge nonfiction writing growth from September through June. Results will be used to improve core instruction.	Monitor	Tier 1	Implement	10/17/2016	06/16/2017	\$0	Classroom teachers Building Principal
Lesson Design & Implementation	Teachers will submit Guided Reading Schedules and lesson plans to building administrator. Building administrator will regularly monitor implementation of Guided Reading in classrooms throughout the building.	Monitor, Walkthrough	Tier 1	Monitor	08/30/2016	06/16/2017	\$0	Building Administrator or All teachers of reading
Data Team Process	Teachers and building administrator will continue to participate in professional learning surrounding Data Team Process. PLC Leader and building administrator will monitor implementation of the process.	Monitor	Tier 1	Implement	08/30/2016	06/16/2017	\$0	PLC Leader Classroom Teachers Building Administrator or Central Office Administrators

Houghton SIP 2017-2018

Houghton Elementary School

Principal Professional Learning	Building principal will engage in professional learning alongside teachers, colleagues, and CIA staff to build common language and understanding in order to provide feedback to teachers to improve the quality of instruction.	Professional Learning	Tier 1	Implement	08/30/2016	06/16/2017	\$0	Central Office Staff Learning Coaches Curriculum Consultants Building Administrators
Professional Development in Guided Reading	All teachers will continue to learn about Guided Reading implementation for their grade levels at our district professional development days and through quarterly trainings in staff meetings.	Professional Learning	Tier 1	Implement	08/30/2016	06/16/2017	\$0	CIA Department Reading Interventionists at Houghton Building Administrator
Learning Target Theory of Action	All teachers will utilize the LTTA daily when designing and delivering lessons for students.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Central Office Staff CIA Staff Building Principal PLC Leader Classroom Teachers
Teacher Ownership of Practice	Staff will work on Guided Reading Protocol to reflect upon their practice and improve as teachers of reading.	Professional Learning	Tier 1	Implement	10/03/2016	12/21/2016	\$0	Classroom Teachers Building Administrator Reading Interventionists Resource Room Staff
Learning Target Theory of Action	All teachers will utilize the LTTA daily when designing and delivering lessons for students.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Building Administrator Classroom Teachers
Writing to Learn	Teachers will use Writing to Learn in mathematics to collect data on student thinking and depth of understanding in mathematics. They will follow vertical alignment that they collaborated on in order to ensure high standards at every grade level and that foundational concepts are built K-5 from the units of study.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Classroom Teachers Building Administrator

Houghton SIP 2017-2018

Houghton Elementary School

Data Team Protocols	Teachers and building administrator will continue to participate in professional learning surrounding Data Team Protocols. PLC Leader and building administrator will monitor implementation of the protocol.	Monitor	Tier 1	Implement	08/30/2016	06/16/2017	\$0	PLC Leader Building Administrator or Central Office Staff
Data Teams Process	Teachers and building administrator will continue to participate in professional learning around Data Team Process. PLC Leader and administrator will monitor implementation of the process.	Monitor	Tier 1	Implement	09/06/2016	06/09/2017	\$0	PLC Leader Classroom Teachers Building Administrator
Monitoring of Writing Initiative	Building Principal will conduct walkthroughs to monitor effective implementation of the writing initiative. She will also monitor through growth on district writing prompts.	Monitor	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Building Administrator or Central Office Staff
Learning Target Theory of Action	All teachers will utilize the LTTA daily when designing and delivering lessons for all students.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Building Administrator or Classroom Teachers
Running Record Analysis	Continuous Improvement in running record analysis. Last year staff received professional development in running records and their analysis. As we continue this year, we need to monitor that running records are continuing to be administered regularly and that their analysis is effective. We will do this through administrator observation, walkthroughs and through quarterly check-ins in staff meetings.	Implementation	Tier 1	Monitor	08/30/2016	06/16/2017	\$0	Classroom Teachers Resource Room Staff Reading Interventionists Building Administrator
Administrator Partnerships	Central Office instructional administrators will observe classroom teachers alongside building administrators and provide feedback to building administrators on the quality and accuracy of the feedback provided to the classroom teacher.	Other - Collaboration	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Building administrator or and central office instructional administrators

Houghton SIP 2017-2018

Houghton Elementary School

Lesson Design and Formative Assessment	Teachers will participate in professional learning focusing on incorporating strong lesson design and frequent formative assessments.	Professional Learning	Tier 1	Implement	08/30/2016	06/09/2017	\$0	Curriculum Consultants Learning Coaches Central Office Administrators Classroom Teachers Building Administrators
Data Analysis of Reading Scores	Quarterly analysis of reading achievement scores. Will work on intervention plans for next 10 weeks based on this analysis. Will also evaluate effectiveness of current guided reading work, groupings, and strategies used.	Monitor	Tier 1	Implement	08/30/2016	06/16/2017	\$0	All classroom staff All resource room staff Reading interventionists Building administrator
Lesson Design and Formative Assessment	Teachers will participate in professional learning focusing on incorporating strong lesson design and frequent formative assessments.	Professional Learning	Tier 1	Implement	08/30/2016	06/16/2017	\$0	Curriculum Consultants Learning Coaches Central Office Administrators Classroom Teachers Building Administrators
Vertical Alignment	Teachers will follow vertical alignment of Close Reading Protocol for K-5 students.	Direct Instruction	Tier 1		09/06/2016	06/16/2017	\$0	Classroom Teachers Building Principal

Houghton SIP 2017-2018

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Lesson Design and Formative Assessment	Teachers will participate in professional learning focusing on incorporating strong lesson design and frequent formative assessments.	Professional Learning	Tier 1	Implement	08/30/2016	06/16/2017	\$0	Curriculum Consultants Learning Coaches Central Office Administrators Classroom Teachers Building Administrator
The Read More Challenge	The Read More Challenge is a personal challenge for each student in grades 3-5 and each family in grades K-2. We are encouraging families and students to stretch themselves and read more this year. For K-2 students, it will involve reading a picture book each week together. The book will be provided by our school along with a guide of "Things to talk about before, during and after reading." We want to support our students and families as readers who grow together. For our older students, we want to encourage them to stretch as readers and increase their competence, confidence and reading motivation. Donalyn Miller, at the Bookwhisperer.com states a set of core beliefs, which we are adopting as well. "Everybody reads here. Let's get started. Strong readers have lots of reading experiences. You need to be a good all-around reader. There's the right book for you out there somewhere. Let's find it. Whether you read or not isn't a choice, but what you read is YOUR choice. Your reading life matters."	Implementation, Parent Involvement	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	All instructional staff. Classroom teachers will introduce the Read More Challenge to students and families as they launch the school year.
Administrator Partnerships	Central office instructional administrators will observe classroom teachers alongside building administrators and provide feedback to building administrators on the quality and accuracy of the feedback provided to the classroom teacher.	Professional Learning	Tier 1	Implement	09/19/2016	05/05/2017	\$0	Central Office Staff Building Administrator

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Houghton SIP 2017-2018

Houghton Elementary School

Learning Coaches	Learning Coaches will provide support in instructional growth to teachers through student-centered learning labs, small group and on-on-one job embedded professional learning.	Professional Learning	Tier 1	Implement	08/30/2016	06/16/2017	\$275000	Learning Coaches CIA Department Classroom Teachers
Learning Coaches	Learning Coaches will provide support in instructional growth to teachers through student-centered learning labs, small group and on-on-one job embedded professional learning.	Professional Learning	Tier 1	Implement	08/30/2016	06/16/2017	\$275000	Learning Coaches CIA Department Classroom Teachers
Instructional Labs	Teachers will be provided the opportunity to participate in instructional labs centered on improving instruction.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$18000	Learning Coaches Classroom Teachers ELA Consultant
Core Classroom Instruction	Teachers in grades K-5 will gather by grade level through the course of the year to focus on Writing to Learn in the content areas of science and math.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$30000	PLC Leaders Classroom Teachers Building Administrators Central Office Staff
Instructional Labs	All kindergarten and third grade teachers will participate in professional development through a job-embedded lab specifically on guided reading and its implementation in the classroom.	Professional Learning	Tier 1	Implement	08/30/2016	06/16/2017	\$18000	Learning Coaches Classroom Teachers ELA Consultant

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group and One-on-One Interventions	Struggling students will participate in small group or one-on-one interventions	Academic Support Program, Implementation, Direct Instruction	Tier 2	Implement	09/06/2016	06/07/2017	\$50000	Literacy Interventionists, Classroom Teachers, Building Administrator

Houghton SIP 2017-2018

Houghton Elementary School

DreamBox Math	Students who are eligible for math services will be provided with intervention using DreamBox math to improve their conceptual understanding.	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$3000	Classroom Teachers Building Principal Classroom Assistant
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Vertical Alignment	Teachers will align expectations across grade levels and follow those expectations instructionally to raise standards for all students.	Walkthrough, Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	All staff
Inquiry based investigation	Through gradual release of responsibility students will be provided opportunities to make logical arguments by using objects, drawings, diagrams, actions and writing as evidence to support the solutions to real world math applications.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Teachers, resource room teachers, interventionist, support staff. These will be based on learning needs of individual students.
Using Graphic organizers	Teachers will use Writing Initiative scope, sequence and structure alignment grid to help students develop and organize their ideas using graphic organizers. Teachers will then model, teach and provide practice for students to transfer thoughts from their plan into sentences in their draft.	Professional Learning, Direct Instruction	Tier 1	Implement	08/09/2016	06/09/2017	\$0	Classroom Teachers Building Administrators Curriculum Consultants

Houghton SIP 2017-2018

Houghton Elementary School

Reader's Workshop	Whole group mini lessons focused independent reading time, small group instruction opportunities, and teaching and learning shares.	Direct Instruction		Monitor	09/06/2016	06/16/2017	\$0	Teachers, resource room teachers, interventionist, support staff. These will be based on learning needs of individual students.
Writing in Response to Close Reading	Students will write in response to close reading text in non-fiction. Their writing will take various forms--persuasive, opinion, retelling and non-fiction writing.	Implementation, Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	All Staff
Inquiry based investigation	Through gradual release of responsibility students will be provided opportunities to make logical arguments by using objects, drawings, diagrams, actions and writing as evidence to support the solutions to real world math applications.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	All K-5 general education and special education teaching staff.
Grade Level Meetings	Teachers of grades 3-5 will gather by grade level two times through the course of the year to strengthen the delivery of units of study, eight math practices and math content.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$2100	Math Curriculum Consultant Classroom Teachers Building Administrator