

2017-2018 School Improvement Plan

Schoolcraft Elementary School

Waterford School District

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Overview

Plan Name

2017-2018 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 Henry R. Schoolcraft Elementary School will become proficient readers.	Objectives: 1 Strategies: 1 Activities: 9	Academic	\$0
2	All students at Henry R. Schoolcraft Elementary School will become proficient mathematical problem solvers.	Objectives: 1 Strategies: 1 Activities: 8	Academic	\$15000
3	All students at Henry R. Schoolcraft Elementary School will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$0

Goal 1: All students at Henry R. Schoolcraft Elementary School will become proficient readers.

Measurable Objective 1:

80% 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 (accuracy, fluency, and comprehension) in English Language Arts by 06/15/2018 as measured by the NWEA and DRA Assessments.

Strategy 1:

Claim and Evidence - Staff will explicitly teach and embed claim and evidence strategies in their instruction (across all content areas) to teach students to construct meaning as they respond to a text.

Staff will plan, model, evaluate, and adjust instructional practices (across all content areas) to provide opportunities for constructed response.

~Identify/restate question and make a claim

~Find evidence: This will look different for students, depending on their grade level.

~Reasoning

Timeline:

In October 2017, as a staff, we will review and revise, as needed, a protocol instructional practices and expectations k-5 for incorporating close reading of text and creating a constructed response.

September 2017 - June 2018 staff will implement the activities aligned with constructed response.

In September 2017, staff will administer reading assessments to determine baseline data using DRA's, benchmark books, and NWEA reading assessments.

In October 2017, staff will identify texts to be utilized for constructed response.

Monitoring:

In January 2018, staff will administer reading assessments to determine student growth using DRA's, benchmark books, and NWEA reading assessments to adjust instruction for intervention/enrichment.

In May/June 2018, staff will administer reading assessments to determine summative data using DRA's, benchmark books, and NWEA reading assessments.

In addition, staff will monitor student progress using NWEA assessment data and formative assessments (ex. anecdotal notes, checkbrics, running records, etc.) This data will be used by staff to create small groups and one-on-one instruction for intervention/enrichment.

Materials needed:

- DRA kit for each grade level
- Benchmark books
- Units of study
- Identified texts for constructed response

Resources:

- Pathways to the Common Core Accelerating Achievement by Lucy Calkins, Mary Ehrenworth, and Christopher Lehman
- Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
- Readworks
- District/building professional development on constructed response strategies (Shannon Pathe k-5 reading consultant)

Category: English/Language Arts

Research Cited: <http://www.readingrockets.org/blogs/common-core-classroom/55458>

Grounded in evidence. Part 1: Fiction | Reading Rockets

www.readingrockets.org

<http://www.readingrockets.org/blogs/common-core-classroom/55532>

Grounded in evidence. Part 2: Informational text | Reading Rockets

www.readingrockets.org

<http://www.readingrockets.org/blogs/common-core-classroom/55747>

Grounded in evidence. Part 3: Constructed responses based on evidence | Reading Rockets

www.readingrockets.org

CLOSE READING IN ELEMENTARY SCHOOLS

Author(s): Douglas Fisher and Nancy Frey

Source: The Reading Teacher, Vol. 66, No. 3 (November 2012), pp. 179-188

Published by: Wiley on behalf of the International Literacy Association

Stable URL: <http://www.jstor.org/stable/23321277>

Accessed: 23-06-2017 00:36 UTC

Fisher, Douglas and Nancy Frey. Learning Words Inside & Out: Vocabulary Instruction That Boosts Achievement in All Subject Areas. Portsmouth: Heinemann, 2009;

Beck, Isabel L. et. al. Bringing Words to Life: Robust Vocabulary Instruction. New York: The Guilford Press, 2002.

Calkins, Lucy et. al. Pathways to the Common Core: Accelerating Achievement. Portsmouth: Heinemann, 2012.

"Common Core State Standards Initiative." 2012. <<http://www.corestandards.org/ELA-Literacy>>.

Elder, Linda, and Richard Paul. "The Art of Close Reading (Part One)." The Art of Close Reading (Part One). Foundation of Critical Thinking, n.d. Web. 29 Oct. 2012.

Elder, Linda, and Richard Paul. "The Art of Close Reading (Part Two)." The Art of Close Reading (Part Two). Foundation of Critical Thinking, n.d. Web. 29 Oct. 2012.

Elder, Linda, and Richard Paul. "The Art of Close Reading (Part Three)." The Art of Close Reading (Part Three). Foundation of Critical Thinking, n.d. Web. 29 Oct. 2012.

Hiebert, Elfrieda H. "7 Actions That Teachers Can Take Right Now: Text Complexity." Text Matters. 16 August 2012. Online Journal.

Hiebert, Elfrieda H. "Core Vocabulary: The Foundation for Successful Reading of Complex Text." Text Matters. 16 August 2012. Online Journal.

Instructional Shifts for the Common Core by [www. engageny.org](http://www.engageny.org)

"Seven Critical Reading Strategies." University of West Virginia. 29 Oct. 2012.

Tier: Tier 1

Activity - Constructed Response Criteria	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will review the expectations and alignment of constructed response criteria across content areas to develop a continuum k-5.	Getting Ready	Tier 1	Getting Ready	10/01/2017	10/31/2017	\$0	No Funding Required	Schoolcraft Staff

Activity - Identify Constructed Response Texts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will work collaboratively (fall and spring) to identify texts for constructed response instruction.	Getting Ready	Tier 1	Getting Ready	10/01/2017	03/31/2018	\$0	No Funding Required	Schoolcraft Staff
Activity - Data Dig	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During Building Literacy Team Meetings, k-5, (fall, spring) staff will analyze their reading assessment data (DRA, NWEA and other formative assessments). During these meetings staff will adjust instruction/intervention/enrichment to meet the needs of students. Logistics and scheduling of groupings will continue to be reviewed and planned.	Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Schoolcraft Staff
Activity - Lesson Design	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	Getting Ready	09/05/2017	06/15/2018	\$0	No Funding Required	Curriculum Consultants, Learning Coaches, Central Office Administrators, School Administrators, Classroom Teachers
Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionists will provide individualized Intervention for students at-risk of reaching grade-level expectations.	Direct Instruction	Tier 2	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Interventionists and Classroom Teachers
Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will implement guided reading to accelerate achievement for all students and close achievement gaps for at-risk students.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Schoolcraft instructional and administrative staff; District instructional and administrative staff.
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Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upper elementary staff will receive additional professional development on claim and evidence.	Professional Learning	Tier 1	Getting Ready	09/05/2017	11/30/2017	\$0	No Funding Required	Shannon Pathe

Activity - Evidence Sharing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will share an artifact showing evidence of constructed response strategy implementation in one of the core content areas.	Monitor	Tier 1	Monitor	02/01/2018	02/28/2018	\$0	No Funding Required	Schoolcraft Staff

Activity - Engagement Check	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will administer the engagement inventory with all students during reading workshop.	Monitor	Tier 1	Monitor	01/08/2018	01/31/2018	\$0	No Funding Required	Schoolcraft Staff

Goal 2: All students at Henry R. Schoolcraft Elementary School will become proficient mathematical problem solvers.

Measurable Objective 1:

80% 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 problem solving in Mathematics by 06/15/2018 as measured by using school-aligned mathematical problem solving performance tasks with constructed response writing and problem solving rubrics.

Strategy 1:

Performance Tasks with Constructed Response Writing - Staff will explicitly teach and embed problem solving tasks with constructed response writing in their math instruction.

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Staff will plan, model, evaluate, and adjust instructional practices within mathematics to embed performance tasks into their math units of study.

Specific mathematical content strands will be targeted to include in the performance tasks.

Materials needed:

- Common Core Mathematical Practices Rubric
- School and Grade-level aligned performance math tasks

Resources:

- Common Core State Standards for Mathematics
- building professional development on Mathematical Practices (Math Consultant)
- Common Core Standards unpacked (<http://www.ncpublicschools.org/acre/standards/common-core-tools/#unpacking>)
- District formative and summative math assessments

Category: Mathematics

Research Cited: "Common Core State Standards Initiative." 2012. <<http://www.corestandards.org/ELA-Literacy>>.

Tier: Tier 1

Activity - Administer Assessment Tasks K-5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will administer the previous year's 2017 Spring/4th marking period math performance task to obtain baseline data.	Monitor	Tier 1	Evaluate	09/05/2017	10/31/2017	\$0	No Funding Required	K-5 Schoolcraft Staff
Activity - Administer Problem Solving Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers k-5 will administer the grade-level problem solving task in January, March, May. Teachers will score using the k-5 math rubric and analyze results during PLC meeting time.	Monitor	Tier 1	Monitor	01/01/2018	05/31/2018	\$0	No Funding Required	K-5 Schoolcraft Staff
Activity - Teaching Problem-solving Performance Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will plan, model, evaluate and adjust instructional practices to teach Problem-solving Performance Tasks with constructed response writing.	Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	K-5 Schoolcraft Staff

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Activity - Dreambox Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students at-risk for meeting grade-level mathematical expectations will participate in the Dreambox Intervention.	Implementation	Tier 2	Implement	09/05/2017	06/15/2018	\$15000	Title I Part A	Classroom Teachers, School Administrator, Classroom Assistants
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 and frequent formative assessments.	Professional Learning	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	No Funding Required	Curriculum Consultants, Learning Coaches, Central Office Administrators, School Administrators, Classroom Teachers
Activity - Targeted Mathematical Content Strands	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3-5 Staff will gather to identify targeted mathematical content strands (ie. fractions, volume, Fahrenheit) known to challenge students on summative tests. Recommendation for incorporation of targeted strands when creating performance tasks will then be made to entire K-5 staff, based on analysis.	Evaluation	Tier 1	Getting Ready	09/05/2017	10/31/2017	\$0	No Funding Required	Grade 3-5 Schoolcraft Staff
Activity - Grading Constructed Response	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 Staff will receive quarterly professional development from district Math Consultant on grading with constructed response math rubric. (September, November, January, April)	Evaluation	Tier 1	Evaluate	09/05/2017	06/15/2018	\$0	No Funding Required	District Math Consultant
Activity - Select/Create Performance Tasks Aligned to Math Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade-level teams will work together to find curriculum connections and select/create math performance tasks with constructed response writing for each marking period.	Getting Ready	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	No Funding Required	K-5 Schoolcraft Staff

Goal 3: All students at Henry R. Schoolcraft Elementary School will become proficient writers.

Measurable Objective 1:

80% 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 informational writing in English Language Arts by 06/15/2018 as measured by the District Writing Prompts in the fall and spring.

Strategy 1:

Constructed Response - Staff will explicitly teach and embed constructed response writing in their instruction across all content areas.

Staff will plan, model, evaluate and adjust instructional practices (across all content areas) to embed constructed response writing.

The Constructed Response structure will be implemented in the structure of a mini-lesson as a whole group. Those students not yet demonstrating writing proficiency will be targeted within a guided writing small group intervention.

Timeline:

Fall of 2017, staff will administer the district writing prompt to determine baseline data

September 2017-May 2018 staff will select/create and implement once a month on-demand constructed response writing embedded in math, science and social studies.

September 2017, November 2017, January 2018 and April 2018 staff will analyze data and adjust instruction/intervention/enrichment for students based on on-demand constructed response writing samples. Professional development opportunities will be provided to staff as needed.

Monitoring:

September 2017 through June 2018, staff will administer a school-identified constructed response writing assessment to determine student growth. Staff will adjust instruction/intervention/enrichment based on student writing. In addition, staff will monitor student progress using formative assessments (ex: anecdotal notes, checkbricks, writing samples, etc.) This data will be used by staff to create guided writing small group interventions.

Spring of 2018, staff will administer the district writing prompt to determine summative data.

Materials:

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School-identified constructed response student anchor papers by grade level

Color Coded: highlighters, sentence strips, and organizers

Grade level aligned informational writing rubrics

Category: English/Language Arts

Research Cited: What's Your Evidence? Engaging K-5 Students in Constructing Explanations in Science by Carla Zembal-Saul, Katherine McNeill and Kimber Hershberger

Supporting Grade 5-8 Students in Constructing Explanations in Science: The Claim, Evidence, and Reasoning Framework for Talk and Writing by Katherine McNeill and Joseph Krajcik

<http://www.readingrockets.org/blogs/common-core-classroom/55458>

Grounded in evidence. Part 1: Fiction | Reading Rockets

www.readingrockets.org

<http://www.readingrockets.org/blogs/common-core-classroom/55532>

Grounded in evidence. Part 2: Informational text | Reading Rockets

www.readingrockets.org

<http://www.readingrockets.org/blogs/common-core-classroom/55747>

Grounded in evidence. Part 3: Constructed responses based on evidence | Reading Rockets

www.readingrockets.org

District 4-Core Writing Training: Chicago, Doug Reeves – 90-90-90 Case Study (2003):

<http://www.sabine.k12.la.us/online/leadershipacademy/high%20performance%2090%2090%2090%20and%20beyond.pdf>, Carnegie Corporation-Writing Next (2007):

<http://www.all4ed.org/files/WritingNext.pdf>, Carnegie Corporation – Writing to Read (2010): http://carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdf,

Writing Across the Curriculum: ELA - Michigan Department of Education (Common Core)

Tier: Tier 1

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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At each card marking beginning, (September, 2017, November 2017, January 2018, April 2018) K-5 staff will analyze their Constructed Response assessment data using the "below, at, and above" grade level indicator spreadsheet.	Monitor	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	No Funding Required	Schoolcraft Staff District Resources: ELA Consultant, Math Consultant, Learning Coaches
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Activity - Constructed Response Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on data analysis, at each card marking beginning (September, November, January, April) K-5 teachers will adjust instruction/intervention/enrichment to target constructed response writing in the areas of math, science and social studies.	Academic Support Program	Tier 2	Getting Ready	09/05/2017	06/15/2018	\$0	No Funding Required	Schoolcraft Staff Reading Professional Development for Vocabulary Acquisition, Annotating, and Closed Reading District Resources: ORCA, ELA Consultant, Learning Coaches Readworks lis.org, Michigan Department of Education, ReadWrite Think

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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One staff meeting per semester will be devoted to sharing an artifact showing evidence of the implementation of constructed response writing in the subject area of Math, Science or Social Studies. School locations and rituals will be established to promote celebrations and highlighting of exemplary student writing samples.	Academic Support Program	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	No Funding Required	Schoolcraft Staff
Activity - Constructed Response Strategy Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A minimum of 1 staff meeting will be devoted to revisiting and adapting as needed the scope and sequence of expectations K-5 for constructed response writing.	Implementation	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	No Funding Required	Schoolcraft Staff
Activity - On-Demand Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One staff meeting per marking period will be devoted to selecting and/or creating on-demand writing prompts embedded in math, science and social studies units of study.	Getting Ready	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	No Funding Required	Schoolcraft Staff
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 3	Getting Ready	09/05/2017	06/15/2018	\$0	No Funding Required	Curriculum Consultants, Learning Coaches, Central Office Administrators, School Administrators, Classroom Teachers

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
Monitor	One staff meeting per semester will be devoted to sharing an artifact showing evidence of the implementation of constructed response writing in the subject area of Math, Science or Social Studies. School locations and rituals will be established to promote celebrations and highlighting of exemplary student writing samples.	Academic Support Program	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	Schoolcraft Staff
Lesson Design and Formative Assessment	Teachers will participate in professional learning focusing on incorporating strong lesson and frequent formative assessments.	Professional Learning	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	Curriculum Consultants, Learning Coaches, Central Office Administrators, School Administrators, Classroom Teachers
Identify Constructed Response Texts	Staff will work collaboratively (fall and spring) to identify texts for constructed response instruction.	Getting Ready	Tier 1	Getting Ready	10/01/2017	03/31/2018	\$0	Schoolcraft Staff
On-Demand Writing	One staff meeting per marking period will be devoted to selecting and/or creating on-demand writing prompts embedded in math, science and social studies units of study.	Getting Ready	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	Schoolcraft Staff

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Constructed Response Strategies	Based on data analysis, at each card marking beginning (September, November, January, April) K-5 teachers will adjust instruction/intervention/enrichment to target constructed response writing in the areas of math, science and social studies.	Academic Support Program	Tier 2	Getting Ready	09/05/2017	06/15/2018	\$0	Schoolcraft Staff Reading Professional Development for Vocabulary Acquisition, Annotating, and Closed Reading District Resources: ORCA, ELA Consultant, Learning Coaches Readworks Wonderopolis.org, Michigan Department of Education, ReadWrite Think
Engagement Check	Staff will administer the engagement inventory with all students during reading workshop.	Monitor	Tier 1	Monitor	01/08/2018	01/31/2018	\$0	Schoolcraft Staff
Grading Constructed Response	K-5 Staff will receive quarterly professional development from district Math Consultant on grading with constructed response math rubric. (September, November, January, April)	Evaluation	Tier 1	Evaluate	09/05/2017	06/15/2018	\$0	District Math Consultant
Administer Problem Solving Tasks	All teachers k-5 will administer the grade-level problem solving task in January, March, May. Teachers will score using the k-5 math rubric and analyze results during PLC meeting time.	Monitor	Tier 1	Monitor	01/01/2018	05/31/2018	\$0	K-5 Schoolcraft Staff
Teaching Problem-solving Performance Tasks	Staff will plan, model, evaluate and adjust instructional practices to teach Problem-solving Performance Tasks with constructed response writing.	Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$0	K-5 Schoolcraft Staff
Intervention	Interventionists will provide individualized Intervention for students at-risk of reaching grade-level expectations.	Direct Instruction	Tier 2	Implement	09/05/2017	06/15/2018	\$0	Interventionists and Classroom Teachers

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Data Analysis	At each card marking beginning, (September, 2017, November 2017, January 2018, April 2018) K-5 staff will analyze their Constructed Response assessment data using the "below, at, and above" grade level indicator spreadsheet.	Monitor	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	Schoolcraft Staff District Resources: ELA Consultant, Math Consultant, Learning Coaches
Targeted Mathematical Content Strands	3-5 Staff will gather to identify targeted mathematical content strands (ie. fractions, volume, Fahrenheit) known to challenge students on summative tests. Recommendation for incorporation of targeted strands when creating performance tasks will then be made to entire K-5 staff, based on analysis.	Evaluation	Tier 1	Getting Ready	09/05/2017	10/31/2017	\$0	Grade 3-5 Schoolcraft Staff
Administer Assessment Tasks K-5	Staff will administer the previous year's 2017 Spring/4th marking period math performance task to obtain baseline data.	Monitor	Tier 1	Evaluate	09/05/2017	10/31/2017	\$0	K-5 Schoolcraft Staff
Select/Create Performance Tasks Aligned to Math Curriculum	Grade-level teams will work together to find curriculum connections and select/create math performance tasks with constructed response writing for each marking period.	Getting Ready	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	K-5 Schoolcraft Staff
Guided Reading	Staff will implement guided reading to accelerate achievement for all students and close achievement gaps for at-risk students.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Schoolcraft instructional and administrative staff; District instructional and administrative staff.
Constructed Response Strategy Alignment	A minimum of 1 staff meeting will be devoted to revisiting and adapting as needed the scope and sequence of expectations K-5 for constructed response writing.	Implementation	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	Schoolcraft Staff
Lesson Design	Teachers will participate in professional learning focusing on incorporating strong lesson design and frequent formative assessments.	Professional Learning	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	Curriculum Consultants, Learning Coaches, Central Office Administrators, School Administrators, Classroom Teachers

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Constructed Response Criteria	Staff will review the expectations and alignment of constructed response criteria across content areas to develop a continuum k-5.	Getting Ready	Tier 1	Getting Ready	10/01/2017	10/31/2017	\$0	Schoolcraft Staff
Evidence Sharing	Staff will share an artifact showing evidence of constructed response strategy implementation in one of the core content areas.	Monitor	Tier 1	Monitor	02/01/2018	02/28/2018	\$0	Schoolcraft Staff
Professional Learning	Upper elementary staff will receive additional professional development on claim and evidence.	Professional Learning	Tier 1	Getting Ready	09/05/2017	11/30/2017	\$0	Shannon Pathe
Lesson Design and Formative Assessment	Teachers will participate in professional learning focusing on incorporating strong lesson design and frequent formative assessments.	Professional Learning	Tier 3	Getting Ready	09/05/2017	06/15/2018	\$0	Curriculum Consultants, Learning Coaches, Central Office Administrators, School Administrators, Classroom Teachers
Data Dig	During Building Literacy Team Meetings, k-5, (fall, spring) staff will analyze their reading assessment data (DRA, NWEA and other formative assessments). During these meetings staff will adjust instruction/intervention/enrichment to meet the needs of students. Logistics and scheduling of groupings will continue to be reviewed and planned.	Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Schoolcraft Staff

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Dreambox Math	Students at-risk for meeting grade-level mathematical expectations will participate in the Dreambox Intervention.	Implementation	Tier 2	Implement	09/05/2017	06/15/2018	\$15000	Classroom Teachers, School Administrator, Classroom Assistants