

2017-18 School Improvement

Grayson Elementary

Waterford School District

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Overview

Plan Name

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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 Grayson Elementary School will become proficient readers.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$1615000
2	All students at Grayson Elementary School will become proficient in math	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$15000
3	All students at Grayson Elementary School will become proficient in writing.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$30000

Goal 1: All students at Grayson Elementary School will become proficient readers.

Measurable Objective 1:

A 20% increase of Kindergarten, First, Second, Third, Fourth and Fifth 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 a proficiency in reading in English Language Arts by 06/16/2017 as measured by NWEA .

Strategy 1:

Determining Importance and Summarizing - Teachers will instruct students to develop skills in determining importance and summarizing.

Category: English/Language Arts

Research Cited: Marzano's high yield strategies

Tier: Tier 1

Activity - Hierarchy of Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the hierarchy of talk to scaffold student independence in read aloud. Teachers will model and use the gradual release of responsibility model in read aloud to model determining the most important ideas and summarizing in informational texts.	Academic Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	All staff including general and special education.
Activity - Close reading procedure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use close reading procedure to model for students how to determine important ideas and summarize text.	Academic Support Program	Tier 1	Implement	09/08/2015	06/16/2017	\$0	No Funding Required	All teaching staff including general and special education.
Activity - Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not making adequate progress in reading will work with an interventionist for reading support.	Direct Instruction	Tier 2	Implement	09/07/2016	06/16/2017	\$1600000	Title I Part A	Reading interventionists and classroom teachers

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Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group instruction- Guided reading	Professional Learning	Tier 1	Implement	09/07/2016	06/16/2017	\$15000	Title III	all 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 1	Implement	09/07/2016	06/16/2017	\$0	No Funding Required	Curriculum consultants, learning coaches, central office, classroom teachers and building administrator

Activity - Learning targets	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	09/16/2016	06/16/2017	\$0	No Funding Required	central office, building principal, classroom teachers

Strategy 2:

Instructional monitoring and feedback - Principal will monitor implementation of best practice in reading instruction and provide quality feedback to teachers in order to improve core instruction

Category: Learning Support Systems

Research Cited: Visible learning- Hattie

Learning Target- Moss

Student Centered Leadership- Robinson

Tier: Tier 1

Activity - Principal professional learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Principal will engage in professional learning along side their teachers, colleagues and central office to build common language and understanding in order to provide feedback to teachers to improve quality of instruction.	Professional Learning	Tier 1	Implement	08/31/2016	06/16/2017	\$0	No Funding Required	Central office, instructional administrators, building administrators
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Goal 2: All students at Grayson Elementary School will become proficient in math

Measurable Objective 1:

A 20% increase of Kindergarten, First, Second, Third, Fourth and Fifth 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 a proficiency in math through direct instruction in Mathematics by 06/16/2017 as measured by NWEA .

Strategy 1:

Constructing viable arguments and critiquing the reasoning of others within mathematics - Teachers will launch math mini-lessons with an inquiry based investigation to provide opportunities and scaffold accountable talk based on mathematical skill/concept.

Category: Mathematics

Research Cited: Marzano "Generating and testing hypotheses"

Tier: Tier 1

Activity - Inquiry based investigations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will launch math mini lessons with an inquiry-based investigation to provide opportunities and scaffold accountable talk based on mathematical skill/concept.	Academic Support Program	Tier 1	Implement	09/07/2016	06/16/2017	\$0	No Funding Required	All staff including general and special education.

Activity - Math Journaling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model math journaling using precise vocabulary to explain mathematical concepts. Teachers will model how to analyze the reasoning of others by listening, asking open-ended questions, and comparing strategies and arguments.	Academic Support Program	Tier 1	Implement	09/07/2016	06/16/2017	\$0	No Funding Required	All staff including general and special education.

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Activity - Math Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use specific math talk moves when explicitly teaching students mathematic concepts.	Academic Support Program	Tier 1	Implement	09/07/2016	06/16/2017	\$0	No Funding Required	All staff including general and special education students.
Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the Learning Target Theory of Action when presenting daily lessons to students regarding mathematics.	Academic Support Program	Tier 1	Implement	09/07/2016	06/16/2017	\$0	No Funding Required	All staff including general and special education students.
Activity - Dream Box	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students eligible for math services will be provided with intervention using dream box to improve their conceptual understanding in math	Academic Support Program	Tier 2	Implement	09/07/2016	06/16/2017	\$15000	Title I Part A	Classroom teachers and building principal
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 assessment	Professional Learning	Tier 1	Implement	09/07/2016	06/16/2017	\$0	No Funding Required	Curriculum consultants , learning coaches, central office, building administrator and classroom teachers

Goal 3: All students at Grayson Elementary School will become proficient in writing.

Measurable Objective 1:

A 20% increase of Kindergarten, First, Second, Third, Fourth and Fifth 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 a proficiency writing in English Language Arts by 06/16/2017 as measured by Waterford School District writing prompt.

Strategy 1:

District Writing Initiative - Teachers will instruct using the Waterford School District Writing Initiative, which focuses on informational text, across all curricular areas.

Category: English/Language Arts

Research Cited: Steve Graham, Teaching elementary school students to be effective writers: A practice guide (NCEE 2012-4058) Washington DC National Center for Education Evaluation and Regional Assistance Institute of Educational Sciences, Department of Education.

Tier: Tier 1

Activity - Writing Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide instruction for expanding on ideas by adding relevant examples, evidence and explanations. All GEN ED staff will be trained in SIOP	Academic Support Program, Professional Learning	Tier 1	Implement	09/07/2016	06/16/2017	\$0	No Funding Required	All staff including general and special education.
Activity - Building Writing Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During building writing team meetings, teachers will share or find exemplar student papers to share with PLC teams to analyze data and plan instructional steps.	Academic Support Program	Tier 1	Implement	09/07/2016	06/16/2017	\$0	No Funding Required	All staff including general and special education.
Activity - Grade level meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in Grades K-2 will gather by grade level through the course of the year to focus on writing to learn in the content areas and submitting persuasive essays	Professional Learning	Tier 1	Implement	09/07/2016	06/16/2017	\$30000	Title II Part A	District consultants and learning coaches, and classroom teachers

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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 assessment	Professional Learning	Tier 1	Implement	09/07/2016	06/16/2017	\$0	No Funding Required	Curriculum consultants and learning coaches, central office administration and classroom teachers and building administrators
Activity - Learning targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize the LTTA when delivering lessons to students	Direct Instruction	Tier 1	Implement	09/07/2016	06/16/2017	\$0	No Funding Required	Building administrator and classroom teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Guided Reading	Small group instruction- Guided reading	Professional Learning	Tier 1	Implement	09/07/2016	06/16/2017	\$15000	all staff

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Dream Box	Students eligible for math services will be provided with intervention using dream box to improve their conceptual understanding in math	Academic Support Program	Tier 2	Implement	09/07/2016	06/16/2017	\$15000	Classroom teachers and building principal
Reading Intervention	Students not making adequate progress in reading will work with an interventionist for reading support.	Direct Instruction	Tier 2	Implement	09/07/2016	06/16/2017	\$1600000	Reading interventionists and classroom teachers

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 on incorporating strong lesson design and frequent formative assessment	Professional Learning	Tier 1	Implement	09/07/2016	06/16/2017	\$0	Curriculum consultants, learning coaches, central office, building administrator and classroom teachers

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Close reading procedure	Teachers will use close reading procedure to model for students how to determine important ideas and summarize text.	Academic Support Program	Tier 1	Implement	09/08/2015	06/16/2017	\$0	All teaching staff including general and special education.
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	09/07/2016	06/16/2017	\$0	Curriculum consultants, learning coaches, central office, classroom teachers and building administrator
Learning targets	All teachers will utilize the LTTA when delivering lessons to students	Direct Instruction	Tier 1	Implement	09/07/2016	06/16/2017	\$0	Building administrator and classroom teachers
Math Talk	Teachers will use specific math talk moves when explicitly teaching students mathematic concepts.	Academic Support Program	Tier 1	Implement	09/07/2016	06/16/2017	\$0	All staff including general and special education students.
Lesson design and Formative assessment	Teachers will participate in professional learning focusing on incorporating strong lesson design and frequent formative assessment	Professional Learning	Tier 1	Implement	09/07/2016	06/16/2017	\$0	Curriculum consultants and learning coaches, central office administration and classroom teachers and building administrators
Hierarchy of Talk	Teachers will use the hierarchy of talk to scaffold student independence in read aloud. Teachers will model and use the gradual release of responsibility model in read aloud to model determining the most important ideas and summarizing in informational texts.	Academic Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$0	All staff including general and special education.

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Inquiry based investigations	Teachers will launch math mini lessons with an inquiry-based investigation to provide opportunities and scaffold accountable talk based on mathematical skill/concept.	Academic Support Program	Tier 1	Implement	09/07/2016	06/16/2017	\$0	All staff including general and special education.
Math Journaling	Teachers will model math journaling using precise vocabulary to explain mathematical concepts. Teachers will model how to analyze the reasoning of others by listening, asking open-ended questions, and comparing strategies and arguments.	Academic Support Program	Tier 1	Implement	09/07/2016	06/16/2017	\$0	All staff including general and special education.
Writing Initiative	Teachers will provide instruction for expanding on ideas by adding relevant examples, evidence and explanations. All GEN ED staff will be trained in SLOP	Academic Support Program, Professional Learning	Tier 1	Implement	09/07/2016	06/16/2017	\$0	All staff including general and special education.
Building Writing Teams	During building writing team meetings, teachers will share or find exemplar student papers to share with PLC teams to analyze data and plan instructional steps.	Academic Support Program	Tier 1	Implement	09/07/2016	06/16/2017	\$0	All staff including general and special education.
Principal professional learning	Principal will engage in professional learning alongside their teachers, colleagues and central office to build common language and understanding in order to provide feedback to teachers to improve quality of instruction.	Professional Learning	Tier 1	Implement	08/31/2016	06/16/2017	\$0	Central office, instructional administrators, building administrators
Learning targets	All teachers will utilize the LTTA daily when designing and delivering lessons for students	Direct Instruction	Tier 1	Implement	09/16/2016	06/16/2017	\$0	central office, building principal, classroom teachers
Learning Targets	Teachers will implement the Learning Target Theory of Action when presenting daily lessons to students regarding mathematics.	Academic Support Program	Tier 1	Implement	09/07/2016	06/16/2017	\$0	All staff including general and special education students.

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Grade level meetings	Teachers in Grades K-2 will gather by grade level through the course of the year to focus on writing to learn in the content areas and submitting persuasive essays	Professional Learning	Tier 1	Implement	09/07/2016	06/16/2017	\$30000	District consultants and learning coaches, and classroom teachers
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