

Schoolcraft School Improvement Plan

2018-2019

Schoolcraft Elementary School
Waterford School District

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Overview

Plan Name

Schoolcraft School Improvement Plan 2018-2019

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: 2 Strategies: 4 Activities: 6	Academic	\$15800
2	All students at Henry R. Schoolcraft Elementary School will become proficient in mathematics.	Objectives: 2 Strategies: 2 Activities: 3	Academic	\$1500
3	All students at Henry R. Schoolcraft Elementary School will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0
4	All students will be engaged in their education and confident in their ability to be successful.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$5000

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

Measurable Objective 1:

75% of All Students will increase student growth toward projected reading targets in English Language Arts by 06/18/2019 as measured by NWEA.

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 align constructed response criteria and implement across content areas.	Getting Ready	Tier 1	Implement	10/08/2018	06/18/2019	\$0	No Funding Required	Schoolcraft Staff
Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upper elementary staff will receive professional development on claim and evidence.	Professional Learning	Tier 1	Getting Ready	09/17/2018	02/18/2019	\$0	No Funding Required	Grade level team leaders.

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Strategy 2:

Core Reading Instruction - Teachers will participate in professional learning related to effective classroom reading instruction.

Category: English/Language Arts

Research Cited: Allington, R. (2012) Classrooms that Work, Moss, C., Brookhart, S., (2012) Learning Targets

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to engage in professional learning related to lesson design, assessment, the learning target theory of action, and gradual release model.	Professional Learning	Tier 1	Monitor	09/10/2018	06/17/2019	\$0	No Funding Required	Curriculum consultants, learning coaches, central staff, classroom teachers, building administrators.

Activity - Instructional Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Second grade teachers will participate in professional learning through a job-embedded lab on guided reading.	Professional Learning	Tier 1	Implement	09/24/2018	04/15/2019	\$800	Title II Part A	Learning coaches, classroom teachers, ELA consultant/teacher

Strategy 3:

Instructional Monitoring and Feedback - Principal will monitor implementation of best practices in reading instruction and provide feedback to teachers.

Category: English/Language Arts

Research Cited: Marzano, R. and McNulty, B (2005) School Leadership that Works, Hattie, J (2011) Visible Learning

Tier: Tier 1

Activity - Collaborative professional development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Principal will take part in professional learning alongside teacher teams to build common language and alignment.	Professional Learning	Tier 1	Implement	09/17/2018	05/06/2019	\$0	No Funding Required	Building administrator, learning coaches
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Measurable Objective 2:

70% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Bottom 30%, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will increase student growth toward projected targets in English Language Arts by 06/18/2019 as measured by NWEA..

Strategy 1:

Targeted Instruction - Using DRA and NWEA data, teachers will identify students below grade level and those not making adequate progress for individual and small group instruction.

Category: English/Language Arts

Research Cited: Allington, R. Cunningham, P (2012) Classrooms that Work

Tier: Tier 2

Activity - Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will participate in multi-tiered intervention to address areas of need.	Direct Instruction	Tier 2	Implement	09/10/2018	06/14/2019	\$15000	Title I Part A	Interventionists, Classroom teachers, building administrators

Goal 2: All students at Henry R. Schoolcraft Elementary School will become proficient in mathematics.

Measurable Objective 1:

70% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Bottom 30%, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will increase student growth by meeting projected growth targets in Mathematics by 06/14/2019 as measured by NWEA..

Strategy 1:

Targeted Instruction - Teachers will meet with students in small groups based on needs identified through assessment data including NWEA learning continuum.

Category: Mathematics

Research Cited: Hattie, J (2011), Visible Learning for Teachers.

Tier: Tier 1

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Activity - Dreambox Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students will be provided intervention through Dreambox Learning to support and extend classroom instruction.	Academic Support Program	Tier 2	Monitor	09/10/2018	06/10/2019	\$1500	Title I Part A	Classroom teachers, classroom assistants

Measurable Objective 2:

75% of All Students will increase student growth by meeting projected growth targets in Mathematics by 06/10/2019 as measured by NWEA..

Strategy 1:

Core Classroom Instruction - Teachers will improve the quality of core instruction by designing and implementing lessons to contain all components of the Gradual Release Model.

Category: Mathematics

Research Cited: Frey, N., Fisher, D. (2011) The Formative Assessment Action Plan.

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will take part in professional learning regarding effective lesson design, including use of assessments, differentiation, and implementation of the Learning Target Theory of Action.	Professional Learning	Tier 1	Implement	09/10/2018	06/10/2019	\$0	No Funding Required	Curriculum consultants, learning coaches, classroom teachers, building administrators.

Activity - Learning Coach Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning coaches will provide support in instructional practices through student-centered learning labs, small group, and one-on-one job embedded professional learning.	Professional Learning	Tier 2	Implement	09/10/2018	06/10/2019	\$0	No Funding Required	Instructional coaches, building administrators, classroom teachers.

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

Measurable Objective 1:

70% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Bottom 30%, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will increase student growth by meeting projected targets in language usage in English Language Arts by 06/10/2019 as measured by NWEA..

Strategy 1:

Targeted Instruction - Students not demonstrating sufficient growth based on district writing prompts will participate in interventions within the classroom or in small group setting.

Category: English/Language Arts

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

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

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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	10/08/2018	06/10/2019	\$0	No Funding Required	Schoolcraft Staff Reading Professional Development for Vocabulary Aquisition, Annotating, and Closed Reading District Resources: ORCA, ELA Consultant, Learning Coaches Readworks Wonderopolis.org, Michigan Department of Education, ReadWrite Think
Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	10/08/2018	06/10/2019	\$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, Implementation	Tier 1	Implement	10/08/2018	06/10/2019	\$0	No Funding Required	Schoolcraft Staff

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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 assessments.	Professional Learning	Tier 1	Getting Ready	10/08/2018	06/10/2019	\$0	No Funding Required	Curriculum Consultants, Learning Coaches, Central Office Administrators, School Administrators, Classroom Teachers

Goal 4: All students will be engaged in their education and confident in their ability to be successful.

Measurable Objective 1:

90% of All Students will demonstrate a behavior of engagement through increased student attendance, fewer behavior infractions, and higher overall achievement in Practical Living by 06/10/2019 as measured by perception surveys, attendance records, discipline data, and grade reports..

Strategy 1:

RULER implementation - Teachers will incorporate RULER tools into daily classroom meetings. Community meetings will reinforce concepts and celebrate successes.

Category: School Culture

Research Cited: Nathanson, L., Rivers, S.E., Flynn, L.M., & Brackett, M.A. (2016). Creating emotionally intelligent schools with RULER. Emotion Review, 8(4), 1-6.

Tier: Tier 1

Activity - Attendance Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff will monitor student attendance. Protocol will be implemented to include parent communication at five and seven absences, with referral to truancy officer at ten absences.	Policy and Process	Tier 1	Implement	09/04/2018	06/10/2019	\$0	No Funding Required	Building office manager, teachers, social worker, building administrator.

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Activity - Truancy Officer	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Truancy officer will become involved with families whose child has reached ten absences. Officer will make referral to Oakland County Court at twenty absences.	Policy and Process	Tier 2	Implement	09/04/2018	06/10/2019	\$5000	Section 31a	Building administrator, social worker, district truancy officer.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Labs	Second grade teachers will participate in professional learning through a job-embedded lab on guided reading.	Professional Learning	Tier 1	Implement	09/24/2018	04/15/2019	\$800	Learning coaches, classroom teachers, ELA consultant/teacher

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Intervention	Identified students will participate in multi-tiered intervention to address areas of need.	Direct Instruction	Tier 2	Implement	09/10/2018	06/14/2019	\$15000	Interventionists, Classroom teachers, building administrators
Dreambox Learning	Targeted students will be provided intervention through Dreambox Learning to support and extend classroom instruction.	Academic Support Program	Tier 2	Monitor	09/10/2018	06/10/2019	\$1500	Classroom teachers, classroom assistants

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Truancy Officer	Truancy officer will become involved with families whose child has reached ten absences. Officer will make referral to Oakland County Court at twenty absences.	Policy and Process	Tier 2	Implement	09/04/2018	06/10/2019	\$5000	Building administrator, social worker, district truancy officer.
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	10/08/2018	06/10/2019	\$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
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, Implementation	Tier 1	Implement	10/08/2018	06/10/2019	\$0	Schoolcraft Staff

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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	Getting Ready	10/08/2018	06/10/2019	\$0	Curriculum Consultants, Learning Coaches, Central Office Administrators, School Administrators, Classroom Teachers
Constructed Response Criteria	Staff will align constructed response criteria and implement across content areas.	Getting Ready	Tier 1	Implement	10/08/2018	06/18/2019	\$0	Schoolcraft Staff
Attendance Monitoring	Building staff will monitor student attendance. Protocol will be implemented to include parent communication at five and seven absences, with referral to truancy officer at ten absences.	Policy and Process	Tier 1	Implement	09/04/2018	06/10/2019	\$0	Building office manager, teachers, social worker, building administrator.
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	10/08/2018	06/10/2019	\$0	Schoolcraft Staff
Learning Coach Support	Learning coaches will provide support in instructional practices through student-centered learning labs, small group, and one-on-one job embedded professional learning.	Professional Learning	Tier 2	Implement	09/10/2018	06/10/2019	\$0	Instructional coaches, building administrators, classroom teachers.
Professional Learning	Upper elementary staff will receive professional development on claim and evidence.	Professional Learning	Tier 1	Getting Ready	09/17/2018	02/18/2019	\$0	Grade level team leaders.
Professional Learning	Teachers will take part in professional learning regarding effective lesson design, including use of assessments, differentiation, and implementation of the Learning Target Theory of Action.	Professional Learning	Tier 1	Implement	09/10/2018	06/10/2019	\$0	Curriculum consultants, learning coaches, classroom teachers, building administrators.

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Collaborative professional development	Principal will take part in professional learning alongside teacher teams to build common language and alignment.	Professional Learning	Tier 1	Implement	09/17/2018	05/06/2019	\$0	Building administrator, learning coaches
Professional Learning	Teachers will continue to engage in professional learning related to lesson design, assessment, the learning target theory of action, and gradual release model.	Professional Learning	Tier 1	Monitor	09/10/2018	06/17/2019	\$0	Curriculum consultants, learning coaches, central staff, classroom teachers, building administrators.