



School Improvement Plan

Donelson Hills Elementary School

Waterford School District

Mrs. Karen Gomez
2690 Wewoka
Waterford, MI 48328-3259

TABLE OF CONTENTS

Introduction.....	1
Executive Summary	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information	7
Improvement Plan Stakeholder Involvement	
Introduction.....	9
Improvement Planning Process.....	10
School Data Analysis	
Introduction.....	12
Student Enrollment Data.....	13
Student Achievement Data for All Students.....	15
Subgroup Student Achievement.....	17
Perception Data - Students.....	21
Perception Data – Parents/Guardians.....	22
Perception Data – Teachers/Staff.....	23

Other..... 24

School Additional Requirements Diagnostic

Introduction..... 26
School Additional Requirements Diagnostic..... 27

Title I Targeted Assistance Diagnostic

Introduction..... 30
Component 1: Needs Assessment 31
Component 2: Services to Eligible Students 33
Component 3: Incorporated Into Existing School Program Planning..... 34
Component 4: Instructional Strategies..... 35
Component 5: Title I and Regular Education Coordination 37
Component 6: Instruction by Highly Qualified Staff 38
Component 7: High Quality and Ongoing Professional Development..... 39
Component 8: Strategies to Increase Parental Involvement..... 40
Component 9 Coordination of Title I and Other Resources..... 42
Component 10: Ongoing Review of Student Progress..... 43
Evaluation..... 44

Donelson Hills 2013-2014

Overview..... 46
Goals Summary..... 47

Goal 1: All students will improve reading achievement.	48
Goal 2: All students will increase mathematical achievement.	52
Goal 3: All students will increase writing achievement.	54
Activity Summary by Funding Source	57

Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Donelson Hills (DH) has been growing in student population over the past three years and also there have been shifts in demographics. DH has increased from around 370 to over 500 students over the past few years. Our poverty rate also appears to have increased as well and we currently have 82% of our students who live in poverty. We also have increased in the number of ELL, Hispanic, black, transient and homeless families. There are many challenges that go along with the increasing demographics described. Our school works collaboratively with the WSD curriculum department, Title 1 and ELL coordinator to increase services and align curriculum and instructional strategies to meet the needs of all learner's. Students and parents are also partners in improving teaching and learning.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Donelson Hills Elementary School

Vision

Inspire, educate, and empower our students for their future!

Long Term Goals

The fundamental purpose of Donelson Hills Elementary school is to ensure high levels of learning for all our students, as evidenced by the following goals:

- We will ensure that all students are successful in all content areas at every grade level. Students will demonstrate proficiency on local, state and national assessments.

- We will eliminate gaps in student achievement in all demographic areas.

- We will provide challenging and engaging learning experiences for every student, every day.

2012-2013 School Improvement Goals

- Reading- All Students will increase reading achievement.
- Writing- All students will increase proficiency in writing across all areas of the curriculum.
- Math- All students will increase mathematical achievement.

I believe we live these goals in so many ways, some include:

PBIS- for all students, classroom meetings, whole school PLC work, Data Team process, SAT team, RTI model, intervention team, whole school community meetings, celebrations, showcase student work, Individual student data binders, passionate staff who are dedicated to students, Title 1 meetings with staff and parents and parent education, Our 2-5 th grade teachers also had SIOP training this year to help them build instructional strategies for ELL and low oral language students.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Donelson Hills Elementary School continues to develop systematic processes to support staff, students, and families along with reaching out to the community.

Donelson Hills Staff has committed to more in-depth study of Professional Learning Communities (PLC). Staff dedicated PD days to further our learning in pLC, data team process along with curriculum study. All grade level teams meet at least one time per week. Teams continue to develop better data analysis skills which they can translate into action in the classroom. All staff adheres to progress monitoring measures that have been agreed upon.

Using data we have extended after school learning opportunities over the past three years for many at risk students which has included: a substantial group of at-risk second graders who have had an additional Readers Workshop 4 days per week for 1 ½ hours. This extended day program is taught by certified teachers. The second group contains upper elementary ELL students who need support increasing their academic language and vocabulary. This group meets for 1 ¼ hours 3 times per week. This class is taught by a certified ESL teacher. The third group and student's grades 3-5, who joined a "Study Island Club" to help give them more MEAP practice, deepen their content knowledge and increase test taking skills. This is guided by paraprofessionals. All three of these programs ran afterschool. Most recently this year we provided an afterschool program for the most at risk ELL students 3X per week from March -June. We have made progress in reducing literacy gaps in various grade levels. We continue to seek out best practice strategies to best support our at risk students, sub groups and increasing transient population.

Donelson Hills was also very fortunate to receive a substantial grant in the past three years from Blue Cross Blue Shield which brought a variety of positive health related programs / curriculum into our school along with connecting us with community partners. DH also has won nutrition grants for the past three years to provide ongoing education and healthy foods for students. Next year we will have a universal free breakfast program for ALL students!

Donelson Hills Staff continues to commit to building school culture and enriching our environment by providing character education, teaching classroom PBIS lessons and running school community meetings. Staff has also participated in in-depth training in Conscious Discipline, PBIS, NVCI and Bullying Prevention. Our PBIS Program allows for teachers to sign up students for behavior re-teaching to help student's better monitor their own behavior. This year we have added SWIS Programming to help us capture behavior data to better inform our building efforts in teaching and learning.

Our teachers continue to grow and learn in the PLC / Data team process which helps guide instruction for at-risk learners. We have seen increase in student achievement in local assessments from our systematic approach to intervention and have helped many at-risk students reach grade level.

Our focus for the next three years is to increase our student achievement in all academic areas and help our teachers build instructional competency in new common core curriculum.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

We continue to collaborate with central office, community agencies and PTO to help open our school to evening and family activities. Academic, sports and social. We are receive compliments from parents and visitors how passionate and kind our staff is. Parents and students feel welcomed and student learning is our top priority!

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The school improvement plan incorporates staff, students, parents and key members from central office. We use staff meeting / development time to analyze data and conduct needs assessments. We use PTO meetings and Title 1 meetings to share data and elicit input from parents.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

All Classroom teachers and support staff- to review data and give input into goals, objectives activities etc.

SIP Team Leaders- To help work in smaller broken down teams to again analyze proposed plans and create interventions using best practice research.

Parents are involved through PTO and Parent Title 1 meetings.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Final Plan is communicated with staff during staff meetings / professional development times. Parents are communicated with during designated parent meetings, our AER report and school newsletters.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

In the 2012-2013 school year our enrollment increased to over 500 students. We had 104 Kindergarten students and it was necessary to hire an additional teacher.

How do student enrollment trends affect staff recruitment?

With an increase of sub group populations (hispanic, ELL & Black) we would like to hire

How do student enrollment trends affect budget?

With our increasing enrollment our budget has increased accordingly. Title 1 needs remain strong and we use those funds to support Title 1 students.

How do student enrollment trends affect resource allocations?

Resources are distributed to meet the needs of our students and enrollment.

How do student enrollment trends affect facility planning and maintenance?

This year space was difficult. An art room had to be placed in an open space area with folding walls. Special education teachers this year also used an office suite area for instruction.

How do student enrollment trends affect parent/guardian involvement?

Our high SES population has created a strain on the ability for some parents to be involved. DH also has many non english speaking parents who sometimes shy away from building events even though we often have a translator.

How do student enrollment trends affect professional learning and/or public relations?

Due to our high SES population, DH has a very strong system to provide intentional accelerated growth for reading to all at-risk students. Parents have also been invited to special reading nights where free materials have been given out.

What are the challenges you noticed based on the student enrollment data?

Our enrollment numbers continue to soar. Our subgroups also are growing. (ELL, SES & SE) We have challenges closing some of the gaps in these subgroups.

What action(s) will be taken to address these challenges?

The WSD has provided SIOP training to all teachers to help teachers intervene more effectively with ELL students.

What are the challenges you noticed based on student attendance?

WE do have some issues with some studnets with attendance problems. We have a district attendance worker who also helps support our school and families. We also have attendance issues that correlate with family problems, mental illness etc.

What action(s) will be taken to address these challenges?

We will continue to work with the district attendance worker to support at risk students. We also provide incentives for good attendance. Our SSW also works with families and community agencies to support students.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Reading

Which content area(s) show a positive trend in performance?

Reading and district writing

In which content area(s) is student achievement above the state targets of performance?

None

What trends do you notice among the top 30% percent of students in each content area?

Our current MEAP data for this year was below state cut scores. WE also have observed in local assessments non SES students perform better.

What factors or causes contributed to improved student achievement?

WE believe staff participating in PLC teams and Data team work has made targeted instruction plans for at risk students.

How do you know the factors made a positive impact on student achievement?

We see much progress in reading and writing on local assessments.

Which content area(s) indicate the lowest levels of student achievement?

On the MEAP it is math.

Which content area(s) show a negative trend in achievement?

All MEAP areas are not at state cut scores. Math has also shown a negative trend this year on local tests.

In which content area(s) is student achievement below the state targets of performance?

All areas this year on MEAP

What trends do you notice among the bottom 30% of students in each content area?

DH has many ELL and special education students, many are represented in the MEAP in the lowest 30%.

What factors or causes contributed to the decline in student achievement?

We have significant challenges with student behavior and families who have complex problems. We also have a high transient rate.

How do you know the factors made a negative impact on student achievement?

Many struggling students have significant home situations that cause much distraction in the classroom. Also transient students who often need much of their teachers attention.

What action(s) could be taken to address achievement challenges?

DH has developed a comprehensive intervention program that teaches students desired behavior skills and also offers one on one support to reteach needed lessons and also have recovery time.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- Economically Disadvantaged

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- Economically Disadvantaged

In what content areas is the achievement gap closing for these subgroups?*

Reading

How do you know the achievement gap is closing?*

Local DRA assessment.

What other data support the findings?

Looking over past data the SES and non SES are closer in achievement. It should be noted however that our SES population has also grown.

What factors or causes contributed to the gap closing? (Internal and External)*

Our behavior supports, teaching PBiS lessons and tight reading intervention plans.

How do you know the factors made a positive impact on student achievement?

When looking at data the gap has narrowed between SES and non SES students.

What actions could be taken to continue this positive trend?

to expand on it next year.

Statement or Question:Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- Students with Disabilities

Statement or Question:For which subgroup(s) is the achievement gap becoming greater?*

Response:

- Students with Disabilities

In what content areas is the achievement gap greater for these subgroups?*

Writing

How do you know the achievement gap is becoming greater?*

Local assessments and MEAP

What other data support the findings?*

District writing prompts and building prompts and rubric scores.

What factors or causes contributed to the gap increasing? (Internal and External)*

The district changed the writing prompt to non-fiction. This was a big assessment shift. Students were having problems in the written retelling. We are also working to increase the number of non-fiction books in the building.

How do you know the factors lead to the gap increasing?*

We see distinct data differences in writing data since the prompt shift.

What actions could be taken to close the achievement gap for these students?*

Continued prompt practice to build writing fluency.

School Improvement Plan

Donelson Hills Elementary School

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

This year in Kindergarten we had a large population on ELL/ Non english speaking students. We saw a significant discrepancy between our ELL students and other kindergarten students.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

We have a comprehensive intervention system that benefits all students. We also have Title 1 and special education teachers along with a para professional 31 a assistant.

How are students designated 'at risk of failing' identified for support services?

We use DRA , Reading Recovery testing running records to assess students and intervene with students who are not meeting teh benchmark.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

Identified high risk ELL Students to attend an afterschool ELL class 2x per week.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	6.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

Parents were notified by ELL coordinator.

Label	Question	Value
	What is the total FTE count of teachers in your school?	24.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	3.0

School Improvement Plan

Donelson Hills Elementary School

Label	Question	Value
	How many teachers have been teaching 4-8 years?	8.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	6.0

Label	Question	Value
	How many teachers have been teaching >15 years?	4.0

What impact might this data have on student achievement?

WE have a wide range of staff experience. I believe sometimes young staff need more experience.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	5.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	4.0

What impact might this data have on student achievement?

Training is important for teacher development. Most teachers do not have high absences and do not contribute in a negative way to student achievement.

Perception Data - Students

Which area(s) indicate the highest overall level of satisfaction among students?

Many students commented positively about teachers and having great friends.

Which area(s) show a positive trend toward increasing student satisfaction?

Learning and friends.

What area(s) indicate the lowest overall level of satisfaction among students?

When other students are mean.

Which area(s) show a trend toward decreasing student satisfaction?

Students talked about not liking it if classmates were mean.

What are possible causes for the patterns you have identified in student perception data?

We spent a lot of time this year teaching PBiS "Being Safe, Responsible & Respectful". Also teaching anti bullying curriculum I believe has helped students identify and respond to unkind students and bullying. I think comments were very represented on the perception survey.

What actions will be taken to improve student satisfaction in the lowest areas?

We continue to teach and support PBiS.

Perception Data – Parents/Guardians

Which area(s) indicate the overall highest level of satisfaction among parents/guardians?

Teaching staff and friendly environment. Parents were generally very positive about all aspects of school. That students are prepared academically and get help if they need it.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

The support students are given.

Which area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Some concerns were noted about school security and the size of the school. (overcrowding)

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Security and population growth.

What are possible causes for the patterns you have identified in parent/guardian perception data?

With the events this year involving school safety in the country I think there is a higher concern from parents along with staff on checking all areas to ensure security.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

We will be sure to provide forums for discussion and communicate goals and results.

Perception Data – Teachers/Staff

Which area(s) indicate the overall highest level of satisfaction among teachers/staff?

Teachers expressed that they work as teams and provide quality instruction.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

Having weekly PLC time to work collaboratively with their team and dig into data and align instruction to meet student needs.

Which area(s) indicate the lowest overall level of satisfaction among teachers/staff?

Teachers expressed a need for more support services and lower class sizes.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

level of outside support

What are possible causes for the patterns you have identified in staff perception data?

Our school has gotten very big over the past few years and we have also had large demographic changes. Our poverty rate has doubled and we are having higher numbers of students who are ELL and others with mental health concerns. There have also been multiple district initiatives which can cause confusion.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

The district curriculum department working with consultants set up standards for aligned curriculum. At the building and team level we work hard to process and integrate curriculum and create intervention plans.

What evidence do you have to indicate the extent to which the standards are being implemented?

Units have CC listed in the summary. Teachers work together to ensure that CC is incorporated and assist with acquisition.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Assurance	Response	Comment	Attachment
Literacy and math are tested annually in grades 1-5.	Yes	DRA Writing Prompt Math Common and Formative Assessments	SIP

Assurance	Response	Comment	Attachment
Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.waterford.k12.mi.us/donelson/default.htm	

Assurance	Response	Comment	Attachment
Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No		

Assurance	Response	Comment	Attachment
Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No		

Assurance	Response	Comment	Attachment
The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Assurance	Response	Comment	Attachment
The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	HR Director Karen Pugh	

School Improvement Plan

Donelson Hills Elementary School

Assurance	Response	Comment	Attachment
The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		Parent Involvement

Assurance	Response	Comment	Attachment
The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Compact

Assurance	Response	Comment	Attachment
The School has additional information necessary to support your improvement plan (optional).	Yes		

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Data Analysis (SDA), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

How was the comprehensive needs assessment conducted?

- * Staff analyzes student, school, local and state data
- * Surveys for teachers
- * Surveys for parents
- * Surveys for students

What process was used to identify children who are failing, or most at risk of failing, to meet the state core curriculum standards in the four core academic areas?

Waterford School District has a viable curriculum that includes high standards and relevance for all students. The curriculum includes grade level units in all four content areas. These units of study are aligned to the Common Core State Standards and include assessments to inform high quality instruction and accountability. The district monitors and collects data relative to each student's learning on a timely basis. The district uses grade level scope and sequence documents, unit assessments, scoring guides, constructed response and performance tasks to show student progress toward grade level standards in each content area. District reading and writing data is collected and compiled within our district's On-line Resource for Curriculum and Assessment (O.R.C.A.) and then distributed to buildings for analysis purposes and to assist instructional leaders in creating building, grade and class profiles in October, February, and April. This needs assessment process is consistently used across the district to identify students by grade and content area who are failing or most at risk of failing to meet the state standards in each academic area.

What were the established multiple and educationally related objective criteria that ensured the needs assessment process was consistently used to identify students by grade level and content area who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

Each building uses multiple sources of achievement data to identify those students who are failing or at risk of failing to meet the state core curriculum standards. The multiple sources include: MEAP, Common district assessments (DRA and Writing Prompt) and MLPP. The staff (building principal, classroom teacher and Title I Interventionist) use the district identified process and criteria to identify students with the greatest academic need. This process is consistent across grade levels and content areas. This data is collected and shared in various ways such as: data walls, grade level charts, excel charts, graphs etc. The Title I Interventionists may also use Observation Survey, MLPP and the Spelling Inventory (Behr, Invernizzi, Templeton) to ensure that students with the greatest academic need have been identified and timely assistance is provided to those who need it the most. The district criteria used to identify eligible Title I students includes all four core areas. The Title I teacher will meet with the building principal and classroom teacher to share the data and the process used to identify the eligible pool and those students that will be participating in the Title I program. Title I teachers also meet face to face with the parents of identified students to share the process used in selecting their children for Title I support and explain what services will be provided. The building level team will meet throughout the year to analyze the most recent data to determine which students should exit the program and which students should enter the program. These decisions are based on the level of proficiency of state and district assessments. This process begins in the spring as a part of the SI evaluation process and is revisited in the fall and winter of the following year.

For schools with preschool through grade 2: What criteria were used to identify young students who are failing or most at risk of failing to meet the state's challenging content and student performance standards?

All preschool through grade 2 are selected for services based on our district criteria.

Component 2: Services to Eligible Students

What Title 1, Part A program services are provided to ensure eligible children receive supplemental assistance?

Title I participating students are provided supplemental support in all four core academic areas as needed. Each Title I building has at least 1.5 FTE's who have the primary responsibility of providing research based, supplemental literacy support to eligible students. Each Title I Interventionist, along with the building principal, follows a consistent process to rank and identify those students who are the greatest academic need in reading /writing. The Title I Interventionists meet with participating students at least 3x a week for at least 30 minute each session. Title I Interventionists work with individuals one on one in Reading Recovery or in small groups. The intervention follows a two day instructional model that is structured and systematic, includes reading and writing and has a low teacher/student ratio. All Title I Interventionists have participated in year-long Reading Recovery training and monthly Continuing Contact professional learning to remain highly qualified in working with struggling learners. Resources and methodology used by Title I teachers are: high quality leveled text (fiction and nonfiction) Guided Reading Plus (Dorn) and Leveled Literacy Intervention (Fountas and Pinnell). In addition to this Title I support, each classroom teacher carves out a 30 minute block of time daily that they devote to intervention. This allows teachers a time to provide supplemental support in math, science, social studies, reading or writing to those students who have been identified as the greatest academic need. This block of time can be devoted to providing Title I students targeted instruction and independent application time in order to reach proficiency in curriculum standards. Teachers can use this time to meet with small groups or individuals to revisit and review previously learned concepts or preview and frontload upcoming academic language or concepts. Classroom teachers use multi-level, multi-content Science and Social Studies books as well as graphic organizers to scaffold learning for students who are identified as the greatest academic need in these area. All Title I buildings are allowed to invite 6 students (4 ELA and 2 Math) at each grade level to participated in a Title I extended year program. This program provides extended learning in reading, writing and math. Each grade level functions as a Professional Learning Community and is provided a weekly collaborative time to analyze their grade level data. Each Title I teacher selects and participates in a grade level team. The district has trained all staff in the data team process (Lead and Learn) to ensure that all grade level teams follow a consistent routine in compiling, analyzing and using data to develop instructional plans. These instructional plans address how students, including those participating in Title I programs, who are not yet proficient will receive additional assistance within their core program using research based instructional strategies to close the gap.

Component 3: Incorporated Into Existing School Program Planning

How is program planning for eligible students incorporated into the existing School Improvement planning process?

Title I staff is an integral part of the SI planning process. Staff meets at least once a month to reflect on the SI plan and revise as needed.

Title I services are embedded into building level SI strategies and activities.

Component 4: Instructional Strategies

Which strategies in the plan focus on helping eligible students reach the State's standards?

All Title I participating students are engaged in the same high-quality classroom instruction as their classmates, although their teachers differentiate the content by providing extra time, adapting the methods and the level of intensity. Waterford School District offers a multi-layered intervention system that uses data to identify students at risk, determines the appropriate supplemental intervention and monitors the academic progress of students toward established standards.

Which research-based methods and strategies in the plan increase the quality and quantity of instruction for eligible students?

Each building's plan utilizes highly qualified teachers to provide additional targeted instruction for eligible students. This academic support is supplemental to classroom instruction, compliments core curriculum and is supported by research in best practices. Extended learning opportunities at all buildings includes: small group instruction (guided or strategy group) in all four core areas, personalized instruction by a highly qualified teacher, co-teaching and the Summer Literacy and Math Program, S.L.A.M.

What evidence indicates that extended (supplemental) learning time helps an accelerated quality curriculum?

Extended learning opportunities at all buildings includes: small group instruction (guided or strategy group) in all four core areas, personalized instruction by a highly qualified teacher, co-teaching and the Summer Literacy and Math Program, S.L.A.M. . Research (www.bestevidence.org) shows that one on one or small group instruction with a highly skilled teacher extends and supports accelerated achievement. The district allocates a large amount of its resources to K-3 in conjunction with research on school reform, specifically early intervention to closing/eliminating the achievement gap by the end of third grade (www.whatworks.ed.gov). The district also provides resources and opportunities to participate in a summer reading program and extended year programming (McGill-Franzen & Allington, R.L. (2001,2003).

What evidence indicates that students are rarely pulled from their regular classroom to receive supplemental instruction (e.g. extended learning opportunities)?

Title I Interventionists extend and supplement learning opportunities by using a combination of in class or out of class instruction depending on the student's instructional goals. The intent for supplemental support is that it provides more minutes of learning rather than altering minutes of instruction without interfering with their normal instruction. For those first grade students who are the furthest from the expected benchmark, the district offers Reading Recovery, a highly individualized intervention. For those students who continue to struggle beyond first grade, the district offers ongoing support through weekly small group instruction. Both of these methods remove the students from their core instruction for a short period of time daily. They are also based on the research of effective instruction (explicit and systematic instruction, guided practice, corrective feedback and frequent cumulative review) and delivered by a highly qualified teacher who has been trained as a diagnostician and can adjust and revise instruction based on formative/summative data. Research (www.bestevidence.org) shows that one on one or small group instruction with a highly skilled teacher extends and supports accelerated achievement. The district allocates a large amount of its resources to K-3 in conjunction with research on school reform, specifically early intervention to

School Improvement Plan

Donelson Hills Elementary School

closing/eliminating the achievement gap by the end of third grade (www.whatworks.ed.gov). The district also provides resources and opportunities to participate in a summer reading program and extended year programming (McGill-Franzen & Allington, R.L. (2001,2003).

Component 5: Title I and Regular Education Coordination

In what ways do ongoing coordination and integration occur between regular education and the supplemental Title 1, Part A program?

supplemental Title I program?

Waterford School District allocates and coordinates state and federal resources to provide a comprehensive support model that compliments core instruction and extends learning opportunities for Title I participating students. The district's Title I plan is grounded in the research that struggling readers need consistent instruction across classroom and supplemental programs. The classroom teacher and the Title I interventionist collaborate regularly to ensure that there is transfer between the two programs. If transfer is not occurring, the teachers examine instructional factors (text levels, scale of help, size of group etc.) that could be interfere or impact student learning. Information is shared through personalized intervention plans that are developed collaboratively. The classroom teachers, Title I Interventionist, Special Education Teachers and ESL staff work together so that the participating Title I students experience coherent instruction

For schools with preschool: In what ways does the school connect with preschool age children beyond once a year visitation to the kindergarten classroom?

In the spring, Waterford hosts a district Kindergarten Orientation where preschool families are invited in to learn about Kindergarten expectations, instructional practices, and routines. Parents receive a packet of information that provides key details about how to support academic and social readiness for Kindergarten. This information may include: a daily Summer Countdown Calendar of activities, letter and number formation, and early reading strategies. Other pertinent school information such as lunch, transportation, and immunization requirements is also included. In May, incoming Kindergarten students are invited to visit each building. During this time, teachers meet with students individually to administer assessments that will help determine instructional and social needs, and assist with proper classroom placement. Students are given a school tour with their parents. The Waterford School District's Stepanski Early Childhood Center provides on-going professional activities for early childhood staff. The center assists with the transfer of preschool student data to the schools where the students will attend Kindergarten. In the spring, meetings between preschool and Kindergarten staff are conducted to ensure smooth transitions for at-risk and special needs students.

Component 6: Instruction by Highly Qualified Staff

Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified? What action is being taken to meet this requirement?

There are no assistants at this time

Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified? What action is being taken to meet this requirement?

All Elementary Teachers and Title I Interventionists are highly qualified and meet NCLB requirements.

Component 7: High Quality and Ongoing Professional Development

What types of ongoing and sustained professional development has the staff received to work with eligible children or in the regular education program?

All Title I Interventionists are provided with 3 district level professional learning opportunities that focus on best practice in working with struggling learners. These meetings are facilitated by the Title I Coordinator. In addition to these district sessions, they all attend monthly Continuing Contact sessions, a two day Institute and one peer observation as a part of their ongoing professional learning as trained Reading Recovery teachers. These meetings are facilitated by a University Teacher Leader for Reading Recovery. During the spring, three of our Title I buildings sent their upper grade staff to SIOP training. Interventionists will have training this fall. Many of the ELL learners in these buildings also participate in the programming offered through Title I funding. Staff has received training this year in math, reading and writing through our district consultants. Staff has also had PLC training and training in a data team process.

If appropriate, what types of ongoing and sustained professional development have been provided to parents, pupil services personnel, and other staff?

Parents have been invited to Title 1 learning nights in which they were instructed on how to help support their child's learning. Staff also does monthly presentations for all parents during PTO meetings. These presentations include learning and emotional behavioral supports. District and building training is also offered to pupil services personnel. Teacher assistants also have team meetings to brainstorm issues and learn. The building runs Student Assistance team Meetings and Literacy intervention meetings.

Component 8: Strategies to Increase Parental Involvement

How were parents involved in the design of the Targeted Assistance program plan?

All parents of participating Title I students are given a survey in the spring to gather perceptual data about the Title I programming. The district's Title I team meets to discuss and plan ways to involve parents of Title I students in their education. Each member of the team contributes to the planning and implementation of a parent workshop which teaches them how to support reading and writing at home. Title I information and input was gathered during Title 1 parent nights and also during PTO meetings.

How were parents involved in the implementation of the Targeted Assistance program plan?

The district's Title I team hosts one parent education workshop targeted to helping parents support reading and writing at home. Title I students attend with their parents and receive materials to support literacy at home. Parents are given a survey to fill out at the conclusion of the workshop.

How were parents involved in the evaluation of the Targeted Assistance program plan?

In the spring (March/April), the district invites all Title I parents to attend an annual Title I meeting. This meeting is intended to spotlight celebrations of the program and elicit feedback from parents about ways to improve Title I programming. After this meeting, the principal will meet with the Title I team (Building Principal, First-Third grade teachers, Title I Interventionist and a Parent Representative) to analyze feedback and use it to guide the continuous SI process. The SI plan, including the Title I Targeted Assistance Plan will be completed by June 7th.

How will the parent involvement activities be evaluated?

The parent involvement activities will be evaluated by surveys.

How will the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) be implemented? Copy and paste the following link into your browser to view this policy - <http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1118>.

We will assist parents in understanding state content standards and also provide materials and training to staff to build effective parent involvement.

How will the results of the evaluation be used to improve the plan?

We will use results to keep increasing parent understanding and involvement.

How was the school-parent compact developed?

The districts Title 1 team personalized the districts compact and provided it for all families at Meet and Greet, curriculum nights and parent teacher conferences.

How is the parent compact used at elementary-level parent teacher conferences?

Teachers talk to parents about the Title 1 program and services available for Title 1 students.

What is the plan to provide individual student academic assessment results in a language parents can understand?

The district has access to resources to assist parents who speak another language to ensure information is provided in a language that parents can understand. This includes access to an interpreter if needed.

Parents are also periodically invited in by Title 1 teachers to review their child's progress. Both Title 1 and regular education teachers send home notes and letters updating parents in language they can understand. Report card comments also work to help parents understand grading scales.

Component 9 Coordination of Title I and Other Resources

How are the Federal, State and local programs coordinated and integrated to serve eligible children?

Title I services are coordinated with 31a services to ensure that all eligible Title I buildings/students receive supplemental instruction in all four core content areas.

In what ways does the plan show coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school (e.g. violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training)?

Title I services are coordinated with 31a services to ensure that all eligible Title I buildings/students receive supplemental instruction in all four core content areas.

Component 10: Ongoing Review of Student Progress

How is eligible student progress reviewed on an ongoing basis?

Each grade level team meets at least once a marking period with the Title I Interventionist to analyze data, monitor Title I student achievement and plan instruction for Title I students. Assessment tools used are: DRA, running records, writing samples, Observation Survey tasks and a spelling inventory.

How is the Targeted Assistance program revised to meet the needs of eligible students?

All Title I Interventionist and classroom teachers have been trained in how to administer and analyze running records, how to administer and analyze digging deeper tasks and collaborative scoring using a 4 point rubric as well as how to adjust instruction to meet the individual needs of each student.

How have teachers been trained to identify students who need additional assistance or trained on how to implement student achievement standards in the classroom?

Building teams use a consistent protocol to ensure that there is regular diagnostic data discourse. These discussions go beyond just reporting data and focus on changing the adult behavior needed to increase student achievement.

Evaluation

How does the school evaluate at least annually the implementation of the targeted assistance program?

Through ongoing analysis of data and needs assessment process which is completed annually by May.

How does the school evaluate the results achieved by the targeted assistance program using data from the State's annual assessments and other indicators of academic achievement?

Our school has implemented a data team process cycle in all PLC teams. Title 1 teachers examine data with their students classroom teacher and use data to analyze the effectiveness of their intervention plan and services. School staff dialogues with the district Curriculum director and Title 1 Coordinator to adjust programs as needed.

How does the school determine whether the targeted assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards?

Our selection process for Title 1 starts by selecting students who are the furthest from the benchmark. Data is collected by Title 1 teachers / programs to evaluate the effectiveness of intervention services.

What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the targeted assistance program?

As already stated we have a ongoing data cycle. We use data to inform instruction and flexibly change the Title 1 program as needed.

Donelson Hills 2013-2014

Overview

Plan Name

Donelson Hills 2013-2014

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 will improve reading achievement.	Objectives: 2 Strategies: 3 Activities: 8	Academic	\$4800
2	All students will increase mathematical achievement.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$3150
3	All students will increase writing achievement.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$1500

Goal 1: All students will improve reading achievement.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in reading in English Language Arts by 06/13/2014 as measured by Developmental Reading Assessment (DRA).

(shared) Strategy 1:

Core Instruction - Teachers will instruct students to develop and apply critical reading strategies and skills.

Research Cited: Fountas and Pinnell

Activity - Interacting With Text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop students' deeper level comprehension of text when reading, writing, speaking and listening by instructing how to use a variety of strategies and tools to interact with text.	Direct Instruction	09/03/2013	06/13/2014	\$0	General Fund	All Teachers, Service Providers, Title 1 Teachers, ELA Consultant and Building Administrator
Activity - Variety of Texts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage students using a variety of texts in all content areas. Texts will include: genres, types, varying lengths, varying degrees of difficulty.	Direct Instruction	09/03/2013	06/13/2014	\$500	General Fund	All Teachers, Service Providers, Title 1 Teachers and Building Administrator
Activity - Units of Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the WSD reading units of study utilizing the structure of reader's workshop and following the district pacing guide.	Direct Instruction	09/03/2013	06/13/2014	\$0	No Funding Required	All Teachers, ELA Consultant and Building Administrator

(shared) Strategy 2:

Targeted Instruction - Teachers will identify above and/or at-risk students and implement appropriate enrichment and/or intervention.

Research Cited: DuFour and Leadership & Learning Center

School Improvement Plan

Donelson Hills Elementary School

Activity - Data Team Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will: a. engage in the data team process/PLC to identify students to targeted instruction b. implement enrichment and/or intervention groups based on student data c. monitor and assess student progress to adjust instruction and meet the needs of all students d. identify students with the greatest academic needs (Title 1 eligible) and provide additional support above and beyond core instruction by a high qualified teacher e. continuously engage in the data team process/PLC to analyze student achievement	Other	09/03/2013	06/13/2014	\$3000	Title I Part A	Classroom Teachers, Service Providers, Title 1 Teachers, ELA Consultant and Building Administrator

Activity - Intervention Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will: a. identify students with the greatest academic needs b. collaborate with Title 1 Teachers to create a plan for specific intervention c. implement interventions identified for targeted students d. monitor and assess student progress (using intervention folders) to adjust instruction and meet the needs of targeted students	Other	09/03/2013	06/13/2014	\$800	Title I Part A	Classroom Teachers, Service Providers, Title 1 Teachers and Building Administrator

(shared) Strategy 3:

Teacher Knowledge - Teachers will build knowledge of CCSS and grade level units.

Research Cited: CCSS

Activity - Instruction and Content Knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will confer with the ELA Consultant each semester to develop an understanding of district reading units as they align to CCSS.	Professional Learning	09/03/2013	06/13/2014	\$500	General Fund	Classroom Teachers, Title 1 Interventionists, ELA Consultant and Building Administrator

Activity - SIOP Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Donelson Hills Elementary School

Teachers will participate in SIOP training in order to develop understanding of student acquisition, specifically ELL and low language learners, of vocabulary to develop concepts and learn strategies to intentionally differentiate instruction in all content areas.	Professional Learning	04/11/2013	06/13/2014	\$0	Title III	Classroom Teachers, District Curriculum Consultants, ELL Consultant and Building Administrator
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Activity - Stickiness Principles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development to increase their awareness of instructional strategies for explicit instruction.	Professional Learning	11/01/2013	04/01/2014	\$0	No Funding Required	All Teachers, Service Providers, ELA Consultant and Building Administrator

Measurable Objective 2:

A 8% increase of Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency in reading in English Language Arts by 06/13/2014 as measured by DRA.

(shared) Strategy 1:

Core Instruction - Teachers will instruct students to develop and apply critical reading strategies and skills.

Research Cited: Fountas and Pinnell

Activity - Interacting With Text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop students' deeper level comprehension of text when reading, writing, speaking and listening by instructing how to use a variety of strategies and tools to interact with text.	Direct Instruction	09/03/2013	06/13/2014	\$0	General Fund	All Teachers, Service Providers, Title 1 Teachers, ELA Consultant and Building Administrator

Activity - Variety of Texts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Donelson Hills Elementary School

Teachers will engage students using a variety of texts in all content areas. Texts will include: genres, types, varying lengths, varying degrees of difficulty.	Direct Instruction	09/03/2013	06/13/2014	\$500	General Fund	All Teachers, Service Providers, Title 1 Teachers and Building Administrator
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Activity - Units of Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the WSD reading units of study utilizing the structure of reader's workshop and following the district pacing guide.	Direct Instruction	09/03/2013	06/13/2014	\$0	No Funding Required	All Teachers, ELA Consultant and Building Administrator

(shared) Strategy 2:

Targeted Instruction - Teachers will identify above and/or at-risk students and implement appropriate enrichment and/or intervention.

Research Cited: DuFour and Leadership & Learning Center

Activity - Data Team Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will: a. engage in the data team process/PLC to identify students to targeted instruction b. implement enrichment and/or intervention groups based on student data c. monitor and assess student progress to adjust instruction and meet the needs of all students d. identify students with the greatest academic needs (Title 1 eligible) and provide additional support above and beyond core instruction by a high qualified teacher e. continuously engage in the data team process/PLC to analyze student achievement	Other	09/03/2013	06/13/2014	\$3000	Title I Part A	Classroom Teachers, Service Providers, Title 1 Teachers, ELA Consultant and Building Administrator

Activity - Intervention Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will: a. identify students with the greatest academic needs b. collaborate with Title 1 Teachers to create a plan for specific intervention c. implement interventions identified for targeted students d. monitor and assess student progress (using intervention folders) to adjust instruction and meet the needs of targeted students	Other	09/03/2013	06/13/2014	\$800	Title I Part A	Classroom Teachers, Service Providers, Title 1 Teachers and Building Administrator

(shared) Strategy 3:

Teacher Knowledge - Teachers will build knowledge of CCSS and grade level units.

School Improvement Plan

Donelson Hills Elementary School

Research Cited: CCSS

Activity - Instruction and Content Knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will confer with the ELA Consultant each semester to develop an understanding of district reading units as they align to CCSS.	Professional Learning	09/03/2013	06/13/2014	\$500	General Fund	Classroom Teachers, Title 1 Interventionists, ELA Consultant and Building Administrator
Activity - SIOP Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in SIOP training in order to develop understanding of student acquisition, specifically ELL and low language learners, of vocabulary to develop concepts and learn strategies to intentionally differentiate instruction in all content areas.	Professional Learning	04/11/2013	06/13/2014	\$0	Title III	Classroom Teachers, District Curriculum Consultants, ELL Consultant and Building Administrator
Activity - Stickiness Principles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development to increase their awareness of instructional strategies for explicit instruction.	Professional Learning	11/01/2013	04/01/2014	\$0	No Funding Required	All Teachers, Service Providers, ELA Consultant and Building Administrator

Goal 2: All students will increase mathematical achievement.

Measurable Objective 1:

65% of All Students will demonstrate a proficiency of 75% or above in Mathematics by 06/13/2014 as measured by WSD Post Unit Assessments.

Strategy 1:

Teacher Learning - Teachers will build knowledge of Common Core Standards , the eight practices of math and grade level units.

Research Cited: Douglas Reaves and Robert Marzano

School Improvement Plan

Donelson Hills Elementary School

Activity - Instruction and Content Knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will participate in grade level math development professional learning 2-3 times during the 2013-2014 school year.	Professional Learning	09/03/2013	06/13/2014	\$0	General Fund	Math Teachers and District Mathematics Consultant

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will participate in a building-wide book study of Guiding Young Mathematics in Small Groups by Kassia Wedekind to increase student achievement in core and intervention instruction. Monitor Plan/Evidence: meeting agendas, sign in sheet, chapter notes, teacher goals	Professional Learning	09/03/2013	02/14/2014	\$150	General Fund	Classroom Teachers and Building Administrator

Strategy 2:

Strategic and Targeted Instruction - Teachers will identify above and/or at-risk students and implement appropriate enrichment and/or intervention.

Research Cited: DuFour and Leadership & Learning Center

Rosenshine, B. (2012). Principles of Instruction: Research based strategies that all teachers should know.

Activity - Data Team Process/PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will: a. engage in the data team process/PLC to identify students for targeted instruction b. implement enrichment and/or intervention groups based on student data c. monitor and assess student progress to adjust instruction and meet the needs of students d. identify students with the greatest academic needs (title 1 eligible) and provide additional support above and beyond core instruction (one-on-one, small group) e. continuously engage in the data team process/PLC for each unit of study	Other	09/03/2013	06/13/2014	\$3000	Title I Part A	All Teachers and Building Administrator

Activity - Math Manipulatives and Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will: a. identify appropriate math manipulatives and tools for each unit b. embed instruction of the use of each math manipulative and tool within the unit lessons c. monitor and assess students' abilities to demonstrate how to flexibly utilize math manipulative and tools to solve mathematical problems and understand concepts d. provide additional instruction to students below expected proficiency	Direct Instruction	09/03/2013	06/13/2014	\$0	General Fund	Math Teachers, WSD Mathematics Consultant and Building Administrator

School Improvement Plan

Donelson Hills Elementary School

Activity - Math Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will: a. identify key vocabulary for each unit b. explicitly teach vocabulary for each unit c. provide and support multiple opportunities for application of vocabulary in all contexts (reading, writing, listening and speaking) d. monitor and assess students' understanding and application of targeted math vocabulary in all contexts (reading, writing, speaking, listening) e. provide additional instruction to students not meeting expected proficiency	Direct Instruction	09/03/2013	06/13/2014	\$0	General Fund	Math Teachers, Support Staff and Building Administrator

Goal 3: All students will increase writing achievement.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in writing in English Language Arts by 06/13/2014 as measured by the WSD Writing Assessment.

(shared) Strategy 1:

Core Instruction - Teachers will explicitly instruct the organization and content components of writing.

Research Cited: Lead and Learn

Activity - Analyzing Questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will: a. instruct students to identify the question b. teach strategies to analyze the question for deeper understanding c. instruct students to determine an appropriate response d. instruct students to choose a plan of action, including strategies and/or scaffolds	Direct Instruction	09/03/2013	06/13/2014	\$0	General Fund	Teachers, Support Staff, WSD Curriculum Consultants and ELL Consultant

Activity - Student Rubrics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop and implement a vertically aligned student writing rubric adapted from the WSD Informational Writing Scoring rubric. Students will be taught to utilize the rubric to plan writing, analyze skills and reflect on their writing to set goals in all contexts.	Direct Instruction	09/03/2013	06/13/2014	\$0	General Fund	All Teachers, Service Providers, ELA Consultant and Building Administrator

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Donelson Hills Elementary School

Teachers will identify and instruct the use of graphic organizers to support planning and written responses across the curriculum. Graphic organizers will be vertically aligned.	Direct Instruction	09/03/2013	06/13/2014	\$0	General Fund	All Teachers, Service Providers, ELA Consultant and Building Administrator
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Activity - Content Area Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide daily opportunities in content areas for students to process their learning through writing. Teachers will use a variety of prompts.	Direct Instruction	09/03/2013	06/13/2014	\$0	General Fund	All Teachers, Service Providers, WSD Curriculum Consultants and Building Administrator

(shared) Strategy 2:

Targeted Instruction - Teachers will identify above and/or at-risk students and implement appropriate enrichment and/or intervention.

Research Cited: DuFour and Leadership and Learn

Activity - Data Team Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will: a. engage in the data team process/PLC to identify students to targeted instruction b. implement enrichment and/or intervention groups based on student data c. monitor and assess student progress to adjust instruction and meet the needs of all students d. identify students with the greatest academic needs and provide additional support above and beyond core instruction (one-on-one, small group) e. continuously engage in the data team process/PLC to analyze student achievement	Other	09/03/2013	06/13/2014	\$1000	Title I Part A	All Teachers, Service Providers, ELA Consultant and Building Administrator

(shared) Strategy 3:

Teacher Knowledge - Teachers will build knowledge of CCSS and grade level units.

Research Cited: Smarter Balance

Activity - Instruction and Content Knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Donelson Hills Elementary School

Classroom teachers will confer with the ELA Consultant each semester to develop an understanding of district writing units as they align to CCSS.	Professional Learning	09/03/2013	06/13/2014	\$500	General Fund	Classroom Teachers, ELA Consultant and Building Administrator
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SIOP Training	Teachers will participate in SIOP training in order to develop understanding of student acquisition, specifically ELL and low language learners, of vocabulary to develop concepts and learn strategies to intentionally differentiate instruction in all content areas.	Professional Learning	04/11/2013	06/13/2014	\$0	Classroom Teachers, District Curriculum Consultants, ELL Consultant and Building Administrator
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Team Process	Teachers will: a. engage in the data team process/PLC to identify students to targeted instruction b. implement enrichment and/or intervention groups based on student data c. monitor and assess student progress to adjust instruction and meet the needs of all students d. identify students with the greatest academic needs (Title 1 eligible) and provide additional support above and beyond core instruction by a high qualified teacher e. continuously engage in the data team process/PLC to analyze student achievement	Other	09/03/2013	06/13/2014	\$3000	Classroom Teachers, Service Providers, Title 1 Teachers, ELA Consultant and Building Administrator

School Improvement Plan

Donelson Hills Elementary School

Data Team Process/PLC	Teachers will: a. engage in the data team process/PLC to identify students for targeted instruction b. implement enrichment and/or intervention groups based on student data c. monitor and assess student progress to adjust instruction and meet the needs of students d. identify students with the greatest academic needs (title 1 eligible) and provide additional support above and beyond core instruction (one-on-one, small group) e. continuously engage in the data team process/PLC for each unit of study	Other	09/03/2013	06/13/2014	\$3000	All Teachers and Building Administrator
Data Team Process	Teachers will: a. engage in the data team process/PLC to identify students to targeted instruction b. implement enrichment and/or intervention groups based on student data c. monitor and assess student progress to adjust instruction and meet the needs of all students d. identify students with the greatest academic needs and provide additional support above and beyond core instruction (one-on-one, small group) e. continuously engage in the data team process/PLC to analyze student achievement	Other	09/03/2013	06/13/2014	\$1000	All Teachers, Service Providers, ELA Consultant and Building Administrator
Intervention Planning	Teachers will: a. identify students with the greatest academic needs b. collaborate with Title 1 Teachers to create a plan for specific intervention c. implement interventions identified for targeted students d. monitor and assess student progress (using intervention folders) to adjust instruction and meet the needs of targeted students	Other	09/03/2013	06/13/2014	\$800	Classroom Teachers, Service Providers, Title 1 Teachers and Building Administrator
Total					\$7800	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Units of Study	Teachers will implement the WSD reading units of study utilizing the structure of reader's workshop and following the district pacing guide.	Direct Instruction	09/03/2013	06/13/2014	\$0	All Teachers, ELA Consultant and Building Administrator

School Improvement Plan

Donelson Hills Elementary School

Stickiness Principles	Teachers will participate in professional development to increase their awareness of instructional strategies for explicit instruction.	Professional Learning	11/01/2013	04/01/2014	\$0	All Teachers, Service Providers, ELA Consultant and Building Administrator
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Graphic Organizers	Teachers will identify and instruct the use of graphic organizers to support planning and written responses across the curriculum. Graphic organizers will be vertically aligned.	Direct Instruction	09/03/2013	06/13/2014	\$0	All Teachers, Service Providers, ELA Consultant and Building Administrator
Interacting With Text	Teachers will develop students' deeper level comprehension of text when reading, writing, speaking and listening by instructing how to use a variety of strategies and tools to interact with text.	Direct Instruction	09/03/2013	06/13/2014	\$0	All Teachers, Service Providers, Title 1 Teachers, ELA Consultant and Building Administrator
Analyzing Questions	Teachers will: a. instruct students to identify the question b. teach strategies to analyze the question for deeper understanding c. instruct students to determine an appropriate response d. instruct students to choose a plan of action, including strategies and/or scaffolds	Direct Instruction	09/03/2013	06/13/2014	\$0	Teachers, Support Staff, WSD Curriculum Consultants and ELL Consultant
Instruction and Content Knowledge	All classroom teachers will participate in grade level math development professional learning 2-3 times during the 2013-2014 school year.	Professional Learning	09/03/2013	06/13/2014	\$0	Math Teachers and District Mathematics Consultant
Instruction and Content Knowledge	Classroom teachers will confer with the ELA Consultant each semester to develop an understanding of district writing units as they align to CCSS.	Professional Learning	09/03/2013	06/13/2014	\$500	Classroom Teachers, ELA Consultant and Building Administrator

School Improvement Plan

Donelson Hills Elementary School

Content Area Writing	Teachers will provide daily opportunities in content areas for students to process their learning through writing. Teachers will use a variety of prompts.	Direct Instruction	09/03/2013	06/13/2014	\$0	All Teachers, Service Providers, WSD Curriculum Consultants and Building Administrator
Student Rubrics	Teachers will develop and implement a vertically aligned student writing rubric adapted from the WSD Informational Writing Scoring rubric. Students will be taught to utilize the rubric to plan writing, analyze skills and reflect on their writing to set goals in all contexts.	Direct Instruction	09/03/2013	06/13/2014	\$0	All Teachers, Service Providers, ELA Consultant and Building Administrator
Instruction and Content Knowledge	Classroom teachers will confer with the ELA Consultant each semester to develop an understanding of district reading units as they align to CCSS.	Professional Learning	09/03/2013	06/13/2014	\$500	Classroom Teachers, Title 1 Interventionists, ELA Consultant and Building Administrator
Book Study	Classroom teachers will participate in a building-wide book study of Guiding Young Mathematics in Small Groups by Kassia Wedekind to increase student achievement in core and intervention instruction. Monitor Plan/Evidence: meeting agendas, sign in sheet, chapter notes, teacher goals	Professional Learning	09/03/2013	02/14/2014	\$150	Classroom Teachers and Building Administrator
Variety of Texts	Teachers will engage students using a variety of texts in all content areas. Texts will include: genres, types, varying lengths, varying degrees of difficulty.	Direct Instruction	09/03/2013	06/13/2014	\$500	All Teachers, Service Providers, Title 1 Teachers and Building Administrator
Math Vocabulary	Teachers will: a. identify key vocabulary for each unit b. explicitly teach vocabulary for each unit c. provide and support multiple opportunities for application of vocabulary in all contexts (reading, writing, listening and speaking) d. monitor and assess students' understanding and application of targeted math vocabulary in all contexts (reading, writing, speaking, listening) e. provide additional instruction to students not meeting expected proficiency	Direct Instruction	09/03/2013	06/13/2014	\$0	Math Teachers, Support Staff and Building Administrator

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Math Manipulatives and Tools	Teachers will: a. identify appropriate math manipulatives and tools for each unit b. embed instruction of the use of each math manipulative and tool within the unit lessons c. monitor and asses students' abilities to demonstrate how to flexibly utilize math manipuatives and tools to solve mathematical problems and understand concepts d. provide additional instruction to students below expected proficiency	Direct Instruction	09/03/2013	06/13/2014	\$0	Math Teachers, WSD Mathematics Consultant and Building Administrator
Total					\$1650	