School Improvement Plan

Knudsen Elementary School

Waterford School District

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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?

Knudsen Elementary has 377 students in grades K-5. It is located within a subdivision in the suburban city of Waterford, Michigan.Knudsen's student population is 2.65 % Asian American, 5.84% African American, 16.98% Hispanic/Latino, and 74.01% White. 52 or 13.79% of our population have limited english proficiency. 12.47% of Knudsen's students receive some type of Special Education services. Approximately 52% of students receive free or reduced lunches. Knudsen has seen an increase of Hispanic students as well as an increase of students of low socio-economic status. This has presented a challenge to the staff who have worked hard to adjust their instruction to meet these students' needs. The PTA has started a backpack program in which free bags of food are sent home for these families on a weekly basis.

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.

Knudsen's purpose is to ensure high levels of learning for all students. Our vision is congruent with that of the Waterford School District, "Inspire, educate, and empower our students for their future." In addition, we support the District's Instructional Goals, 1)Setting and communicating learning goals in a manner that helps students focus on learning important knowledge from the curriculum. 2) Providing feedback in a manner that helps students take ownership to monitor and systematically pursue achievement of specific learning goals. 3) Interacting with students in a manner that helps students believe they can be successful and that their teachers believe the same. The Knudsen staff has high expectations for all students and systematically/regularly uses data to monitor student learning and make adjustments in the instructional program as needed.

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.

During the past 3 years, the Knudsen staff has worked hard to create a positive school community, family like climate through the use of Conscious Discipline. There has been a greater emphasis on academic achievement and celebration. Students are recognized at bi-weekly school-wide gatherings for academic growth as well as acts of kindness. Qualifying students in 4th and 5th grade are offered the opportunity to be members of the National Elementary Honor Society. Students in 5th grade have the opportunity to receive Presidential Academic Awards at the conclusion of the school year. Knudsen's District reading achievement in all grades has improved during the past 3 years due to new school-wide initiatives, professional development, and increase of appropriate reading materials. There have been modest gains in most areas of the 3rd-5th grade MEAP. We continue to focus on improvement in reading, writing, and math.The Knudsen staff is also striving to close the achievement gap for our ELL and low-socioeconomic students in all content areas.

Additional Information

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

Knudsen has a highly involved PTA Board. They are excellent supporters of academics as well as well as social events that bring the school community together. Parent involvement has steadily increased during the past 3 years.

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.

All teaching and professional development staff were split into three curricular areas (math, reading, writing). Achievement, contexual, perception, and demographic data were analyzed to specifically identify areas of student need. Staff collaboratively decided on the best instructional practices to address those areas of need. This data analysis and planning was conducted during staff meeting time. A leadership team took the information from each of the curricular groups and finalized the school improvement plan.

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

Staff members chose the curricular area they preferred to work in. The curricular teams were comprised of classroom teachers, literacy interventionists, speech teacher, teachers reperesenting art, physical education, music, resource room teacher, and principal. Each curricular team member had equal responsibility and input in the process. A representative from each team was on a leadership team that finalized the entire school improvement plan.

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

The final improvement plan was communicated to parent stakeholders at a PTA meeting. School staff was given an overview of the final plan and will review it at the first staff meeting prior to the start of the 2013-2014 school year. School staff will review progress of the plan during professional learning community meetings and staff meetings. Parent stakeholders will be given updates by the Principal on a periodic basis.

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?

Additions and reductions to staffing are made at the District level based on student enrollment.

How do student enrollment trends affect staff recruitment?

When looking at the demographics of new enrollees, it may prompt the hiring of staff members with specific skills, backgrounds, knowledge, etc. to meet their needs (ie. experience with ELL students, experience with poverty, etc.).

How do student enrollment trends affect budget?

Student enrollment dictates how District funds are allocated. If a building gains students, more per pupil funds are designated to that building and the opposite happens if a building sees a decline in enrollment. Budget allocations may be altered to meet the varying needs/demographics of a specific building.

How do student enrollment trends affect resource allocations?

Enrollment trends and demographics of students may impact how money is allocated in order to meet building specific needs.

How do student enrollment trends affect facility planning and maintenance?

Enrollment has remained fairly stable so there has been little impact on facility planning and maintenance. There has not been a need to add or close classrooms. Building maintenance remains consistent and repairs are done on an as needs basis.

How do student enrollment trends affect parent/guardian involvement?

Parent /guardian involvement has remained consistent. Our Hispanic parents are not as involved in the school due to their language barrier. However, we make sure that our interpreter does her best to communicate with them and involve them in them in their childrens' education. We offer a Literacy Night for Title I families and make sure that our Hispanic families are welcomed and supported. It also appears that many students are being raised by their grandparents and they are welcomed into our school community as well.

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

Our staff is constantly looking for ways to improve instruction for our ELL and low socio-economic students. We have conducted book

studies, viewed DVDs, attended workshops, and many have attended SIOP training (including Principal.) The rest of the staff will be attending SIOP training in fall 2013. Appropriate instructional materials have been purchased for teaching and professional support staff. Our student enrollment trends have had an impact on our school improvement plan.

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

Our biggest challenge is closing the achievement gap between or ELL and low socioeconomic students and the general student population. Building academic language and vocabulary is a challenge, but a big focus for our upcoming school year.

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

A very aligned school improvement plan, SIOP training and implementation, continuous monitoring of student achievement data, focused interventions, and differentiated instruction.

What are the challenges you noticed based on student attendance?

Students who are frequently tardy miss the important time of the day when personal connections are made and the tone for the day is set. Parents don't realize how important it is to be to school on time and how much it can impact behavior later on in higher levels of education or the workplace. Frequent absences create gaps in student learning. It disrupts the flow of learning for others because the teacher has to constantly catch the absent students up.

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

Phone calls and letters to parents. Meetings with parents/guardians.Newsletter articles on the importance of good attendance. Referrals to the District's Student Success program.

Student Achievement Data for All Students

This area includes data questions.

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

Reading on grades 3-5 MEAP and District Developmental Reading Assessment

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

On MEAP grades 3-5 (all subjects, except 5th grade reading had a small decline) showed gains of 5%-17%. District Developmental Reading Assessment showed gains.

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

Reading

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

Reading-students have good comprehension, proficiency with retelling
Writing-Students are able to organize thoughts, give details, use conventions appropriately, stay on topic
Math-students know grade level appropriate math facts, number sense, higher level thinking and problem solving

What factors or causes contributed to improved student achievement?

Writing -District non-fiction writing initiative, more focused and intentional writing instruction, weekly PLC/data meetings
Math- Emphasis on learning grade level appropriate math facts, having students explain their thinking, weekly PLC/data meetings
Reading-Aligned instruction, interventions, appropriate leveled reading materials, increased reading time, professional resources, weekly PLC/data meetings

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

Observations, class work, formative and summative assessments, Developmental Reading Assessment analysis

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

On the MEAP, Math (all grades below State average) and Writing-4th grade (below State average), Science-5th grade (below State average)

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

Growth in all areas of the MEAP with exception of 5th grade reading which went down 5% (76% proficient down to 71%), small gain in 4th grade wiriting

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

Math, Writing, Science

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

Writing-hard time staying on topic, lack of sequence,giving details, lack of conventions, lack of stamina
Math-do not know basic facts, low level thinking
Reading-low level of comprehension, unable to retell important details, events, characters, difficulty with summarizing, inferring

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

English language learners are struggling with academic language and comprehension.

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

This is the subgroup that clearly demonstrates a lack of understanding due to language/vocabulary differences.

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

Interventions, school-wide initiatives on vocabulary development, math learning logs,SIOP training, grade level PLC meetings/data analysis, intentional writing instruction, graphic organizers for retelling/summarizing (all components of our school improvement plan)

Subgroup Student Achievement

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

Response:

•White

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

Response:

•None

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

N/A

How do you know the achievement gap is closing?*

N/A

What other data support the findings?

N/A

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

N/A

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

N/A

What actions could be taken to continue this positive trend?

N/A

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

- Hispanic or Latino
- Economically Disadvantaged
- English Language Learners (ELLs)

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

- Hispanic or Latino
- Economically Disadvantaged
- English Language Learners (ELLs)

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

There is a gap in all content areas, more so in math and writing.

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

Looking at MEAP data, District data, possible designation as a Focus School

What other data support the findings?*

MEAP, Developmental Reading Assessment, District, writing prompts, observations, class work, end of unit tests

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

Non-English speaking parents, parents' lack of success in school, underdeveloped academic language, lack of conversation at home, lack of experiences contributing to prior knowledge

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

These are all important factors leading to student academic success.

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

School Improvement Plan, frequent interventions, extended day, frequent data discussions, differentiated instruction, summer school

opportunities.

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

They are making progress, but there is still a significant gap in all curricular areas.

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.)?

The District provides a variety of services for students with disabilities, including speech, resource room, Reading Recovery, literacy small group intervention, ELL extended day, summer school programs, ELL teaching assistant support.

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

Data analysis, lack of response to intervention, Student Assistance Team (reviews all documentation and interventions over time), observations, referral for special education testing

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

Extended day for ELL students, 2 times per week (literacy), summer school opportunities

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	50.0

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

Written notification (notes home, newsletters), verbal notification (phone calls, parent-teacher conferences), translations available for Hispanic families

Label	Question	Value
	What is the total FTE count of teachers in your school?	18.5

Label	Question	Value
	How many teachers have been teaching 0-3 years?	2.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	7.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	7.5

Label	Question	Value
	How many teachers have been teaching >15 years?	3.0

What impact might this data have on student achievement?

Very slight impact because the District gives consistent training to the teaching staff, there is consistent data analysis/discussion, and a common vision towards student achievement

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	114.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	112.0

What impact might this data have on student achievement?

Lack of continuity/consistency, but minimal impact due to appropriate lesson plans, grade level collegial support and planning.

Perception Data - Students

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

The teachers are kind, caring, and helpful. They have nice friends. They feel safe. They like math, reading, library, recess, gym.

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

Positive attitude towards learning in general.

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

Bullying and mean students.

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

Friendships/bullying

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

Playground issues, students lacking skills to problem solve social issues

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

Continue to focus on Conscious Discipline,bully awareness, social skills modeling and instruction, class meetings

Perception Data – Parents/Guardians

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

Friendly, knowledgeable, caring staff, family/community feeling of school, safety

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

School climate, safety

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

Parking lot drop-off, playground

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

Parking lot drop-off, playground

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

Parents do not follow procedures for drop off and pick up, even though regular communication addresses this in newsletter, signage has been updated, map sent home at the beginning of the year, staff presence outside. Playground needs to be updated, most behavior issues happen on the playground.

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

Continue to monitor drop-off/pick-up, increase adult supervision, continue to communicate process/procedures. Continue to work with PTA to upgrade playground equipment and grounds. Continue to work with playground supervisors on conflict resolution, safety, and expectations. At the beginning of the year, hold an all school meeting on playground expectations for safety and behavior.

Perception Data – Teachers/Staff

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

Staff collaboration and focus on students' needs.

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

School climate and collaboration

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

Support available for ELL and low SES students and their families.

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

Support for ELL and low SES students, technology, aging of furniture and playground

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

Increased population of ELL and low SES students, lack of professional development in addressing this issue. Lack of funding to update playground and classroom furniture.

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.

Most of these decisions are initiated by the District. Classroom teachers may have some flexibility with Instructional delivery and assessment. It is the school administrator's job to monitor instruction and how the curriculum is being assessed, and how information from the assessments is used to guide instruction.

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

Classrrom observations, staff discussions, professional resources used, District professional development

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	Developmental Reading Assessment, District Writing Prompt, math common assessments, MEAP mathematics and reading, grades 3-5 and MEAP writing grade 4.	

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/knudsen/	

Assurance	Response	Comment	Attachment
Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	This is a K-5 school.	

Assurance	Response	Comment	Attachment
Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	not applicable	

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.	No	Not applicable to building, that is a District responsibility.	

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		Title I Parent Plan

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

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

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?

The Knudsen staff looked at achievement, demographic, contexual, and perception data. Achievement data included formative and summative assessments, MEAP scores, District writing prompts, Developmental Reading Assessment (DRA), and math unit tests. We used this information to monitor progress, inform instruction, look for gaps, and determine areas of need. Demographic data was used to determine impact of ethnicity, socioeconomic status, attendance, and population stability on our students' needs. Contexual data such as our building literacy team meetings, student assistance team meetings, data teams, grade level professional learning community meetings helped guide us as to what we need to do differently to get improved results. Perception data (parent, teacher, student surveys) provided information about our culture and climate, giving us insight as to how we can make changes to improve student achievement. All of this information was taken into consideration in the creation of our school improvement plan.

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. 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 students 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. Knudsen 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

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?

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. In August, all incoming Kindergarten students visit our school for a 20 minute screening which provides valuable information for the placement of students in Kindergarten classrooms.

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?

n/a

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 and their Title I Interventionist to SIOP training. The rest of the building staff will be trained in Fall 2013. Many of the ELL learners in these buildings also participate in the programming offered through Title I funding. All classroom teachers participated in a DVD study of supporting English Language Learners in Mathematics.

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

Literacy Night for Title I parents (this year's topic was non-fiction writing and reading)

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 Title I programing. 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.

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

Our school'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, 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. The principal meets with the Title I team (1st - 3rd grade teachers, Title I Interventionists, Speech teacher, parent representative) to analyze feed back and use it to guide the school improvement process. The School Improvement Plan, including the Title I Targeted Assistance Plan will be completed by June 7.   **See attached school level parent involvement policy

How will the parent involvement activities be evaluated?

Parents are given surveys as well as opportunities to provide verbal feedback at parent/staff meetings and PTA meetings.

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.

Parents are informed about curriculum and Instructional methodology and materials to support their child at home at our Title I Literacy Night. The teaching staff gives information about curriculum at our annual Curriculum Night and Parent Teacher Conferences. There are on-going staff discussions about how to involve parents in our educational program.

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

Staff will use the results from parents to improve the overall plan and program.

How was the school-parent compact developed?

The district's Title I team personalized the district's compact and provided it for all families at Meet and Greet, curriculum night and parent teacher conferences.

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

The compact is introduced to all parents during a meeting with all Title I Targeted Parents and will be used annually with all students and parents at Parent-Teacher conferences in November.

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 interpreted if needed.

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?

Look at surveys, achievement data, conduct a needs assessment, follow MDes template for evaluating programs.

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?

On-going and continuous monitoring of achievement data such as MEAP, Developmental Reading Assessment, District writing prompt, end of unit tests, classroom work by a variety of staff members.

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?

Through data analysis and the District data tracking system.

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?

Analysis of all applicable data, determination of needs and eligible students, planning for differentiated instruction and interventions.

2013-2014 School Improvement Plan

Overview

Plan Name

2013-2014 School Improvement Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Knudsen Elementary will improve proficiency in reading comprehension.	Objectives: 4 Strategies: 5 Activities: 17	Academic	$1610
2	All students at Knudsen Elementary will improve proficiency in writing.	Objectives: 4 Strategies: 6 Activities: 10	Academic	$200
3	All students at Knudsen Elementary will improve proficiency in mathematics problem solving.	Objectives: 3 Strategies: 6 Activities: 10	Academic	$700

Goal 1: All students at Knudsen Elementary will improve proficiency in reading comprehension.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency on grades 3-5 MEAP Reading test in English Language Arts by 10/25/2013 as measured by students scoring a 1 or 2 .

(shared) Strategy 1:

Determining Importance - Teachers will model/teach how to determine central idea or themes of a text and analyze their development in Informational texts.

Research Cited: Whatworksclearinghouse.org

Activity - Listen, Highlight, Retell	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model how to highlight important words/phrases in text in order to create a summary/retell of the passage. Students will be given opportunites for guided and independent practice.	Direct Instruction	09/09/2013	06/13/2014	$0	No Funding Required	Classroom teachers, Resource Room Teacher, Professional Support Staff, and Interventionists.

Activity - Cloze reading passages	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use cloze passages in order to model/teach how to use text structures and context clues to support comprehension.	Direct Instruction	09/09/2013	06/13/2014	$0	No Funding Required	Classroom teachers, Resource room teacher, Professional support staff, and Interventionists.

Activity - Informational Text Structures and Features	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will share a variety of informational texts with different structures and features and discuss why the author used them to increase understanding of the text.	Direct Instruction	09/09/2013	06/13/2014	$0	No Funding Required	Classroom teachers, Resource room teacher, Professional support staff and Interventionist

Measurable Objective 2:

85% of All Students will demonstrate a proficiency on the DRA in English Language Arts by 06/13/2014 as measured by students reading at or above grade level.

(shared) Strategy 1:

Deepening Comprehension - Teachers will model a variety of instructional techniques in order to promote students' deeper comprehension of narrative and informational text, with opportunities for guided and independent practice.

Research Cited: Lucy Calkins

Activity - Accountable Talk during read aloud	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout read alouds, teachers will teach/model how to create deeper meaning and understanding of a text by responding to open ended questions and conversation. Students will support their thinking by citing evidence from text and using prior knowledge.	Direct Instruction	09/09/2013	06/13/2014	$0	No Funding Required	Classroom teachers, Resource room teacher, Professional support staff, and Interventionists

Activity - Readers notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use readers notebooks to show their thinking and to practice strategies in a variety of ways that deepen their comprehension.	Direct Instruction	09/09/2013	06/13/2014	$250	General Fund	Classroom teachers

Activity - Genre quick guide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the the Genre Quick Guide during whole and small group reading instruction in order to actively engage students in the exploration of text so that they can notice and name genre characteristics and construct working definitions that guide their thinking as readers and writers.	Direct Instruction	09/09/2013	06/13/2014	$360	General Fund	Classroom teachers, Resource room teacher, Professional support staff and Interventionists

(shared) Strategy 2:

Best Practices in reading - Teachers will research best practices in reading instruction including differentiated instruction for targeted groups. Collaboration among and across grade level teachers, special education teachers (resource room and speech) , literacy interventionists, and ELL support personnel will occur for the purpose of sharing strategies and results.

Research Cited: Marie Clay (Reading Recovery), Bestevidence.org (One-on-one extended learning opportunities), whatworksclearinghouse.org (One-on-one extended learning opportunities), Richard Allington (small group, reading volume)

Activity - Content and Language Objectives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will write, post, and discuss content and language objectives at the start of a reading lesson and explicit instruction will be provided on these objectives.	Direct Instruction	09/09/2013	06/13/2014	$0	No Funding Required	Classroom teachers, resource room teacher, and professional support staff

Activity - Increased reading time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide additional reading time for students that are not meeting grade level expectations. This support will be above and beyond regular classroom reading instruction and will occur during a regular school day.	Direct Instruction	09/09/2013	06/13/2014	$0	No Funding Required	Classroom teachers, Resource room teacher, Literacy Interventionist and ELL support

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will analyze classroom, district, and MEAP data to find strengths in areas that require additional assistance. Best practices will be used to differentiate reading instruction.	Other	09/09/2013	06/13/2014	$0	No Funding Required	Classroom teachers, Prinicpal, Resource room teacher, Professional support staff, and Interventionist

Activity - Raz-kids	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to on-line reading program to provide additional practice in reading fluency and comprehension.	Technology	09/09/2013	06/13/2014	$600	Title I Part A	Classroom teachers, Resource room teach and Professional support staff

Activity - Collaboration for best practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will use common planning time and early release PLC time to analyze classroom and district reading data.	Other	09/09/2013	06/13/2014	$0	No Funding Required	Principal, Classroom teachers, Resource Room Teacher

Activity - ELL extended day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL students in grades K-5 will attend an extended day literacy program 2 times per week	Direct Instruction	10/01/2013	06/13/2014	$0	No Funding Required	District ELL staff, principal

Strategy 3:

Tiered Intervention Model - Knudsen staff will implement a tiered approach to intervention in order to address the individual needs of at risk students.

Research Cited: whatworksclearinghouse.org (Literacy Intervention), Richard Allington, Marie Clay

Activity - Interventionist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionists will administer, identify students, provide small group/one-on-one instruction, and monitor progress of identified at-risk students. They will collaborate with classroom teachers on students' needs and progress.	Other	09/09/2013	06/13/2014	$0	No Funding Required	1/2 time interventionist

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement Reading Recovery for Title I at risk first grade students. Reading Recovery Teacher/Interventionist will provide daily one-on-one lessons for the most at risk first graders.	Other	09/09/2013	06/13/2014	$0	No Funding Required	Reading Recovery Teacher/Interventionist

Measurable Objective 3:

70% of Economically Disadvantaged and English Learners students will demonstrate a proficiency on the DRA in English Language Arts by 06/13/2014 as measured by students reading at or above grade level.

(shared) Strategy 1:

Determining Importance - Teachers will model/teach how to determine central idea or themes of a text and analyze their development in Informational texts.

Research Cited: Whatworksclearinghouse.org

Activity - Listen, Highlight, Retell	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will model how to highlight important words/phrases in text in order to create a summary/retell of the passage. Students will be given opportunites for guided and independent practice. | Direct Instruction | 09/09/2013 | 06/13/2014 | $0 | No Funding Required | Classroom teachers, Resource Room Teacher, Professional Support Staff, and Interventionists. |

Activity - Cloze reading passages	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use cloze passages in order to model/teach how to use text structures and context clues to support comprehension.	Direct Instruction	09/09/2013	06/13/2014	$0	No Funding Required	Classroom teachers, Resource room teacher, Professional support staff, and Interventionists.

Activity - Informational Text Structures and Features	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will share a variety of informational texts with different structures and features and discuss why the author used them to increase understanding of the text.	Direct Instruction	09/09/2013	06/13/2014	$0	No Funding Required	Classroom teachers, Resource room teacher, Professional support staff and Interventionist

(shared) Strategy 2:

Deepening Comprehension - Teachers will model a variety of instructional techniques in order to promote students' deeper comprehension of narrative and informational text, with opportunities for guided and independent practice.

Research Cited: Lucy Calkins

Activity - Accountable Talk during read aloud	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Throughout read alouds, teachers will teach/model how to create deeper meaning and understanding of a text by responding to open ended questions and conversation. Students will support their thinking by citing evidence from text and using prior knowledge. | Direct Instruction | 09/09/2013 | 06/13/2014 | $0 | No Funding Required | Classroom teachers, Resource room teacher, Professional support staff, and Interventionists |

Activity - Readers notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use readers notebooks to show their thinking and to practice strategies in a variety of ways that deepen their comprehension.	Direct Instruction	09/09/2013	06/13/2014	$250	General Fund	Classroom teachers

Activity - Genre quick guide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the the Genre Quick Guide during whole and small group reading instruction in order to actively engage students in the exploration of text so that they can notice and name genre characteristics and construct working definitions that guide their thinking as readers and writers.	Direct Instruction	09/09/2013	06/13/2014	$360	General Fund	Classroom teachers, Resource room teacher, Professional support staff and Interventionists

(shared) Strategy 3:

Vocabulary Building - Teachers will build background knowledge and preteach content vocabulary in text.

Research Cited: The Center for Applied Linguistics (SIOP)

Activity - Specialized and Technical Words	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through a book study of Learning Words Inside and Out, Teachers will learn how to expose students to tier 2 and tier 3 words in a meaningful way that promote lasting development of vocabulary.	Direct Instruction	09/09/2013	06/13/2014	$400	General Fund	Classroom teachers, Resource room teacher, Professional support staff and Interventionists

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

Train remaining teachers and professional support staff in the SIOP model	Professional Learning	09/09/2013	11/01/2013	$0	No Funding Required	Waterford School District

Activity - Graphic Organizer/Anchor Charts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use pictures, student work, or catch phrases on graphic organizers/anchor charts to make vocabulary stick.	Direct Instruction	09/09/2013	06/13/2014	$0	No Funding Required	Classroom Teachers, Resource room teacher, Professional support staff, and Interventionist

(shared) Strategy 4:

Best Practices in reading - Teachers will research best practices in reading instruction including differentiated instruction for targeted groups. Collaboration among and across grade level teachers, special education teachers (resource room and speech) , literacy interventionists, and ELL support personnel will occur for the purpose of sharing strategies and results.

Research Cited: Marie Clay (Reading Recovery), Bestevidence.org (One-on-one extended learning opportunities), whatworksclearinghouse.org (One-on-one extended learning opportunities), Richard Allington (small group, reading volume)

Activity - Content and Language Objectives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will write, post, and discuss content and language objectives at the start of a reading lesson and explicit instruction will be provided on these objectives.	Direct Instruction	09/09/2013	06/13/2014	$0	No Funding Required	Classroom teachers, resource room teacher, and professional support staff

Activity - Increased reading time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide additional reading time for students that are not meeting grade level expectations. This support will be above and beyond regular classroom reading instruction and will occur during a regular school day.	Direct Instruction	09/09/2013	06/13/2014	$0	No Funding Required	Classroom teachers, Resource room teacher, Literacy Interventionist and ELL support

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All teachers will analyze classroom, district, and MEAP data to find strengths in areas that require additional assistance. Best practices will be used to differentiate reading instruction.	Other	09/09/2013	06/13/2014	$0	No Funding Required	Classroom teachers, Prinicpal, Resource room teacher, Professional support staff, and Interventionist

Activity - Raz-kids	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to on-line reading program to provide additional practice in reading fluency and comprehension.	Technology	09/09/2013	06/13/2014	$600	Title I Part A	Classroom teachers, Resource room teach and Professional support staff

Activity - Collaboration for best practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use common planning time and early release PLC time to analyze classroom and district reading data.	Other	09/09/2013	06/13/2014	$0	No Funding Required	Principal, Classroom teachers, Resource Room Teacher

Activity - ELL extended day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL students in grades K-5 will attend an extended day literacy program 2 times per week	Direct Instruction	10/01/2013	06/13/2014	$0	No Funding Required	District ELL staff, principal

Measurable Objective 4:

65% of Economically Disadvantaged students will demonstrate a proficiency on grades 3-5 MEAP Reading test in English Language Arts by 10/25/2013 as measured by by student scoring a 1 or 2 .

(shared) Strategy 1:

Determining Importance - Teachers will model/teach how to determine central idea or themes of a text and analyze their development in Informational texts.

Research Cited: Whatworksclearinghouse.org

Activity - Listen, Highlight, Retell	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will model how to highlight important words/phrases in text in order to create a summary/retell of the passage. Students will be given opportunites for guided and independent practice.	Direct Instruction	09/09/2013	06/13/2014	$0	No Funding Required	Classroom teachers, Resource Room Teacher, Professional Support Staff, and Interventionists.

Activity - Cloze reading passages	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use cloze passages in order to model/teach how to use text structures and context clues to support comprehension.	Direct Instruction	09/09/2013	06/13/2014	$0	No Funding Required	Classroom teachers, Resource room teacher, Professional support staff, and Interventionists.

Activity - Informational Text Structures and Features	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will share a variety of informational texts with different structures and features and discuss why the author used them to increase understanding of the text.	Direct Instruction	09/09/2013	06/13/2014	$0	No Funding Required	Classroom teachers, Resource room teacher, Professional support staff and Interventionist

(shared) Strategy 2:

Deepening Comprehension - Teachers will model a variety of instructional techniques in order to promote students' deeper comprehension of narrative and informational text, with opportunities for guided and independent practice.

Research Cited: Lucy Calkins

Activity - Accountable Talk during read aloud	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Throughout read alouds, teachers will teach/model how to create deeper meaning and understanding of a text by responding to open ended questions and conversation. Students will support their thinking by citing evidence from text and using prior knowledge. | Direct Instruction | 09/09/2013 | 06/13/2014 | $0 | No Funding Required | Classroom teachers, Resource room teacher, Professional support staff, and Interventionists |

Activity - Readers notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use readers notebooks to show their thinking and to practice strategies in a variety of ways that deepen their comprehension.	Direct Instruction	09/09/2013	06/13/2014	$250	General Fund	Classroom teachers

Activity - Genre quick guide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the the Genre Quick Guide during whole and small group reading instruction in order to actively engage students in the exploration of text so that they can notice and name genre characteristics and construct working definitions that guide their thinking as readers and writers.	Direct Instruction	09/09/2013	06/13/2014	$360	General Fund	Classroom teachers, Resource room teacher, Professional support staff and Interventionists

(shared) Strategy 3:

Vocabulary Building - Teachers will build background knowledge and preteach content vocabulary in text.

Research Cited: The Center for Applied Linguistics (SIOP)

Activity - Specialized and Technical Words	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through a book study of Learning Words Inside and Out, Teachers will learn how to expose students to tier 2 and tier 3 words in a meaningful way that promote lasting development of vocabulary.	Direct Instruction	09/09/2013	06/13/2014	$400	General Fund	Classroom teachers, Resource room teacher, Professional support staff and Interventionists

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

| Train remaining teachers and professional support staff in the SIOP model | Professional Learning | 09/09/2013 | 11/01/2013 | $0 | No Funding Required | Waterford School District |

Activity - Graphic Organizer/Anchor Charts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use pictures, student work, or catch phrases on graphic organizers/anchor charts to make vocabulary stick.	Direct Instruction	09/09/2013	06/13/2014	$0	No Funding Required	Classroom Teachers, Resource room teacher, Professional support staff, and Interventionist

Goal 2: All students at Knudsen Elementary will improve proficiency in writing.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency on the district writing prompt in English Language Arts by 06/13/2014 as measured by students scoring a 3 or 4.

(shared) Strategy 1:

Writing Organization - Teachers will teach, model, and implement graphic organizers for each writing genre, unit of study, or prompt writing.

Research Cited: Marzano, Linda Dorn

Activity - Graphic Organizer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model use of specific graphic organizers (grade level appropriate) as a plan for writing for each unit of study/genre and provide opportunities for guided and independent practice.	Direct Instruction	09/09/2013	06/13/2014	$0	No Funding Required	Classroom teachers, Resource room teacher, Professional support staff, Interventionists

Activity - Prompt Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will teach and model the organizational structure for responding to a prompt. | Direct Instruction | 09/09/2013 | 06/13/2014 | $0 | No Funding Required | Classroom teachers, Resource Room Teacher, Professional Support Staff, Interventionists |

(shared) Strategy 2:

Intervention - Staff will provide individual and small group writing interventions to address the needs of students not meeting grade level proficiency in writing.

Research Cited: Whatworksclearinghouse.org (1-on-1, extended learning opportunities); Interventions that Work

Activity - Small group intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified as being at risk will be provided with additional targeted instruction.	Direct Instruction	09/09/2013	06/13/2014	$0	No Funding Required	Classroom Teachers, Resource Room Teacher, Professional Support Staff, Interventionists, and Teaching Assistants

Strategy 3:

Implement a comprehensive support model - Staff will provide a comprehensive support model in writing for students who are at-risk of not scoring in the proficient range on district writing prompt. This support model will include tiered interventions for students including additional learning opportunities beyond regular classroom instruction. Struggling students will receive intensive one-on-one and small group writing support.

Research Cited: Lucy Calkins, Bestevidence.org (one-on-one, extended learning opportunities) and whatworksclearinghouse.org (one-on-one, extended learning opportunities)

Activity - Intensive writing repot	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Staff will provide additional one-on-one and small group support to students who are not meeting grade level expectations in writing. This support will go above and beyond regular classroom writing instruction. This support will occur during the traditional school day. | Other | 09/09/2013 | 06/13/2014 | $0 | No Funding Required | Classroom Teachers, Resource Room Teacher, Professional Support Staff and Interventionist |

Strategy 4:

Writing Best Pratices - Teachers will research best practices in writing instruction that focus on differentiated instruction.

Research Cited: bestevidence.org (one-on-one, extended learning opportunities), whatworksclearinghouse.org (one-on-one, extended learning opportunities)

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will analyze classroom, district and MEAP data to find strengths and areas requiring additional assistance. Best Practices will be used to differentiate writing instruction for struggling writers.	Other	09/09/2013	06/13/2014	$0	No Funding Required	Principal, Classroom Teachers, Resource room teacher, Professional support staff, and Interventionists

Activity - Collaboration for best practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use common planning time and early release PLC time to analyze classroom and district writing data.	Other	09/09/2013	06/13/2014	$0	No Funding Required	Prinicpal, Classroom teachers, Resource room teacher, Professional support staff, and Interventionists

Activity - Content and Language Objectives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will write, post, and discuss content and language objectives at the start of a writing lesson and explicit instruction will be provided on these objectives	Direct Instruction	09/09/2013	06/13/2014	$0	No Funding Required	Classroom teacher

Measurable Objective 2:

40% of Economically Disadvantaged and English Learners students will demonstrate a proficiency on the district writing prompt in English Language Arts by 06/13/2014 as measured by a score of 3 or 4 in ideas and content, and organization.

(shared) Strategy 1:

Writing Organization - Teachers will teach, model, and implement graphic organizers for each writing genre, unit of study, or prompt writing.

Research Cited: Marzano, Linda Dorn

Activity - Graphic Organizer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model use of specific graphic organizers (grade level appropriate) as a plan for writing for each unit of study/genre and provide opportunities for guided and independent practice.	Direct Instruction	09/09/2013	06/13/2014	$0	No Funding Required	Classroom teachers, Resource room teacher, Professional support staff, Interventionists

Activity - Prompt Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach and model the organizational structure for responding to a prompt.	Direct Instruction	09/09/2013	06/13/2014	$0	No Funding Required	Classroom teachers, Resource Room Teacher, Professional Support Staff, Interventionists

(shared) Strategy 2:

Intervention - Staff will provide individual and small group writing interventions to address the needs of students not meeting grade level proficiency in writing.

Research Cited: Whatworksclearinghouse.org (1-on-1, extended learning opportunities); Interventions that Work

Activity - Small group intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students who are identified as being at risk will be provided with additional targeted instruction.	Direct Instruction	09/09/2013	06/13/2014	$0	No Funding Required	Classroom Teachers, Resource Room Teacher, Professional Support Staff, Interventionists, and Teaching Assistants

(shared) Strategy 3:

Vocabulary Building - Teachers will build background knowledge and pre-teach content vocabulary in text.

Research Cited: The Center for Applied Linguistics (SIOP)

Activity - Specialized and Technical Words	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through a book study of Learning Words Inside and Out, Teachers will learn how to expose students to tier 2 and tier 3 words in a meaningful way that promote lasting development of vocabulary.	Direct Instruction	09/09/2013	06/13/2014	$0	No Funding Required	Classroom teachers, Resource room teacher, Professional support staff and Interventionists

Measurable Objective 3:

60% of All Students will demonstrate a proficiency on grade 4 MEAP Writing Test in English Language Arts by 10/25/2013 as measured by a score 1 or 2.

(shared) Strategy 1:

Intervention - Staff will provide individual and small group writing interventions to address the needs of students not meeting grade level proficiency in writing.

Research Cited: Whatworksclearinghouse.org (1-on-1, extended learning opportunities); Interventions that Work

Activity - Small group intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students who are identified as being at risk will be provided with additional targeted instruction.	Direct Instruction	09/09/2013	06/13/2014	$0	No Funding Required	Classroom Teachers, Resource Room Teacher, Professional Support Staff, Interventionists, and Teaching Assistants

(shared) Strategy 2:

Informational Writing - Teachers will provide routine direct instruction in informational writing.

Research Cited: Whatworksclearinghouse.org

Activity - Wonderopolis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate wonderopolis.org as an interactive way to teach non-fiction reading and writing.	Direct Instruction	09/09/2013	06/13/2014	$0	No Funding Required	Classroom teachers, Resource room teacher, Professional support staff and Interventionists

Activity - Color coded sentence strips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach and model using color coded sentence strips to help organize non-fiction writing.	Direct Instruction	09/09/2013	06/13/2014	$200	General Fund	Classroom Teachers

Measurable Objective 4:

50% of Economically Disadvantaged and English Learners students will demonstrate a proficiency on grade 4 MEAP Writing Test in English Language Arts by 10/25/2013 as measured by a score 1 or 2.

(shared) Strategy 1:

Intervention - Staff will provide individual and small group writing interventions to address the needs of students not meeting grade level proficiency in writing.

Research Cited: Whatworksclearinghouse.org (1-on-1, extended learning opportunities); Interventions that Work

Activity - Small group intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students who are identified as being at risk will be provided with additional targeted instruction.	Direct Instruction	09/09/2013	06/13/2014	$0	No Funding Required	Classroom Teachers, Resource Room Teacher, Professional Support Staff, Interventionists, and Teaching Assistants

(shared) Strategy 2:

Vocabulary Building - Teachers will build background knowledge and pre-teach content vocabulary in text.

Research Cited: The Center for Applied Linguistics (SIOP)

Activity - Specialized and Technical Words	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through a book study of Learning Words Inside and Out, Teachers will learn how to expose students to tier 2 and tier 3 words in a meaningful way that promote lasting development of vocabulary.	Direct Instruction	09/09/2013	06/13/2014	$0	No Funding Required	Classroom teachers, Resource room teacher, Professional support staff and Interventionists

(shared) Strategy 3:

Informational Writing - Teachers will provide routine direct instruction in informational writing.

Research Cited: Whatworksclearinghouse.org

Activity - Wonderopolis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate wonderopolis.org as an interactive way to teach non-fiction reading and writing.	Direct Instruction	09/09/2013	06/13/2014	$0	No Funding Required	Classroom teachers, Resource room teacher, Professional support staff and Interventionists

Activity - Color coded sentence strips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will teach and model using color coded sentence strips to help organize non-fiction writing.	Direct Instruction	09/09/2013	06/13/2014	$200	General Fund	Classroom Teachers

Goal 3: All students at Knudsen Elementary will improve proficiency in mathematics problem solving.

Measurable Objective 1:

60% of All Students will demonstrate a proficiency on grades 3-5 MEAP Mathematics test in Mathematics by 10/25/2013 as measured by students receiving a 1 or 2 on the MEAP Mathematics test.

Strategy 1:

Math Best Practices - Teachers will research best practices in math instruction that focus on differentiated instruction

Research Cited: Bestevidence.org (one-on-one, extended learning opportunities), What worksclearinghouse.org (one-on-one, extended learning opportunities),

National Council of Teachers of Mathematics-Principles and Standards for School Mathematics

Activity - Collaboration for Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use common planning time and early release PLC time to analyze classroom and District math data.	Other	09/09/2013	06/13/2014	$0	No Funding Required	Classroom teachers, special education teacher

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will analyze classroom, District, and MEAP data to find strengths and areas requiring additional assistance. Best practices will be used to differentiate math instruction for struggling learners.	Other	09/09/2013	06/13/2014	$0	No Funding Required	classroom teachers, special education teachers, principal

Activity - Language and Content Objectives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will write, post, and discuss content and language objectives at the start of a math lesson and explicit instruction will be provided on these objectives.	Direct Instruction	09/09/2013	06/13/2014	$0	No Funding Required	classroom teachers

Strategy 2:

Mathematics Intervention - Staff will provide individual and small group math interventions to address the needs of students not meeting grade level proficiency in math.

Research Cited: What works clearinghouse.org (one-on-one, extended learning opportunities)

Activity - Fact Fluency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide additional one-on-one and small group support to students who are not meeting grade level expectations in fact fluency. This support will be above and beyond the regular classroom mathematics instruction and will occur during the traditional school day.	Direct Instruction	09/09/2013	06/13/2014	$0	No Funding Required	classroom assistants

Activity - Small Group Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified as being at risk will be provided with additional targeted instruction.	Direct Instruction	09/09/2013	06/13/2014	$0	No Funding Required	general education teachers

Measurable Objective 2:

85% of All Students will demonstrate a proficiency on District mathematics assessments in Mathematics by 06/13/2014 as measured by percentage of students scoring "proficient" on District Mathematics assessments.

Strategy 1:

Summarizing and Note Taking - Teachers will have students incorperate learning logs to practice math problem solving and explain their thinking through summarizing and note taking.

Research Cited: Navigating the Mathematics Common Core Standards; Marzano

Activity - Math Learning Log	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will provide steno pads for each student and teach, model and support how to explain their thinking in math, when appropriate. Teachers and students will use grade level appropriate common language.	Direct Instruction	09/09/2013	06/13/2014	$200	General Fund	Classroom teachers, and Resource room teacher.

Activity - Using literature for math problem solving	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will use literature to relate math concepts and story problems to real life experiences.	Direct Instruction	09/09/2013	06/13/2014	$400	General Fund	Classroom teachers, and Resource room teacher.

Strategy 2:

"3, 2, 1" - Teacher will teach, model and support use the "3, 2, 1" strategy. Have the students write down 3 things they learned, 2 things they arleady knew, and 1 thing they still don't fully understand.

Research Cited: readwritethink.org (IRA- International Reading Association)

Activity - 3, 2, 1 in math learning log	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teacher will model format of 3,2,1 strategy and students will use it in their math learning log. Teachers will use the 3,2,1 in the learning log as a formative assessment. Teacher's can re-teach any components or remediate errors/misconceptions. Students will use previous 3, 2, 1 from math learning log and set goals for themselves (looking at 1- 1 thing they didn't fully understand) and 3 to activate background knowledge/review previous learning (3- 3 things they learned). | Evaluation | 09/09/2013 | 06/13/2014 | $0 | No Funding Required | Classroom teachers, Resource Room Teachers |

Measurable Objective 3:

60% of Economically Disadvantaged and English Learners students will demonstrate a proficiency on 3-5 MEAP Math Test in Mathematics by 10/25/2013 as measured by students scoring a 1 or 2 .

Strategy 1:

Nonlingustic Representations - Teachers will have students use a variety of non-lingustic representations (physical model, kinesthetics and visual representations) to enhance their understanding of math concepts and to support students in math problem solving.

Research Cited: Marzano

Activity - Role Play	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will faciliate students using role play and kinesthetic activites to assist in math problem solving of story/word problems.	Other	09/09/2013	06/13/2014	$0	General Fund	Classroom teachers, and Resource Room Teacher

Strategy 2:

Math Vocabulary - Teachers will assist in the development of students' academic language/vocabulary in math.

Research Cited: Supporting English Language Learners in Math Class; Center for Applied Linguistics (SIOP)

Activity - Sentence Frames	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide sentence frames to allow students to fully participate in math discussions; they serve to contextualize and bring meaning to the vocabulary; they provide a structure for practicing English Language skills; they help the students use the vocabulary they learn in grammatically correct and complete sentences; and they allow for differentiated instruction.	Direct Instruction	09/09/2013	06/13/2014	$100	General Fund	Classroom teachers, and Resource room teachers.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Specialized and Technical Words	Through a book study of Learning Words Inside and Out, Teachers will learn how to expose students to tier 2 and tier 3 words in a meaningful way that promote lasting development of vocabulary.	Direct Instruction	09/09/2013	06/13/2014	$400	Classroom teachers, Resource room teacher, Professional support staff and Interventionists
Readers notebooks	Students will use readers notebooks to show their thinking and to practice strategies in a variety of ways that deepen their comprehension.	Direct Instruction	09/09/2013	06/13/2014	$250	Classroom teachers
Color coded sentence strips	Teachers will teach and model using color coded sentence strips to help organize non-fiction writing.	Direct Instruction	09/09/2013	06/13/2014	$200	Classroom Teachers
Sentence Frames	Teachers will provide sentence frames to allow students to fully participate in math discussions; they serve to contextualize and bring meaning to the vocabulary; they provide a structure for practicing English Language skills; they help the students use the vocabulary they learn in grammatically correct and complete sentences; and they allow for differentiated instruction.	Direct Instruction	09/09/2013	06/13/2014	$100	Classroom teachers, and Resource room teachers.
Role Play	Teachers will facilate students using role play and kinesthetic activites to assist in math problem solving of story/word problems.	Other	09/09/2013	06/13/2014	$0	Classroom teachers, and Resource Room Teacher
Math Learning Log	Teacher will provide steno pads for each student and teach, model and support how to explain their thinking in math, when appropriate. Teachers and students will use grade level appropriate common language.	Direct Instruction	09/09/2013	06/13/2014	$200	Classroom teachers, and Resource room teacher.
Using literature for math problem solving	Teacher will use literature to relate math concepts and story problems to real life experiences.	Direct Instruction	09/09/2013	06/13/2014	$400	Classroom teachers, and Resource room teacher.

Genre quick guide	Teachers will use the the Genre Quick Guide during whole and small group reading instruction in order to actively engage students in the exploration of text so that they can notice and name genre characteristics and construct working definitions that guide their thinking as readers and writers.	Direct Instruction	09/09/2013	06/13/2014	$360	Classroom teachers, Resource room teacher, Professional support staff and Interventionists
				Total	$1910	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Raz-kids	Students will have access to on-line reading program to provide additional practice in reading fluency and comprehension.	Technology	09/09/2013	06/13/2014	$600	Classroom teachers, Resource room teach and Professional support staff
				Total	$600	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Collaboration for Best Practices	Teachers will use common planning time and early release PLC time to analyze classroom and District math data.	Other	09/09/2013	06/13/2014	$0	Classroom teachers, special education teacher
Data Analysis	All teachers will analyze classroom, District, and MEAP data to find strengths and areas requiring additional assistance. Best practices will be used to differentiate math instruction for struggling learners.	Other	09/09/2013	06/13/2014	$0	classroom teachers, special education teachers, principal
Collaboration for best practices	Teachers will use common planning time and early release PLC time to analyze classroom and district reading data.	Other	09/09/2013	06/13/2014	$0	Principal, Classroom teachers, Resource Room Teacher

Data Analysis	All teachers will analyze classroom, district, and MEAP data to find strengths in areas that require additional assistance. Best practices will be used to differentiate reading instruction.	Other	09/09/2013	06/13/2014	$0	Classroom teachers, Prinicpal, Resource room teacher, Professional support staff, and Interventionist
Reading Recovery	Implement Reading Recovery for Title I at risk first grade students. Reading Recovery Teacher/Interventionist will provide daily one-on-one lessons for the most at risk first graders.	Other	09/09/2013	06/13/2014	$0	Reading Recovery Teacher/Interventionist
Content and Language Objectives	All classroom teachers will write, post, and discuss content and language objectives at the start of a writing lesson and explicit instruction will be provided on these objectives	Direct Instruction	09/09/2013	06/13/2014	$0	Classroom teacher
3, 2, 1 in math learning log	Teacher will model format of 3,2,1 strategy and students will use it in their math learning log. Teachers will use the 3,2,1 in the learning log as a formative assessment. Teacher's can re-teach any components or remediate errors/misconceptions. Students will use previous 3, 2, 1 from math learning log and set goals for themselves (looking at 1- 1 thing they didn't fully understand) and 3 to activate background knowledge/review previous learning (3-3 things they learned).	Evaluation	09/09/2013	06/13/2014	$0	Classroom teachers, Resource Room Teachers
Collaboration for best practices	Teachers will use common planning time and early release PLC time to analyze classroom and district writing data.	Other	09/09/2013	06/13/2014	$0	Prinicpal, Classroom teachers, Resource room teacher, Professional support staff, and Interventionists
Accountable Talk during read aloud	Throughout read alouds, teachers will teach/model how to create deeper meaning and understanding of a text by responding to open ended questions and conversation. Students will support their thinking by citing evidence from text and using prior knowledge.	Direct Instruction	09/09/2013	06/13/2014	$0	Classroom teachers, Resource room teacher, Professional support staff, and Interventionists

Wonderopolis	Teachers will incorporate wonderopolis.org as an interactive way to teach non-fiction reading and writing.	Direct Instruction	09/09/2013	06/13/2014	$0	Classroom teachers, Resource room teacher, Professional support staff and Interventionists
Cloze reading passages	Teachers will use cloze passages in order to model/teach how to use text structures and context clues to support comprehension.	Direct Instruction	09/09/2013	06/13/2014	$0	Classroom teachers, Resource room teacher, Professional support staff, and Interventionists.
Small Group Intervention	Students who are identified as being at risk will be provided with additional targeted instruction.	Direct Instruction	09/09/2013	06/13/2014	$0	general education teachers
Specialized and Technical Words	Through a book study of Learning Words Inside and Out, Teachers will learn how to expose students to tier 2 and tier 3 words in a meaningful way that promote lasting development of vocabulary.	Direct Instruction	09/09/2013	06/13/2014	$0	Classroom teachers, Resource room teacher, Professional support staff and Interventionists
Informational Text Structures and Features	Teachers will share a variety of informational texts with different structures and features and discuss why the author used them to increase understanding of the text.	Direct Instruction	09/09/2013	06/13/2014	$0	Classroom teachers, Resource room teacher, Professional support staff and Interventionist
Language and Content Objectives	All classroom teachers will write, post, and discuss content and language objectives at the start of a math lesson and explicit instruction will be provided on these objectives.	Direct Instruction	09/09/2013	06/13/2014	$0	classroom teachers
Interventionist	Interventionists will administer, identify students, provide small group/one-on-one instruction, and monitor progress of identified at-risk students. They will collaborate with classroom teachers on students' needs and progress.	Other	09/09/2013	06/13/2014	$0	1/2 time interventionist
SIOP Training	Train remaining teachers and professional support staff in the SIOP model	Professional Learning	09/09/2013	11/01/2013	$0	Waterford School District

ELL extended day	ELL students in grades K-5 will attend an extended day literacy program 2 times per week	Direct Instruction	10/01/2013	06/13/2014	$0	District ELL staff, principal
Graphic Organizer/Anchor Charts	Teachers will use pictures, student work, or catch phrases on graphic organizers/anchor charts to make vocabulary stick.	Direct Instruction	09/09/2013	06/13/2014	$0	Classroom Teachers, Resource room teacher, Professional support staff, and Interventionist
Small group intervention	Students who are identified as being at risk will be provided with additional targeted instruction.	Direct Instruction	09/09/2013	06/13/2014	$0	Classroom Teachers, Resource Room Teacher, Professional Support Staff, Interventionists, and Teaching Assistants
Graphic Organizer	Teachers will model use of specific graphic organizers (grade level appropriate) as a plan for writing for each unit of study/genre and provide opportunities for guided and independent practice.	Direct Instruction	09/09/2013	06/13/2014	$0	Classroom teachers, Resource room teacher, Professional support staff, Interventionists
Intensive writing repot	Staff will provide additional one-on-one and small group support to students who are not meeting grade level expectations in writing. This support will go above and beyond regular classroom writing instruction. This support will occur during the traditional school day.	Other	09/09/2013	06/13/2014	$0	Classroom Teachers, Resource Room Teacher, Professional Support Staff and Interventionist
Fact Fluency	Staff will provide additional one-on-one and small group support to students who are not meeting grade level expectations in fact fluency. This support will be above and beyond the regular classroom mathematics instruction and will occur during the traditional school day.	Direct Instruction	09/09/2013	06/13/2014	$0	classroom assistants

Data Analysis	All teachers will analyze classroom, district and MEAP data to find strengths and areas requiring additional assistance. Best Practices will be used to differentiate writing instruction for struggling writers.	Other	09/09/2013	06/13/2014	$0	Principal, Classroom Teachers, Resource room teacher, Professional support staff, and Interventionists
Listen, Highlight, Retell	Teachers will model how to highlight important words/phrases in text in order to create a summary/retell of the passage. Students will be given opportunites for guided and independent practice.	Direct Instruction	09/09/2013	06/13/2014	$0	Classroom teachers, Resource Room Teacher, Professional Support Staff, and Interventionists.
Increased reading time	Staff will provide additional reading time for students that are not meeting grade level expectations. This support will be above and beyond regular classroom reading instruction and will occur during a regular school day.	Direct Instruction	09/09/2013	06/13/2014	$0	Classroom teachers, Resource room teacher, Literacy Interventionist and ELL support
Content and Language Objectives	All classroom teachers will write, post, and discuss content and language objectives at the start of a reading lesson and explicit instruction will be provided on these objectives.	Direct Instruction	09/09/2013	06/13/2014	$0	Classroom teachers, resource room teacher, and professional support staff
Prompt Writing	Teachers will teach and model the organizational structure for responding to a prompt.	Direct Instruction	09/09/2013	06/13/2014	$0	Classroom teachers, Resource Room Teacher, Professional Support Staff, Interventionists
				Total	$0	