



School Improvement Plan

Waterford Village 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?

Waterford Village Elementary School is located in the east quadrant of Waterford, Michigan. The school was founded in 1871 and is the oldest operating school in Waterford. Currently the school has 317 students and has been declining slightly in population over the past 3 years. The population at Waterford Village includes approximately 1.25% Asian, 1.25% Native American, 5% African Americans, 12.25% Latinos and 79.5% whites. In the last three years our the poverty rate has increased to 68% of our students. Our LEP student population has remained stable at 9.26%. The challenges associated with generational and situational poverty are ones that our staff has tackled head on, focusing on supporting all students well, for the benefit of their achievement.

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.

Waterford Village Elementary is in the process of revising its mission and vision statements. This year our students, staff and families voted on a new mission statement, "Village Leaders Grow Together." This was the first year of our Leader in Me journey, and we started there. Our staff follows the district vision: "Inspire, Educate and Empower our students for their future" as well as the mission of our district: "We will ensure that all students successfully complete every course and every grade level and demonstrate proficiency on local, state and national assessments. We will eliminate gaps in student achievement in all demographic areas. We will provide challenging learning experiences for every student, every day." At Waterford Village, we believe that all students are valuable, capable of success and that it is our job to ensure the learning. When concern arose that some students might not read during the summer, our staff developed an outstanding summer reading program that allows students to shop for summer reading books, take them home, and then return to school for a summer book swap in July. Additionally, they partnered with a local church to provide food, tutoring and groceries to twenty of our at risk students over the summer, supporting them beyond what most schools can offer. Within our school, our staff is using the Data Teams and PLC Process to regularly analyze data and support student learning with strategic focus on results. As stated earlier, this was our first year as a Leader in Me school. We are working hard to implement the 7 Habits to support our students, give them the skills to be able to choose their futures, potentially out of poverty, and change our school culture for the better. We already see gains in student engagement, thus impacting student achievement.

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.

Waterford Village is proud to have an outstanding staff that works hard for the benefit of its students. In the past three years, this staff came together with new staff coming from a closed building, and united quickly for the benefit of our community. Our staff is committed to the Leader in Me process, already transforming our facility on their own time. In addition, they were highly engaged throughout the school year, working with students to support their learning, engagement and ownership of learning, and resulting in higher achievement. Staff were successful and hosted 80 educators from our tri-state area for a leadership event.

Our staff continues to work on improving our school culture, wanting students to have more opportunities to develop and demonstrate leadership skills, implementing the 7 Habits in the classroom, on the playground, on the bus and in every area of their lives. Additionally, our staff is involved in many areas of curriculum development within our district, most notably in English Language Arts Committees, Math Committees and Pilots, and attending the New Generation Science Standards Conference.

Additional Information

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

Waterford Village is a school where we have high expectations for ourselves, our students and our community. If a child is not learning then we have to teach them differently. Through our data team process with PLC Teams, we offer Intervention and Extension Time to differentiate instruction for students. We believe that all children will learn. Our staff is a highly committed group of professionals who are dedicated to our school and district mission.

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.

Stakeholders were selected on their area of expertise or interest and a variety of positions within our staff. Small groups of stakeholders met with the principal to determine current need based on selected data. They also determined which research-based strategies would best meet the needs of our students. Staff then worked with larger groups of stakeholders to compare and analyze data, get feedback to determine viability of their plans, and to make revisions before finalizing school improvement goals.

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

Stakeholders from each grade level as well as support staff were also present. Responsibilities were shared as small groups researched best practices and analyzed data for each SIP Goal. Each goal committee shared their plans and accepted input from the whole staff for revisions.

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 SIP Leadership team worked with staff during several staff meetings to verify, analyze and make revisions on these plans, wanting to maximize student achievement gains. Consensus among staff was given and our plans were shared with PTA and parents present at the PTA meeting. This will also be communicated regularly throughout the coming school year to our school community including newsletters, brochures, Curriculum Night, PTA Meetings and other meetings.

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?

Staffing is based on enrollment. Once preliminary enrollment numbers are determined in spring, the staffing is determined for fall.

How do student enrollment trends affect staff recruitment?

Enrollment trends affect staff recruitment as we seek candidates to best serve our student population. Needs of our population are most important.

How do student enrollment trends affect budget?

Budgets are determined by student enrollment numbers as allocations are given based on numbers of students enrolled.

How do student enrollment trends affect resource allocations?

Resources are allocated based on student enrollment to best meet the needs of students.

How do student enrollment trends affect facility planning and maintenance?

Our facility is well-maintained for all students. Our district uses enrollment trends to determine facility use. Each year, our district surveys us for current facility usage and projected needs for the coming school year.

How do student enrollment trends affect parent/guardian involvement?

We continually recruit parents and guardians to be involved in their children's education. Our PTA involvement is at an all time high. This year a group of fathers started "DOGS" or "Dads of Great Students".

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

Student enrollment affects professional learning as we analyze achievement data, trends and causes and determine the needs of our student community. Once that is determined, we focus on core instruction and our intervention plans. We will continue to strive for excellence and use best practice with our students, regardless of enrollment trends.

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

Our student enrollment data shows challenges due to declining enrollment. This means potentially shifting staffing, possible lay-offs, and fewer resources.

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

These challenges can be addressed by promoting our district and school through positive public relations and partnerships with the surrounding communities.

What are the challenges you noticed based on student attendance?

Student attendance challenges include reducing tardies for students. When students do not attend regularly or are regularly tardy, it effects their learning, level of achievement and sense of school community. We want students to be on time to school to help them establish good habits, routines that support their learning from the start, and ultimately impact their success.

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

Our building celebrates perfect attendance each month, desiring to motivate students to be on time and present each day. We work with our families, following our district policy of notifying families of the importance of attendance and then working through our Success Program to support attendance improvement.

Student Achievement Data for All Students

This area includes data questions.

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

Reading is our highest area of student achievement.

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

Reading, Math and Writing are showing a positive trend in performance. Math scores are on an upward trend in all grades with a significant improvement for fourth grade math scores. Reading remains stable even with the new cut scores for MEAP, indicating growth despite the stable scores. Writing scores remain stable with the new cut scores.

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

We are not above the state targets of performance in any of the content areas, yet.

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

These students have regular attendance, they have daily reading habits and complete homework. They are students who are engaged and have families who support their engagement.

What factors or causes contributed to improved student achievement?

In reading, our interventionists work with students in small groups and/or reading recovery for up to 20 weeks. Our interventionists focus on early intervention in the lower grades. Classroom teachers focus their core instruction on developing reading fluency and comprehension strategies. Teachers committed to additional instruction for their most at risk students.

In writing, our school district adopted a district-wide, unified writing initiative for non-fiction writing. Our students learned how to develop topic sentences, write main ideas with supporting details, and developed planning guides/graphic organizers to give a structure to their writing.

In math, the shift in the common core tasks made a difference as students increasingly were able to deepen their understanding of math concepts. Teachers also used writing across the curriculum to help students explain their thinking in math, thus deepening their understanding.

Overall, staff focused on time on task for our most at risk students with each content area.

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

We collected data on interventions for our most at risk readers. Teachers committed to increasing student time on task in reading, they had extra sessions for reading each day with our lowest achieving students. Each day they initialed each time a student had a session with them or with an interventionist. We then calculated the number of times a student had a reading lesson and had an average for the quarter. That number was then compared to the child's growth in reading. Students who had this intervention grew without exception.

The writing initiative has had significant impact on student writing as we see the quality of writing increasing based on our rubric assessments of student writing. Students are also learning to write across the curriculum.

The math common core tasks are making a difference in depth of understanding for students. Beyond the MEAP, teachers are assessing students with pre and post test assessments for each unit of study and seeing scores that are on the increase.

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

Science is our lowest level of achievement.

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

Science is on the decline for achievement.

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

Reading, Writing, Math and Science

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

The bottom 30% are students with irregular attendance and are struggling readers. Many have been a part of interventions in the past with our reading interventionists.

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

Our district curriculum in science is in the process of being updated with the new standards in science. Our focus as a district has been on reading, writing and math instruction. Because of this focus, we see an increase in student achievement in these areas. In science, we believe the student achievement decline to be a result of time on task, focus on results for science, and focus on core instruction in science.

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

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We have tracked the amount of time spent in science, realizing that our time on task is minimal. We also have surveyed staff about the science instruction within our building, recognizing a need for clarity, updated curriculum and professional development to develop quality core instruction.

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

Professional development for staff

Curriculum revisions

Increase time on task in science instruction

Writing across the curriculum to strengthen thinking skills in science

PLC/Data Team focus in this area.

Subgroup Student Achievement

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

Response:

- Economically Disadvantaged

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

Response:

- Economically Disadvantaged

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

Math, reading and writing

How do you know the achievement gap is closing?*

The data shows that the economically disadvantaged are achieving at the same levels of non-SES.

What other data support the findings?

Our DRA, pre and post unit assessments and writing prompt assessments are indicating that the gap is closing as well.

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

Factors toward closing the achievement gap include increased time on task, strategy groups for instruction, at home reading commitments, parent education through parent/teacher/interventionist conferences, professional development for teachers in the writing initiative, math instruction and reading instruction. We also have systems in place that support improved achievement including Professional Learning Communities and Building Literacy Team Meetings.

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

As we analyzed data to see what was done differently from previous years, these were the identifiable factors. Our staff is becoming increasingly focused on results through their PLC work and making adjustments in instruction as a result.

What actions could be taken to continue this positive trend?

Our staff has experienced success and is committed to continuing with data analysis in PLC's, increasing their knowledge of core instruction, and being vigilant instructionally to maximize student learning.

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

Response:

- English Language Learners (ELLs)
- None

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

Response:

- None

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

Math

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

Through common local, district and state assessments.

What other data support the findings?*

ELPA Assessments within the district.

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

Lack of support from our state for ELL funding.

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

Programs have become limited and reduced.

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

Increased funding for programming for these students.

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

The ELL students are performing at a lower level than the school aggregate.

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.)?

Students are fully included in our school, they are assessed and included in Reading Recovery, Reading interventions, and supported the same as our school population. They are afforded additional opportunities based on universal screening.

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

Students are given universal screeners and our support/intervention team works with staff to ensure core instruction and support/intervention is given to every student who needs support.

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

Summer opportunities for reading and math.

Lunch Reading support in our Book Nook.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	40.0

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

All students get a flyer about the summer reading program. It is advertised in our school newsletter and teachers advertise it every week in the spring with our Summer Reading T-shirts on casual Fridays. Also, 100% of our students shop for their books before they leave for the summer. The book swap is where we get about 40% of our population to attend.

For our 20 students who attend a summer-long at risk program at a local church, each family gets invited personally by phone from the principal. Each family then sends in a permission slip and then is working with the church.

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and get support/intervention.

Label	Question	Value
	What is the total FTE count of teachers in your school?	19.0

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

Label	Question	Value
	How many teachers have been teaching 4-8 years?	2.0

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

Label	Question	Value
	How many teachers have been teaching >15 years?	8.0

What impact might this data have on student achievement?

Our veteran staff are outstanding professionals who get good results in their practice. Our staff is well-balanced and collaborative. The veterans and less-experienced staff support one another, collaborate with one another, and make a dynamic team that positively impacts student achievement.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	135.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	159.0

What impact might this data have on student achievement?

The higher the rate of teacher absences, the lower the rate of student learning.

Perception Data - Students

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

Our students love their teachers, appreciate the high expectations for learning and feel supported in the learning.

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

The work with the Leader in Me and having positive feelings about learning.

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

Student behaviors

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

Student behaviors

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

Although we are working on the Leader in Me, some of our students have yet to embrace and live out this work. Also, our EI Program/Therapeutic Classroom (A center based program for the district) has been in our main hallway where all students pass on their way to gym and lunch. Unfortunately our general education population sometimes is witness to students in crisis.

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

Our Therapeutic Classrooms are being moved to a more private area that is not on the path of travel for our students. Also, we are continuing to grow leaders with the Leader in Me work and cultivating the work of the 7 Habits in our school culture.

Perception Data – Parents/Guardians

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

High learning expectations, staff who encourage learning.

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

High expectations for learning.

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

Behaviors among students--mean kid and bullying behavior.

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

Achievement in science.

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

Decreasing MEAP Scores and need to increase time on task in science.

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

Increase time on task, revise curriculum according to NGSS standards.

Perception Data – Teachers/Staff

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

Supportive and collaborative culture.

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

Teaching and Assessing for Learning.

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

Student behaviors and system for addressing those behaviors.

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

System for addressing student misbehaviors.

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

Staff satisfaction is high among staff because they are a highly professional and collaborative team. With the therapeutic classroom and the high needs of our community, they do need more support for students with increasing behaviors that can be disruptive.

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.

Our district has preK-12 administrator meetings, data team meetings, PLC Time allotted within our weekly schedule which supports alignment in curriculum, instruction and assessment. We have content area specialists who lead our staff through curriculum shifts toward the common core and support quality instruction. This year was also the first year that our district also had instructional coaches working with staff to ensure core instruction was optimized.

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

Our staff is working with the curriculum, instruction and assesment department to implement the Common Core in all areas. It is evident in reading, writing and math units of study. We are seeing solid gains in each of the areas with the Common Core.

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	MEAP in Grades 3-5 DRA Assessments quarterly Writing Prompts quarterly Math Unit Tests	

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/village/	

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

Assurance	Response	Comment	Attachment
Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	N/A	

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

Assurance	Response	Comment	Attachment
The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Karen Pugh, Executive Director of Human Resources 501 N. Cass Lake Rd. Waterford, MI 48238 248-682-7800	

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

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

Assurance	Response	Comment	Attachment
The School has additional information necessary to support your improvement plan (optional).	Yes	Our staff works on SMART goals through the PLC Process. We have been learning and implementing work from Data Teams to make our PLC process stronger.	

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?

Parents, staff and students were surveyed. Then staff worked in content area groups in staff meetings. Parents were identified by our interventionist team and asked for input on the plans for our most at risk students.

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

Waterford School District has a viable curriculum that includes high standards and relevance for all students. The curriculum includes grade level units in all four content areas. These units of study are aligned to the Common Core State Standards and include assessments to inform high quality instruction and accountability. The district monitors and collects data relative to each student's learning on a timely basis. The district uses grade level scope and sequence documents, unit assessments, scoring guides, constructed response and performance tasks to show student progress toward grade level standards in each content area. District reading and writing data is collected and compiled within our district's On-line Resource for Curriculum and Assessment (ORCA) 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?

Waterford Village 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 prompts) and MLPP. The staff (building principal, classroom teacher and Title I Interventionists) 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 great academic need have been identified and timely assistance is provided to those who need it 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.

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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 K 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. Waterford Village has 2.0 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 have the greatest academic need in reading/writing. The 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 the 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 areas. All Title I buildings are allowed to invite 6 students (4 ELA and 2 Math) at each grade level to participate 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 School Improvement 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?

Waterford Village 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 Waterford Village 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, SLAM.

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

Extended learning opportunities at Waterford Village 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, SLAM. 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

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Waterford Village Elementary School

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 a 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 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 includes: 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 Waterford Village. During this time, our kindergarten teachers meet with students and parents to introduce them to kindergarten in our building. Students are given a school tour with their parents. In August, students return for a quick assessment before the start of school. This helps our staff know student needs and do a more accurate job of placement of students. The Waterford School District's Stepanski Early Childhood Center provides on-going professional activities for early childhood staff. The center assists with the transfer of preschool student data to the schools where the students will attend kindergarten. In the spring, meetings between preschool and Kindergarten staff are conducted to ensure smooth transitions for at-risk and special needs students.

Component 6: Instruction by Highly Qualified Staff

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

Yes

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 three 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. Many of the ELL learners in our building also participate in the programming offered through Title I funding. Our general education staff also met with the staff development consultant in math three times during the year. Our staff also worked on guided reading strategies for at risk readers through our Building Literacy Team process 4 times during the school year.

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

At Waterford Village, our Title I Interventionists work one on one with parents to instruct them on how to help their identified children grow as readers. These staff meet individually with parents at least two times during the school year in addition to the parent/teacher conference each parent has with the general education teacher. This year we also had a Family Learning Night for our Title I families on the topic of growing students as writers, with a guest speaker, Mary Bigler.

Component 8: Strategies to Increase Parental Involvement

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

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

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

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

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

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

How will the parent involvement activities be evaluated?

The parent involvement activities will be evaluated by surveys.

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

We support parents by assisting them in understanding state content standards, providing materials and training, and training staff to build effective parent involvement. At four PTA Meetings during the school year, we have a large turn out of parents and use those opportunities to support parents. We have a Title I parent speaker each year and give parents materials to support their learning that evening. This year the topic was improving students as writers, and materials were given out at the end of the evening for parents to take home.

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

We 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 interpreter 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 Interventionists 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 a 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?

Each marking period, our staff assesses student progress in the core content areas. Our math data, reading data, unit tests in science and social studies, all are indicators of student growth from the previous marking period. In reading specifically, we analyze the DRA data and focus specifically on obstacles to student success. We write out our plans for the coming marking period, with specific strategies to help our targeted students grow.

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?

Reading Criteria for Title I Eligibility:

K: Level 3 and Below (on DRA)

1: Level 14 and Below

2: Level 24 and Below

3: DRA Level 34 and Below, MEAP 323 and below

4: DRA Level 38 and Below, MEAP 418 and below

Writing Criteria for Title I Eligibility

District Writing Prompt (Social Studies Focus) and MEAP

Math Criteria for Title I Eligibility

MEAP & Common Assessments or Unit Tests

K: Rubric Scores of 1 and 2

1: Rubric Scores of 1 and 2

2: 74% and below on Unit Tests

3: 74% and below on Unit Tests; MEAP 335 and below

4: 74% and below on Unit Tests; MEAP 433 and below

Science and Social Studies Criteria for Eligibility

Unit Tests (multiple choice and constructed response)

K: Rubric scores of 1 and 2

1: Rubric scores of 1 and 2

2: Rubric scores of 1 and 2

3: 74% and below

4: 74% and below

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?

We analyze the data we have previously named. We consider career achievement data--slope charts that show students closing the achievement gap. Our goal is to have the student make significant gains so that they eclipse their age peers and close the gap.

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?

In our quarterly BLT Meetings, we revise our smart goals to address the needs of our identified students.

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Overview

Plan Name

Waterford Village Elementary School

Plan Description

School Improvement Plan

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will demonstrate leadership skills at Waterford Village Elementary School.	Objectives: 2 Strategies: 2 Activities: 3	Organizational	\$1500
2	All students will be proficient in reading at Waterford Village Elementary School.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$400
3	All students will be proficient in writing at Waterford Village Elementary School	Objectives: 2 Strategies: 2 Activities: 4	Academic	\$0
4	85% of our students will be proficient in math at Waterford Village Elementary School	Objectives: 2 Strategies: 2 Activities: 9	Academic	\$0

Goal 1: All students will demonstrate leadership skills at Waterford Village Elementary School.

Measurable Objective 1:

demonstrate a behavior 75% of students will demonstrate leadership qualities by 06/02/2014 as measured by The 7 Habits tracking sheet.

Strategy 1:

Teachers will utilize the 7 Habits language to increase leadership skills in students. - As staff and students know and use the language of the 7 habits, the habits will become a ubiquitous part of our school culture and our students will easily be able to apply these leadership principles in their lives.

Research Cited: The Leader in Me, by Stephen Covey

Activity - Boot Camp & LEAD Curriculum Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement and develop a curriculum for LEAD Time and extend our Boot Camp so all are engaged in the learning of the 7 Habits.	Implementation	09/03/2013	12/02/2013	\$1500	Other	Erika Rochow, Chris Cyporyn, Caeth Bourbeau, Christin Kulig will work on the development plan. All staff will be responsible for implementation.

Activity - LEAD Structures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will develop LEAD structures for core areas in the building: Hallway, bathroom, lunchroom, playground. LEAD structures means identifying 4 core behaviors/standards for behaviors to be communicated to all students.	Behavioral Support Program	09/03/2013	03/03/2014	\$0	No Funding Required	Erika Rochow, Chris Cyporyn, Caeth Bourbeau, Christin Kulig will develop the LEAD standards. They will communicate to all staff who will be responsible for communicating and enforcing with all students.
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Measurable Objective 2:

demonstrate a proficiency An additional 10% of students with repeat behavior problems will show positive growth with their leadership qualities by 05/30/2014 as measured by tracking their progress on a specific behavior goal in the Success Center.

Strategy 1:

Success Center or LEAD Lab - Staff will revamp the Success Center to serve as an extra opportunity for leadership instruction (LEAD Lab).

Research Cited: Ross Greene, Lost at School;

Stephen Covey, The Leader in Me

Activity - Monitor Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have leadership skill development in the Success Center and have opportunities to track their progress using behavior data.	Behavioral Support Program	09/03/2013	05/30/2014	\$0	No Funding Required	Erika Rochow, Chris Cyporyn, Caeth Bourbeau, Christin Kulig and our yet to be determined school social worker.

Goal 2: All students will be proficient in reading at Waterford Village Elementary School.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in reading in English Language Arts by 06/06/2014 as measured by DRA.

Strategy 1:

Core Reading Instruction - Teachers will improve core instruction by following district pacing guide and the units of study.

Research Cited: Fountas and Pinnell,

Next Steps in Guided Reading by Jan Richardson, Learning by Doing by Rick DuFour

Activity - Reading Comprehension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will agree upon and implement school wide comprehension strategies.	Direct Instruction	09/30/2013	05/01/2014	\$400	General Fund	All K-5 General Education and Special Education/Support Staff

Activity - Professional Development: District	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional development offered by the school district two times during the 2013-14 school year. Focus will be learning the units, implementing best practice in reading instruction.	Professional Learning	08/26/2013	02/03/2014	\$0	No Funding Required	All staff; Staff Development Staff at district level, specifically Shannon Pathe.

Activity - Data Team Protocol	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in the Data Team Protocol on a weekly basis in order to plan for instruction that meets the needs of all learners, focusing on core instruction strategies and the success of students.	Monitor	09/03/2013	06/06/2014	\$0	No Funding Required	All staff.

Activity - Compare and Contrast Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students how to use compare/contrast strategies from multiple texts to comprehend non-fiction texts.	Direct Instruction	09/30/2013	05/23/2014	\$0	No Funding Required	K-5 General Education, Special Education and Support Staff.

Goal 3: All students will be proficient in writing at Waterford Village Elementary School

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in writing in English Language Arts by 05/30/2014 as measured by the district writing prompt rubric.

Strategy 1:

Non-Fiction Writing Initiative - Teachers will incorporate the district's non-fiction writing initiative into writing workshop and other content areas.

Activity - Planning Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the district's non-fiction planning guides that include color-coding and graphic organizers.	Implementation	09/03/2013	06/06/2014	\$0	No Funding Required	All Staff
Activity - Writing Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in teams at least three times a year to analyze rubric graded writing to inform instruction.	Monitor	09/03/2013	06/06/2014	\$0	No Funding Required	All staff.

Measurable Objective 2:

A 8% increase of Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency in writing in English Language Arts by 05/30/2014 as measured by the district writing prompt rubric.

Strategy 1:

Interventions - Classroom Teachers and Interventionists will provide intervention services for students not meeting benchmarks.

Research Cited: Allington & Marzano

Activity - Non-Fiction Writing Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the district's non-fiction planning guide including color-coding and graphic organizers.	Direct Instruction	09/03/2013	05/30/2014	\$0	No Funding Required	All staff
Activity - Time on Task	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase time on task by providing an additional "dip" in non-fiction writing for at risk students.	Direct Instruction	09/03/2013	06/06/2014	\$0	No Funding Required	All staff.

Goal 4: 85% of our students will be proficient in math at Waterford Village Elementary School

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Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in math in Mathematics by 10/31/2014 as measured by 2014 MEAP.

Strategy 1:

Math Practices in Core Instruction - Teachers will implement math practices and incorporate the language of the practices in order to improve core math instruction.

Research Cited: Common Core Research and the 8 Math Practices

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional learning and/or student centered learning labs at least two times during the school year.	Professional Learning	08/26/2013	06/06/2014	\$0	No Funding Required	All staff; Instructional Coaches, Sam Hague and Staff Development Department.

Activity - PLC Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will follow-up on professional learning with their grade level PLCs monthly to ensure alignment with the common core.	Implementation	08/26/2013	06/06/2014	\$0	No Funding Required	All staff

Activity - Data Team Protocol	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in the Data Team process on a weekly basis in order to plan for meeting the needs of all learners.	Monitor	09/03/2013	06/06/2014	\$0	No Funding Required	All staff.

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide intervention through Intervention/Enrichment time for students who are not meeting expectations.	Academic Support Program	09/03/2013	06/13/2014	\$0	No Funding Required	All staff

Measurable Objective 2:

A 10% increase of Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency in math in Mathematics by 10/31/2014 as measured by 2014 MEAP.

Strategy 1:

Intervention Services - Classroom teachers and interventionists will provide intervention services for students not meeting benchmarks.

Research Cited: Allington

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Activity - Professional learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional learning and/or student centered learning labs at least two times during the school year.	Professional Learning	08/26/2013	06/13/2014	\$0	No Funding Required	All staff. Support from instructional coaches, staff development department and Samantha Hague.
Activity - PLC Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will follow-up on professional learning with their grade level PLCs monthly to ensure alignment with the common core.	Monitor	08/26/2013	06/13/2014	\$0	No Funding Required	All staff.
Activity - Data Team Protocol	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in the Data Team process on a weekly basis in order to plan for meeting the needs of all learners.	Implementation	09/03/2013	06/13/2014	\$0	No Funding Required	All Staff.
Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide intervention through I/E time for students who are not meeting expectations.	Direct Instruction	09/03/2013	06/13/2014	\$0	No Funding Required	All staff.
Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continuously monitor and make public student and class data in order to set goals and increase student achievement.	Monitor	09/03/2013	06/13/2014	\$0	No Funding Required	All staff.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Boot Camp & LEAD Curriculum Development	Staff will implement and develop a curriculum for LEAD Time and extend our Boot Camp so all are engaged in the learning of the 7 Habits.	Implementation	09/03/2013	12/02/2013	\$1500	Erika Rochow, Chris Cyporyn, Caeth Bourbeau, Christin Kulig will work on the development plan. All staff will be responsible for implementation.
Total					\$1500	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Comprehension	Teachers will agree upon and implement school wide comprehension strategies.	Direct Instruction	09/30/2013	05/01/2014	\$400	All K-5 General Education and Special Education/Support Staff
Total					\$400	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Planning Guides	Teachers will utilize the district's non-fiction planning guides that include color-coding and graphic organizers.	Implementation	09/03/2013	06/06/2014	\$0	All Staff

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Time on Task	Teachers will increase time on task by providing an additional "dip" in non-fiction writing for at risk students.	Direct Instruction	09/03/2013	06/06/2014	\$0	All staff.
Data Team Protocol	Teachers will participate in the Data Team process on a weekly basis in order to plan for meeting the needs of all learners.	Implementation	09/03/2013	06/13/2014	\$0	All Staff.
Professional Learning	Teachers will participate in professional learning and/or student centered learning labs at least two times during the school year.	Professional Learning	08/26/2013	06/06/2014	\$0	All staff; Instructional Coaches, Sam Hague and Staff Development Department.
Interventions	Teachers will provide intervention through Intervention/Enrichment time for students who are not meeting expectations.	Academic Support Program	09/03/2013	06/13/2014	\$0	All staff
PLC Work	Teachers will follow-up on professional learning with their grade level PLCs monthly to ensure alignment with the common core.	Monitor	08/26/2013	06/13/2014	\$0	All staff.
Monitor Student Progress	Students will have leadership skill development in the Success Center and have opportunities to track their progress using behavior data.	Behavioral Support Program	09/03/2013	05/30/2014	\$0	Erika Rochow, Chris Cyporyn, Caeth Bourbeau, Christin Kulig and our yet to be determined school social worker.
Professional Development: District	Teachers will attend professional development offered by the school district two times during the 2013-14 school year. Focus will be learning the units, implementing best practice in reading instruction.	Professional Learning	08/26/2013	02/03/2014	\$0	All staff; Staff Development Staff at district level, specifically Shannon Pathe.
Data Team Protocol	Teachers will participate in the Data Team process on a weekly basis in order to plan for meeting the needs of all learners.	Monitor	09/03/2013	06/06/2014	\$0	All staff.
Data Team Protocol	Teachers will participate in the Data Team Protocol on a weekly basis in order to plan for instruction that meets the needs of all learners, focusing on core instruction strategies and the success of students.	Monitor	09/03/2013	06/06/2014	\$0	All staff.
Data Analysis	Teachers will continuously monitor and make public student and class data in order to set goals and increase student achievement.	Monitor	09/03/2013	06/13/2014	\$0	All staff.

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Interventions	Teachers will provide intervention through I/E time for students who are not meeting expectations.	Direct Instruction	09/03/2013	06/13/2014	\$0	All staff.
LEAD Structures	Staff will develop LEAD structures for core areas in the building: Hallway, bathroom, lunchroom, playground. LEAD structures means identifying 4 core behaviors/standards for behaviors to be communicated to all students.	Behavioral Support Program	09/03/2013	03/03/2014	\$0	Erika Rochow, Chris Cyporyn, Caeth Bourbeau, Christin Kulig will develop the LEAD standards. They will communicate to all staff who will be responsible for communicating and enforcing with all students.
PLC Work	Teachers will follow-up on professional learning with their grade level PLCs monthly to ensure alignment with the common core.	Implementation	08/26/2013	06/06/2014	\$0	All staff
Compare and Contrast Strategies	Teachers will instruct students how to use compare/contrast strategies from multiple texts to comprehend non-fiction texts.	Direct Instruction	09/30/2013	05/23/2014	\$0	K-5 General Education, Special Education and Support Staff.
Non-Fiction Writing Initiative	Teachers will incorporate the district's non-fiction planning guide including color-coding and graphic organizers.	Direct Instruction	09/03/2013	05/30/2014	\$0	All staff
Writing Analysis	Teachers will meet in teams at least three times a year to analyze rubric graded writing to inform instruction.	Monitor	09/03/2013	06/06/2014	\$0	All staff.
Professional learning	Teachers will participate in professional learning and/or student centered learning labs at least two times during the school year.	Professional Learning	08/26/2013	06/13/2014	\$0	All staff. Support from instructional coaches, staff development department and Samantha Hague.
Total					\$0	