



# **School Improvement Plan**

**Carl Sandburg 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. <br><br> 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?**

Sandburg Elementary School is a Kindergarten-5th grade school with 236 students enrolled. Sandburg Elementary is the smallest elementary school in Waterford, which includes 11 general education teachers, two reading interventionists, one resource room teacher, one speech/language teacher, a half-time social worker, and four teaching assistants to support literacy, pro-social behavior, and ELL learners. In addition, Sandburg hosts an APEX preschool program with both morning and afternoon classes.

Sandburg's student demographics consist of 57% male to 43% female, 20% english language learners, 11% special education, 46% caucasian, 24% african american, 21% hispanic american, and 7% asian american. Our at-risk population consists of 85% of our students receiving free/reduced breakfast and lunch.

We have seen slight increases in the percentages of minority students, ELL, Title 1, and students certified in special education enrolled at Sandburg these past three years. Due to a large number of our students residing in two of Waterford's largest subsidized apartment complexes, we are noticing our transiency and poverty rates growing consistently these past three years also.

Another factor is the change in professional teaching staff. Through three retirements and two resignations, our school teaching staff has changed significantly with four teachers new to our school this year (three transfers in), one teacher new last year (transfer in).



## **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.**

Our staff leans heavily on our School Vision. The purpose of Sandburg Elementary School is to cultivate high levels of learning for all. Our continued focus on learning and whole child supports for learning helps us filter the decisions we make regarding programming.

Our staff works collaboratively around student learning data to ensure we are responding with urgency and best practice for all student groups. We use the foundational philosophies of Conscious Discipline as the structure that helps the adults in the school create the culture our student's need to be ready to learn. Through our continuous improvement leadership team, our pro-social Success Center intervention, consultant support with Conscious Discipline and Continuous Improvement, our staff reflects on how best to respond consistently.

Program offerings include a pro-social behavior intervention program (Success Center), a weekend nutrition program (Blessings in a Backpack), Title 1 Parent Education Nights, an ELL after-school academic program, two full-time reading interventionists, and several PTO events for students and night events for families.

## **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.**

### Achievements

Receipt of a Gold Award from The HealthierUS School Challenge (HUSSC). HUSSC is a nationwide, school-based, accreditation program for excellence in nutrition and physical education.

### Areas for Improvement

Consistently raise academic proficiency, especially in the areas of literacy and math.

Developing instructional strategies school-wide to support common core implementation.

Increase parent engagement and student attendance.

Continued focus on instructional strategies that best support our sub groups needing additional attention (ELL and students of poverty).

## **Additional Information**

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

We are working to align practices for improving our culture using Conscious Discipline as our foundation.

# **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.**

Our school uses newsletters to communicate to parents our goals for the upcoming school year. In addition, our principal shares our school improvement plan with our Parent Teacher Organization at one of their monthly meetings to glean feedback and communicate progress. We use our PTO members as they are highly interested and invested parents who are interested in the process, the results, and giving feedback. In addition, we inform our Title 1 parents of their role and our progress in supporting their children at our annual Title 1 parent meeting.

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

Our stakeholder group consists of teachers, staff members, school board members, principal, central office, and community members who support programs within our school.

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

Our school improvement plan and its progress is communicated to stakeholders at a Fall and Spring PTO meeting, in addition to annually in our school newspaper, and listed as part of our annual report online.

# 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?**

Our District informs the principal of additions and reductions of staff based on enrollment each Spring. Other staff, such as social worker, interventionists, speech teacher, etc. are also staffed based on the next year's enrollment numbers for our school.

### **How do student enrollment trends affect staff recruitment?**

As hiring is completed through a District process, our recruitment is serviced through District initiatives.

### **How do student enrollment trends affect budget?**

Budget is dispersed through our District Central Office. The greater the number of at-risk students, the more Title 1 funding is available per school.

### **How do student enrollment trends affect resource allocations?**

As our enrollment has decreased the past few years, and our PTO has struggled with fund raising due to a larger at-risk population, our resources have been limited outside those that are District funded.

### **How do student enrollment trends affect facility planning and maintenance?**

Facility planning and maintenance are handled from a District supervisor.

### **How do student enrollment trends affect parent/guardian involvement?**

As enrollment has declined and at-risk populations has increased, we have noticed a decline in parent engagement, especially in PTO activities and support.

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

Our District handled public relations. Our professional learning is supported from our District and enrollment does not affect this.

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

Decreased numbers of available parents to volunteer, support, and engage in stakeholder activities.

Grade-level teams consist of only two teachers which limits collaborative dialogue.

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

Continue to engage staff in additional vertical collaborative protocols to ensure our instructional strategies in our school improvement plans are aligned and implemented school-wide.

### **What are the challenges you noticed based on student attendance?**

At higher percentage of at-risk and transient families struggle to involve themselves in a new school. Trust and comfort in knowing school staff takes time, which may be limited due to time constraints (single parent households) and transiency issues.

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

Providing continued support to remove obstacles that keep parents from attending night events. Providing food and childcare enable more families to attend. Opening up two-way lines of communication more often to include one-on-one meetings and phone calls over relying on one-way communication (newsletters, email, website, etc.).

## **Student Achievement Data for All Students**

This area includes data questions.

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

Our students reach grade-level standards at higher percentages in reading according to our District assessments.

Our students achieve in reading (MEAP levels 1 and 2 combined) at significantly higher rates than in math and writing.

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

Our District Reading scores continue to be an area of strength over time for us. Our Writing Prompt scores are beginning to show positive gains.

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

none

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

We are closing the gap between our highest performing students and our at-risk students. Our highest performing students have stayed consistent in their ability to be at grade-level for reading especially. We have noticed a significant decline in students at both levels 1 and 2 on MEAP tests for reading, writing, and math.

### **What factors or causes contributed to improved student achievement?**

An increased focus on implementation of reading interventions.

An increased focus on creating of shared interventions for at-risk readers.

An increased focus on the delivery and supporting structure for the writing process.

Increase focused on both non-fiction reading and writing. Purchasing additional high interest non-fiction texts and also embedding non-fiction into curricula.

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

We have been tracking our implementation of shared intervention plans and noticed an increase in reading scores as implementation rates have increased.

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

Writing, Science, and Math.

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

All of our content areas

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

All content areas

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

We need more time to analyze the MEAP data since the cut scores have been changed.

With District data, we are noticing that by 5th grade, our most at-risk readers are reaching grade-level consistently.

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

Transiency

Opportunity Gap

High staff turnover which decreases instructional and strategy alignment.

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

Students that stay at our school for 2-3 years reach grade-level in reading.

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

Increase progress monitoring, especially in writing and math.

Ensure students struggling in writing and math are receiving shared intervention plans.

## Subgroup Student Achievement

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

**Response:**

- White
- Economically Disadvantaged
- None

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

**Response:**

- Economically Disadvantaged

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

Reading

**How do you know the achievement gap is closing?\***

Quarterly progress monitoring

**What other data support the findings?**

MEAP

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

internal

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

Monitoring of fidelity of interventions

**What actions could be taken to continue this positive trend?**

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Increase frequency of profess monitoring for reading, writing, math.

Monitor implementation of intervention plans

Increase instructional time for reading, writing, math.

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

**Response:**

- English Language Learners (ELLs)

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

**Response:**

- African American or Black
- Hispanic or Latino

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

Reading and Writing

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

MEAP data

**What other data support the findings?\***

District reading scores and writing prompt scores

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

transiency

communication for families

lack of professional development toward explicit instruction for ELL

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

differing instructional strategies for ELL

lack of professional development for ELL

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

increase PD for teachers regarding ELL

monitoring practices that research supports in improving achievement of ELL

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

A small sub-group that is underperforming

### 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.)?

District creates programs and ensures communication and access is equitable

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

Students are grouped into RTI tiers. Students below grade-level for reading receive a shared intervention plan implemented between classroom teacher and reading interventionist.

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

District created ELL extended day program.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	15.0

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

Newsletter communication (English and Spanish)

Electronic blasts - Blackboard Connect

District email and newsletter

District Website

Label	Question	Value
	What is the total FTE count of teachers in your school?	14.0

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Label	Question	Value
	How many teachers have been teaching 0-3 years?	1.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	4.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	4.0

Label	Question	Value
	How many teachers have been teaching >15 years?	5.0

### What impact might this data have on student achievement?

Almost half of the staff is less than 8 years experience which could result in decreases in effectiveness.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	100.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	100.0

### What impact might this data have on student achievement?

Increasing teacher time in classroom will impact achievement.



## Perception Data - Students

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

nice staff  
friendly teachers  
reading and math

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

reading  
increased technology

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

bullying

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

bullying

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

not enough focus on the strategies to increase student support in bullying situations

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

increase focus on supporting and addressing bullying  
increasing student ownership and leadership

## Perception Data – Parents/Guardians

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

Caring teachers and staff

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

Welcoming families to our school

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

rigor  
cleanliness of school  
morning routines

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

cleanliness  
routines

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

Many new parents and families each year require consistent teaching, communication, and modeling of routines and organization of school

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

Plan to address each of the concerns for upcoming school year.

## Perception Data – Teachers/Staff

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

staff is a school family  
friendly  
committed

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

teachers choosing to transfer in from other schools

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

lack of parental support  
lack of resources

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

increasing time demands placed on teachers

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

need to create time for increased sharing

## 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 creates curricula, professional development for specific instructional strategies, and creates common District-wide assessments.

Our school analyzes data to ensure our instructional strategies match the needs of our students. Staff meetings and early release Thursdays create collaborative settings for teachers to make instructional decisions.

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

District is creating and rewriting curricula to match the CCSS.

Data organized by units are monitored.

# **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	Reading and Math are tested annually with the MEAP test for grades 3-5. Writing MEAP tests are given in 4th grade.  District reading and writing assessments are given in the Fall and Spring. At-risk students are tested mid-year in reading. Math assessments will include both pre and post tests by unit.	

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	<a href="http://www.waterford.k12.mi.us/sandburg/">http://www.waterford.k12.mi.us/sandburg/</a>	

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

Assurance	Response	Comment	Attachment
Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Sandburg is a K-5 school.	

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		

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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 Human Resources Executive Director Kurzman Administration Services, Crary Campus 501 N. Cass Lake Road Waterford, Michigan 48328 Phone: 248.706.4870	

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		School-Parent Involvement Plan

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

Assurance	Response	Comment	Attachment
The School has additional information necessary to support your improvement plan (optional).	No		



# **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?**

Below are the types of data our school collects.

Perceptual Surveys are sent out through our central office using our Blackboard Connect e-communication portal. We collect and analyze student, parent, and staff perception data. Survey data is used by staff to make school-wide decision in many areas.

Demographic data is organized on our District web-based ORCA (Online Resource for Curriculum and Assessment) and is assessed by both school and district staff. Sub-groups such as transiency, economically disadvantaged, hispanic/latino, and african american continue to rise.

Achievement data is organized on our District web-based ORCA (Online Resource for Curriculum and Assessment) and is assessed by both school and district staff. Our continued focus on intervention for reading is most successful. Math and Writing intervention will be an area of focus next school year.

Contextual/Process data is a concerted effort for our teaching staff. Being clear on implementation, monitoring implementation, then collectively adjusting our adult actions helps us keep true to our Vision.

Parents are regularly included on these processes during PTA meetings, through school newsletters (Spanish also), and through Blackboard Connect.

### **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?**

Sandburg 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. Sandburg 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. Sandburg 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?**

Our building uses multiple sources of achievement data to identify those students who are failing or at risk of failing to meet the state core

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

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

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

## Component 2: Services to Eligible Students

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

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

### **Component 3: Incorporated Into Existing School Program Planning**

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

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

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

## **Component 4: Instructional Strategies**

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

All Title I participating students are engaged in the same high-quality classroom instruction as their classmates, although their teachers differentiate the content by providing extra time, adapting the methods and the level of intensity. Sandburg 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?**

Sandburg'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 Sandburg 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](http://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](http://www.whatworks.ed.gov)). Sandburg 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](http://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

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closing/eliminating the achievement gap by the end of third grade ([www.whatworks.ed.gov](http://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.

## **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. Many of the ELL learners in these buildings also participate in the programming offered through Title I funding.

In addition, Sandburg focuses on sub-groups of students below grade-level to ensure intervention is focused on the students that require the most explicit intervention and instruction.

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

Our interventionists annually meet with at-risk reader's parents to help prepare them to meet the reading and needs of their child over the summer months.

Students shop for books in June. parents receive a guide in how best to support their child and establish needed routines for reading during July and August.

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

### **How will the parent involvement activities be evaluated?**

The parent involvement activities will be evaluated by surveys.

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

By assisting the parents in understanding state content standards, providing materials and training, and then training staff to build effective parent involvement.

### **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 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?**

School Improvement teams helps monitor the goals, strategies, activities of school improvement, which includes how to implement the plan in the Fall, monitoring during the year, and review in the Spring.

**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?**

We will use the data tracked from the SI Goals as part of our ongoing review. Results are posted in our data room.

**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?**

Review of SI goal data and implementation data of activities.

**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?**

SI work that reviews data and organizes activities based on the learning needs of our students and the correlating professional development needs of our teaching staff.



# **SIP 2013-14**

## Overview

### Plan Name

SIP 2013-14

### 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 Sandburg Elementary School will improve reading comprehension skills.	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$101300
2	All students at Sandburg Elementary School will improve writing skills across the curriculum.	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$300
3	All students at Sandburg Elementary School will improve real world problem solving skills.	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$0

## Goal 1: All students at Sandburg Elementary School will improve reading comprehension skills.

### Measurable Objective 1:

A 10% increase of Fifth grade Hispanic or Latino students will demonstrate a proficiency in reading comprehension in English Language Arts by 05/23/2014 as measured by MEAP Reading scores.

### Strategy 1:

Explicit ELL Instruction - Teachers will provide explicit instruction focused on the learning needs of ELL students.

Professional Development will include Shelterd instruction Observation Protocol (SIOP) which has been provided to upper elementary grade teachers (Spring 2013) and will be provided to lower elementary teachers (Fall 2013).

Grade-level teacher teams and progress monitor more frequently (monthly).

Research Cited: J. Echevarria, ME Vogt, & D. Short, Making Content Comprehensible for English Learners: The SIOP Model, 2013

Activity - SIOP Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training for all staff members will be completed during the Fall of 2013. Implementation of strategies will then be monitored, clear objectives posted in classrooms, and monthly observations of strategies implemented with fidelity.	Professional Learning	09/15/2013	06/06/2014	\$100000	Title III	Lisa McFee, Alicia Duncan, Steve Garrison, all K-5 teachers.

Activity - ELL Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade-level teams will more frequently monitor the reading progress of targeted 5th grade ELL students.	Monitor	09/09/2013	06/06/2014	\$300	Title I School Improvement (ISI)	Principal, interventionists, all teachers

### Measurable Objective 2:

A 5% increase of All Students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/06/2014 as measured by DRA scores..

### Strategy 1:

Reading Workshop - Teachers will follow the Reader's Workshop model of mini-lessons, guided readings, partnerships, and conferring. Students will be reading texts that are at their independent level and instructed at text at their instructional level.

Research Cited: L. Calkins, The Art of Teaching Reading, 2000

Activity - Non-Fiction Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be instructed on how to read non-fiction texts, comparing and contrasting information from multiple sources.	Direct Instruction	09/08/2013	06/06/2014	\$1000	General Fund	Principal, all teachers

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Activity - Continuous Improvement Cycle	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in a process that will assist them in frequent analysis of data from common formative assessments. This cycle creates conditions for teachers to group students by learning needs, develop common assessments, create smart goals by unit, identify common strategies, and monitor progress of students.	Monitor	09/09/2013	06/13/2014	\$0	General Fund	principal, all teachers

  

Activity - Targeted Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After data determines a need for instruction beyond Tier 1, students will be strategically placed in reading groups according to their DRA levels and common needs. If students are behind, targeted intervention plans will be written for groups of 1-3 students. Students will receive this shared intervention daily, both within reading workshop and outside of reading workshop. Teachers and administration will monitor the implementation and effectiveness of the shared intervention planning.	Implementation	09/09/2013	06/13/2014	\$0	General Fund	principal, all teachers

## Goal 2: All students at Sandburg Elementary School will improve writing skills across the curriculum.

### Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in writing in English Language Arts by 06/13/2014 as measured by District writing prompts.

### Strategy 1:

Writing Workshop - Teachers will follow the Writer's Workshop model of mini-lessons, guided groups, and conferring.

Research Cited: K. Wood Ray, The Writing Workshop. 2001

Activity - Non-Fiction Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach the non-fiction writing initiative (Topic Sentence, Big Ideas, Tell Me Mores, Conclusion) with a school-wide prompt. District coaching will help teachers improve instruction regarding non-fiction writing and improve prompt writing.	Direct Instruction	09/09/2013	06/13/2014	\$300	Title I School Improvement (ISI)	Principal, all teachers

  

Activity - Continuous Improvement Cycle	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in process that will assist teachers in frequent analysis of data from common formative assessments. This cycle creates conditions for teachers to group students by learning needs, develop common assessments, create smart goals by unit, identify common strategies, and monitor progress of students.	Monitor	09/09/2013	06/13/2014	\$0	General Fund	principal, all teachers

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Activity - Targeted Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After PLC Data Teams determine the need, students will be placed in Writing Strategy Groups.	Direct Instruction	09/09/2013	06/13/2014	\$0	General Fund	principal, all teachers

### Measurable Objective 2:

A 10% increase of Fifth grade Hispanic or Latino students will demonstrate a proficiency writing to a prompt in English Language Arts by 06/13/2014 as measured by District writing prompts.

### Strategy 1:

ELL Explicit Instruction - Teachers will provide explicit instruction focused on the learning needs of our targeted 5th grade ELL students below grade-level.

SIOP professional development will be supplies to all general education teaching staff (upper elem. teachers in spring 2013 and lower elementary teachers in fall of 2014).

Research Cited: Echevarria, M. Vogt., & D. Short, Making Content Comprehensible for English Language Learners: The SIOP Model, 2013

Activity - SIOP Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SIOP professional development will be supplied to all general education and special education teachers. Implementation will be monitored by teachers posting objectives and strategies being implemented.	Professional Learning	09/09/2013	06/13/2014	\$0	Title III	Lisa McFee, Alicia Duncan, principal, all teachers

Activity - ELL Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide one shared writing prompt per month. Targeted ELL students from this subgroup will have their prompts collaboratively scored to influence future instruction.	Monitor	09/09/2013	06/13/2014	\$0	General Fund	principal, all teachers

## Goal 3: All students at Sandburg Elementary School will improve real world problem solving skills.

### Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency on problem solving skills in Mathematics by 01/13/2014 as measured by MEAP Math scores.

### Strategy 1:

Math Inquiry Workshop - Teachers will instruct using the Math Workshop model. Math Practices will be incorporated into all math activities in the classroom.

Research Cited: S. Zemelman, H. Daniels, & A. Hyde, Best Practices: New Standards for Teaching and Learning in America's Schools, 1998

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Activity - Mathematical Modeling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on on Math Workshop and Questioning Strategies to develop a shared understanding of the instructional model.	Professional Learning	09/09/2013	01/17/2014	\$0	General Fund	Samantha Hague, principal, all teachers

Activity - Data Team Cycle	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in a Data Team Cycle to promote collaborative groups focused on student learning data. The cycle will assist teachers in frequent analysis of data from common formative assessments. This cycle creates conditions for teachers to group students by learning needs, use unit assessments, create smart goals by unit, identify common strategies, and monitor progress of students. Students needing Intervention and enrichment receive the instruction and support they are needing throughout this process.	Monitor	09/09/2013	06/13/2014	\$0	General Fund	principal, all teachers

Activity - Targeted Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After Data Team determines the need, specific intervention plans will be written for groups of students. If students need enrichment, extension opportunities will be created.	Direct Instruction	09/09/2013	06/13/2014	\$0	General Fund	principal, all teachers

### Measurable Objective 2:

A 10% increase of Fifth grade Female students will demonstrate a proficiency in MEAP math in Mathematics by 01/17/2014 as measured by MEAP Math scores.

### Strategy 1:

Explicit Instruction - Teachers will provide explicit instruction focused on the learning needs of targeted female students.

Research Cited: J. Van de Walle, L. Lovin, K. Karp, J. Bay Williams, Teaching Student-Centered Mathematics, 2013.

M. Small, Good Questions: Great Ways to Differentiate Mathematics Instruction, 2009.

Activity - Questioning Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement questioning strategies learned through Math Workshop professional development training during math instruction.	Professional Learning	09/09/2013	06/13/2014	\$0	General Fund	Samantha Hague, principal, all teachers

Activity - Increased Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase the frequency of math progress monitoring (by unit) for targeted female students.	Monitor	09/09/2013	06/13/2014	\$0	General Fund	principal, all teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ELL Progress Monitoring	Grade-level teams will more frequently monitor the reading progress of targeted 5th grade ELL students.	Monitor	09/09/2013	06/06/2014	\$300	Principal, interventionists, all teachers
Non-Fiction Writing	Teachers will teach the non-fiction writing initiative (Topic Sentence, Big Ideas, Tell Me Mores, Conclusion) with a school-wide prompt. District coaching will help teachers improve instruction regarding non-fiction writing and improve prompt writing.	Direct Instruction	09/09/2013	06/13/2014	\$300	Principal, all teachers
<b>Total</b>					<b>\$600</b>	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Continuous Improvement Cycle	Teachers will engage in process that will assist teachers in frequent analysis of data from common formative assessments. This cycle creates conditions for teachers to group students by learning needs, develop common assessments, create smart goals by unit, identify common strategies, and monitor progress of students.	Monitor	09/09/2013	06/13/2014	\$0	principal, all teachers
Targeted Instruction	After data determines a need for instruction beyond Tier 1, students will be strategically placed in reading groups according to their DRA levels and common needs. If students are behind, targeted intervention plans will be written for groups of 1-3 students. Students will receive this shared intervention daily, both within reading workshop and outside of reading workshop. Teachers and administration will monitor the implementation and effectiveness of the shared intervention planning.	Implementation	09/09/2013	06/13/2014	\$0	principal, all teachers
Continuous Improvement Cycle	Teachers will engage in a process that will assist them in frequent analysis of data from common formative assessments. This cycle creates conditions for teachers to group students by learning needs, develop common assessments, create smart goals by unit, identify common strategies, and monitor progress of students.	Monitor	09/09/2013	06/13/2014	\$0	principal, all teachers



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Increased Progress Monitoring	Teachers will increase the frequency of math progress monitoring (by unit) for targeted female students.	Monitor	09/09/2013	06/13/2014	\$0	principal, all teachers
Targeted Instruction	After PLC Data Teams determine the need, students will be placed in Writing Strategy Groups.	Direct Instruction	09/09/2013	06/13/2014	\$0	principal, all teachers
Mathematical Modeling	Teachers will receive training on on Math Workshop and Questioning Strategies to develop a shared understanding of the instructional model.	Professional Learning	09/09/2013	01/17/2014	\$0	Samantha Hague, principal, all teachers
ELL Progress Monitoring	Teachers will provide one shared writing prompt per month. Targeted ELL students from this subgroup will have their prompts collaboratively scored to influence future instruction.	Monitor	09/09/2013	06/13/2014	\$0	principal, all teachers
Questioning Strategies	Teachers will implement questioning strategies learned through Math Workshop professional development training during math instruction.	Professional Learning	09/09/2013	06/13/2014	\$0	Samantha Hague, principal, all teachers
Targeted Instruction	After Data Team determines the need, specific intervention plans will be written for groups of students. If students need enrichment, extension opportunities will be created.	Direct Instruction	09/09/2013	06/13/2014	\$0	principal, all teachers
Data Team Cycle	Teachers will engage in a Data Team Cycle to promote collaborative groups focused on student learning data. The cycle will assist teachers in frequent analysis of data from common formative assessments. This cycle creates conditions for teachers to group students by learning needs, use unit assessments, create smart goals by unit, identify common strategies, and monitor progress of students. Students needing Intervention and enrichment receive the instruction and support they are needing throughout this process.	Monitor	09/09/2013	06/13/2014	\$0	principal, all teachers
Non-Fiction Reading	Students will be instructed on how to read non-fiction texts, comparing and contrasting information from multiple sources.	Direct Instruction	09/08/2013	06/06/2014	\$1000	Principal, all teachers
<b>Total</b>					<b>\$1000</b>	

### Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SIOP Strategies	Training for all staff members will be completed during the Fall of 2013. Implementation of strategies will then be monitored, clear objectives posted in classrooms, and monthly observations of strategies implemented with fidelity.	Professional Learning	09/15/2013	06/06/2014	\$100000	Lisa McFee, Alicia Duncan, Steve Garrison, all K-5 teachers.

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SIOP Strategies	SIOP professional development will be supplied to all general education and special education teachers. Implementation will be monitored by teachers posting objectives and strategies being implemented.	Professional Learning	09/09/2013	06/13/2014	\$0	Lisa McFee, Alicia Duncan, principal, all teachers
<b>Total</b>					<b>\$100000</b>	