School Improvement Plan

Riverside 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?

Riverside Elementary is located within the Waterford School District, and currently enrolls 344 students. Riverside's population is predominately white (78%), with 10 percent Hispanic or Latino, 6% Black or African American, and 5% Asian.   Six and one-half percent of our population are English Language Learners. Riverside is home to our district's Cognitively Impaired program, and 20% of our students receive Special Education services. In the last three years, our economically disadvantaged population has increased substantially, to over 50%. We have experienced an increase in transient students, as economic stability has been challenged with the closure and relocation of many automotive facilities, on which our community has been reliant.

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.

Riverside Elementary is driven by our vision to "Inspire, Educate, and Empower all our students for their future," as well as our purpose, to "inspire lifelong learners by cultivating the hearts and minds of all." At Riverside, we believe that we must do whatever it takes to ensure the success of all our students. Our PLC work ensures each student receives instruction at their appropriate level. During the summer, we provide tutoring opportunities, as well as scholarships for summer school. Together with our community, Riverside staff is committed to the success of each of our students.

Notable Achievements and Areas of Improvement

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

Riverside Elementary has improved state standardized test scores in seven of eight categories over the past year. We have seen a 41% increase in our state writing scores. Riverside teachers are working hard to align curriculum, create common language, as well as authentic opportunities for students to apply their learning. Riverside has recently been awarded a grant to implement The Leader in Me process. Our entire staff has committed to taking part in this journey to develop the unique giftedness in each of our students. We look forward to the academic, social, and emotional impact this program will have in supporting our students in continued success.

Additional Information

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

Riverside Elementary is a school where we have high expectations for ourselves and for our students. If a child is not learning, than we need to approach teaching differently. Through our professional learning communities' Data Team process, all students are being provided intervention and enrichment opportunities pertinent to their appropriate learning needs. We our committed to the success of each of our students.

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.

Teacher teams were created, based on teachers' strengths and areas of interest, for each content area, comprised of teachers from each grade level; standardized test data, District common assessments, and grade level assessments were analyzed to determine strengths and areas of need. Release time, as well as staff meeting time was designated for teams to collaboratively determine goals, objectives, and strategies to address needs. A parent advisory group was convened to review data and the proposed goals.

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

All general education, special education, title one, and Encore teachers, and building principal were involved in analyzing data and developing improvement plans based on identified needs. A parent advisory group was convened to review the data and proposed plans.

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

All instructional staff reviewed final improvement plans at a staff meeting, and provided input, per grade level team. Updates are provided to parents at monthly PTA meetings, and periodically in school newsletters.

School Data Analysis

Introduction

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

Student Enrollment Data

How do student enrollment trends affect staffing?

It is the basis for determining staffing numbers for our building.

How do student enrollment trends affect staff recruitment?

Human Resources and building administration work hard to recruit and retain staff to reflect the demographic portrait of the school.

How do student enrollment trends affect budget?

Student enrollment trends drive programming (i.e., an increase in economically disadvantaged students resulted in an increase in FTE's allocated for Reading Interventionists at our building, an increase in ELL students resulted in an increase in the programming available to English Language Learners).

How do student enrollment trends affect resource allocations?

Student enrollment trends affect the amount and variety of resources provided to buildings.

How do student enrollment trends affect facility planning and maintenance?

Student enrollment trends directly affect facility planning.

How do student enrollment trends affect parent/guardian involvement?

As our economically disadvantaged population has increased, we have seen a decline in parent/guardian involvement.

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

We have explored additional avenues to market and attract parents/guardians to take part in school-related activities (i.e., we have begun to provide dinner and give aways as part of many of our programs). We have also taken part in professional learning related to new trends in student enrollment.

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

With an increase in economically disadvantaged students, we need to find new approaches to authenticate the educational experience for our students, as well as their parents/guardians. We also need to ensure we are communicating in a way that is understandable and relevant to all segments of our demographic.

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

We will continue to partner with community members, and look for innovative ways to promote learning and our learning community at Riverside.

What are the challenges you noticed based on student attendance?

We have noticed an increase in student absenteeism. Even with the involvement of ISD truancy officers, some parents are disinclined to make attendance a priority. Students with poor attendance are often disenfranchised, and feel disconnected with the learning and experiences of their peers.

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

Our district has established a comprehensive attendance policy that involves parent/guardian contact, first by classroom teacher, then by building principal, followed by district-level attendance personnel, and finally, by truancy officers at the ISD level. All interventions are designed to support parents/guardians in understanding the importance of regular attendance, and its role in student achievement.

Student Achievement Data for All Students

This area includes data questions.

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

K-5 Reading

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

We show a significant increase in our state standardized writing scores.

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

Riverside 4th grade reading is ten percentage points above state targets of performance. Fourth grade writing scores were three percent above the state targets of performance.

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

Students in the top 30 percent in each content area attend school regularly, have strong reading skills, and have parents who are involved in school activities.

What factors or causes contributed to improved student achievement?

A focus on student empowerment and reflection through all students' use of data notebooks, commitment to early intervention for students below grade level, and grade level PLC work to ensure achievement for all students.

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

We use pre- and post-assessments, create strategy groupings, use high-yield strategies, and ongoing formative assessments to monitor and ensure achievement.

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

Our science scores reflect the lowest level of student achievement.

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

Our science scores show a negative trend.

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

Science

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

Irregular attendance, low SES, English language learners, and struggling readers.

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

Increased level of poverty, increase in state standards of proficiency.

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

The new cut scores on state assessments reflect a higher percentage of students below proficiency level.

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

Staff is involved in ongoing PLC work, analyzing student data and making improvement plans to address student needs and close achievement gaps.

Subgroup Student Achievement

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

- Economically Disadvantaged

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

- Economically Disadvantaged

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

Reading and writing.

How do you know the achievement gap is closing?*

Formal and informal assessments, standardized test scores.

What other data support the findings?

School and District assessments.

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

Internal: increased focus on targeted interventions, PLC work, District writing initiative.

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

Assessment data reflects an increase in student achievement.

What actions could be taken to continue this positive trend?

Continue to monitor and evaluate students' level of understanding, strengths, and appropriate next steps. Continue to provide appropriate interventions.

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

•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?*

It is greatest in reading.

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

While we are closing the achievement gap, there is still work to do. Common school, District, and state assessments.

What other data support the findings?*

ELPA assessments also reflect these trends.

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

Diminishing resources and supports prevent more expedient narrowing of achievement gap.

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

Important programs and supports have been eliminated or reduced.

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

Increased funding for programming (staffing, materials, etc.) 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.)?

Full inclusion programming: students with disabilities are included in general education setting, in addition to individualized interventions, and take part in all programming.

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

Students whose assessment data indicates they are below grade level are studied by our multi-disciplinary team, and appropriate interventions are created and implemented.

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

All grade level teams create intervention plans to provide additional time and practice, where appropriate. Interventionists provide tutoring before and after school. We also have summer school opportunities for at-risk students.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	33.0

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

Parents are made aware of opportunities through written communications, emails, phone calls, and school and District newsletters.

Label	Question	Value
	What is the total FTE count of teachers in your school?	18.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	5.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	6.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	2.0

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

What impact might this data have on student achievement?

Many of our newer teachers are dedicated to creating engaging, authentic instruction and continually seek strategies to create dynamic instruction. Some of our veteran teachers are reluctant to implement change.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	94.5

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	196.0

What impact might this data have on student achievement?

As teachers refine their practice and learn and implement new skills and strategies, students have increased opportunities to access the curriculum, leading to improvements in student achievement. High levels of teacher absenteeism limit optimal learning opportunities for students.

Perception Data - Students

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

Students believe strongly that their teachers and principal are committed to the success of every student, and that teachers want them to do their best work.

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

Students believe teachers help them learn things they will need for their future.

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

We had our lowest average score of 2.41/3.0, when asking students if their principal and teachers ask them what they think about school.

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

Principal and teachers asking students what they think about school showed a downward trend.

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

We have not been comprehensive in eliciting student sentiment regarding their school experience.

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

Staff will utilize SMART Response System to regularly assess student sentiment regarding their thoughts about various school topics.

Perception Data – Parents/Guardians

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

Parents/guardians' overall highest level of satisfaction was in the school's ability to provide a safe learning environment.

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

The Teaching and Assessing area showed a trend toward increasing parent/guardian satisfaction.

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

The overall lowest level of satisfaction was in the school's ability to provide up-to-date computers and other technology for students to learn.

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

Access to support services and computers and technology opportunities showed a downward trend.

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

Computer labs have not been updated in quite some time. Due to technology limitations, we have not capitalized on students' computer lab usage, nor have we been able to provide up-to-date technology education.

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

The district has allocated resources and has begun the acquisition of updated computer lab equipment, as well as increased our internet capabilities. This will substantially increase students' access and usage of up-to-date computers and other technology in their learning.

Perception Data – Teachers/Staff

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

Staff's highest level of satisfaction was in our school's purpose statement being clearly focused on student success.

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

Teachers/staff are increasingly satisfied with our school's purpose and direction.

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

Teachers/staff's lowest overall level of satisfaction is in all teachers in our school using a variety of technologies as instructional resources.

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

Teachers/staff's dissatisfaction with their ability to use a variety of technologies as instructional resources shows a downward trend.

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

Previously, up-to-date computers and technologies have not been made readily available to teachers/staff, due to budget limitations, and the inability to issue community-approved bonds.

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 Curriculum, Instruction and Assessment director works together with content area consultants, alongside teachers and administrators to align district curriculum with state and national standards. PLC grade level teams within buildings analyze student needs, choose pertinent power standards, teach, monitor, and adjust instruction to ensure students learn the leveraged skills and strategies necessary for their continued success.

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

Teachers take part in multiple, ongoing professional development opportunities, conducted both internally through our Curriculum, Instruction, and Assessment department; and at our ISD

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	A variety of literacy and math assessments are administered throughout the school year, including quarterly district common assessments.	

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/reports/Annual_Reports/11-12/Riverside%20AER%2011-12.pdf	

Assurance	Response	Comment	Attachment
Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

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

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, Director of Human Resources 501 N. Cass Lake Road Waterford, MI 48328 248.682.8738	

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.	No		

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

Assurance	Response	Comment	Attachment
The School has additional information necessary to support your improvement plan (optional).	Yes	Grade level PLC teams meet weekly to develop and implement SMART goals, based on student needs identified in the Data Team process.	

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?

Riverside staff conducted a comprehensive needs assessment, analyzing school, district, and state data; along with parent, teacher, and student survey results. We also analyzed individual learning trajectories of students currently receiving Title One services, analyzing the effectiveness of interventions.

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 is relevant for all students. The curriculum includes grade level unites 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. Riverside teachers collect and monitor data relative to each student's learning, on an ongoing basis. Riverside teachers use 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. Riverside reading and writing data is collected and compiled with other District data, and displayed for analysis on our district's online network (ORCA). This assists instructional leaders in creating district, building, grade level and class profiles in October, February, and April. This needs assessment process is consistently used across the district to identify students by grade level and content area, who are failing or most at risk of failing to meet state standards in each content area.

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

Each building uses multiple sources of achievement data to identify students who are failing or at risk of failing to meet the state core curriculum standards. The multiple sources include: MEAP, common district assessments (DRA and writing prompt), and MLPP. The building principal, classroom teachers, and Title One 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. The Title One interventionists also use Observation Survey, MLPP, and spelling inventories to ensure students with the greatest academic need are identified and provided timely interventions. The district criteria used to identify eligible Title One students includes all four core areas. The Title One teachers meet with the building principal and classroom teachers to share data and collaborate in identifying the eligible students to be included in services. Title One teachers also meet with parents of identified students to share the process used in selecting children for Title One support. The building level team meets throughout the year to analyze current data to make adjustments to the the roster of children receiving services. Decisions are based on levels of proficiency. The 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 second grade students are selected for services based on our district criteria and process.

Component 2:   Services to Eligible Students

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

Title One participating students are provided supplemental support in all four core academic areas as needed. Riverside Elementary has two FTE;s whose primary responsibility is providing research based supplemental literacy support to eligible students. Title One interventionists, together with the building principal, follow a consistent process to identify and rank students who are in greatest academic need in the areas of reading and writing. Title One interventionists meet with participating students at least three times per week for 30 minute interventions. Title One interventionists work with individual students in Reading Recovery or in small groups. The interventions follow a two day instructional model that is structured and systematic, and includes reading and writing. Title One interventionists participate 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 One teachers include: high quality leveled text (fiction and non-fiction), Guided Reading Plus (Dorn), and Leveled Literacy Intervention (Fountas and Pinnell). In addition to Title One support, each classroom teacher dedicates 30 minutes each day to provide intervention to struggling learners. Teachers utilize this time to provide supplemental support in math, science, social studies, reading, and writing. This time provides students with targeted instruction and time for independent application of skills. Teachers also use this time to meet with small strategy groups, or individuals to revist and review previously learned concepts or to preview and front load 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 in greatest academic need in these areas. Students are also identified and invited to take part in extended year programs in the areas of reading, writing, and math.

Each grade level functions as a professional learning community, and is provided a weekly collaborative time to analyze grade level data. Each Title One teacher participates in a grade level team. All staff has been trained in the data team process to ensure that all grade level teams follow a consistent cycle of analyzing and utilizing data to develop instructional plans. These plans address how students who are not yet proficient will receive the additional assistance necessary to reach grade level expectations.

Component 3: Incorporated Into Existing School Program Planning

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

Title One staff is an integral part of the school improvement process. Staff meets weekly to reflect on goals and to revise instructional strategies and interventions as needed. Title One services are embedded into building level school improvement plans and activities.

Component 4:   Instructional Strategies

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

All Title One 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 instruction. Riverside staff utilizes a multi-layered intervention system that uses data to identify students who are at risk, determines appropriate supplemental instructional needs/interventions, and monitors students' progress toward standards.

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

Riverside's plan utilizes highly qualified teachers to provide additional targeted instruction for eligible students. This academic support is supplemental to classroom instruction, complements core curriculum, and is supported by research in best practices. Extended learning opportunities include: small group instruction in all four core areas, personalized instruction by highly qualified teachers, co-teaching, and the Summer Literacy and Math Progrm (S.L.A.M.).

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

Extended learning opportunities include: small group instruction through guided and/or strategy group interventions in all four core areas, personalized instruction by highly qualified teachers, co-teaching, and the Summer Literacy and Math Program (S.L.A.M.). Research (www.bestevidence.org) shows that one on one small group instruction with a highly-skilled teacher extends and supports accelerated achievement. Riverside allocates a majority of its Title One resources to K-3 student needs, which is supported by research on school reform, specifically the importance of early intervention in closing/eliminating the achievement gap by the end of third grade (www.whatworkds.ed.gov). Riverside also provides resources and opportunities for students to participate in summer reading programs and extended year programming (McGill-Franzen & Alligton, 2001, 2003).

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

Title One interventionists extend and supplement learning opportunities by using a combination of in-class and out of class instruction, depending on students' instructional goals. The intent for supplemental support is to provide more minutes of learning rather than altering minutes of instruction, in support and in tandem with classroom instruction. For those first grade students who are the furthest from the expected benchmark, Riverside offers Reading Recovery-trained staff to administer interventions according to this research-based method. For those students who continue to struggle beyond first grade, Riverside offers ongoing support through ongoing small group instruction. Both of these methods remove the students from their core instruction for a period of time each day. They are based on research of effective instruction (explicit and systematic instruction, guided practice, corrective feedback, and frequent cumulative review), and are 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. Riverside allocates a majority of its Title One resources to providing K-3 interventions, inline with research on

school reform, indicating the importance of early intervention in closing/eliminating the achievement gap by the end of third grade (www.whatworks.ed.gov). The district also provides resources and opportunities for students to participate in a summer reading program and extended year programming.

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?

Together with the district, Riverside allocates and coordinates state and federal resources to provide a comprehensive support model that complements core instruction and extends learning opportunities for Title one participating students. The district's Title one plan is grounded in the research that struggling readers need consistency in the instruction they receive in the classroom, as well as in supplemental programs. The classroom teacher and the Title One interventionist collaborate regularly to ensure that tehre is transfer between the two programs. If transfer is not occurring, the teachers examine instructional factors (text levels, scale of support, size of group, instructional strategies, common language, etc.) that could interfere or impact student learning. Information is shared through collaboratively developed, personalized intervention plans. The classroom teachers, Title One interventionists, special education teachers, and ESL staff work together to create coherent instruction for students.

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 to learn about kindergarten expectations, instructional practices, and routines. Parents receive an informational packet 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 meal information, transportation, and immunization requirements is also included. In April, incoming kindergarten students are invited to Riverside to visit their prospective classrooms and meet kindergarten teachers and staff. During this time, teachers meet with students to administer assessments that help determine instructional and social needs, and to assist with proper classroom placement. Students are also given a school tour. 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 kindergarten teachers. In the spring, meetings between preschool and kindergarten staff allow for the transfer of information, and ensure a smooth transition 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?

All Title One assistants meet the highly qualified requirements of NCLB.

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 One interventionists are highly qualified and meet the No Child Left Behind 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 One interventionists are provided with three district level professional learning opportunities each year that focus on best practice in working with struggling learners. These meetings are facilitated by the Title One coordinator. In addition to these district trainings, they attend monthly Reading Recovery continuing contact sessions, and a two day institute. Teachers also take part in ongoing professional development with our district math consultant for one-half day each marking period. All staff have taken part in training to learn and apply the Data Team process as an integral part of their PLC work.

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

All Title One interventionists are provided with three district level professional learning opportunities each year that focus on best practice in working with struggling learners. These meetings are facilitated by the Title One coordinator. In addition to these district trainings, they attend monthly Reading Recovery continuing contact sessions, and a two day institute. Teachers also take part in ongoing professional development with our district math consultant for one-half day each marking period. All staff have taken part in training to learn and apply the Data Team process as an integral part of their PLC work.

A parent literacy event is planned and conducted by staff to provide parents with critical information and training to help support their children's continued academic growth.

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 One students are given a survey in the spring to gather perceptual data about the Title One programming. Riverside's Title One team meets to discuss and plan ways to involve parents of the Title One students in their education. The team collaborates to the plan. coordinate, and present a parent workshop designed to meet parents' and students' needs in supporting reading and writing at home.

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

Riverside hosts one parent education workshop designed to help parents support reading and writing at home. Title One students attend with their parents and receive materials to support literacy at home. Parents are given a survey at the conclusion of the workshop to inform staff of their areas of interest and need.

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

In the spring, Riverside invites all Title One parents to attend an annual Title One meeting. This meeting is intended to spotlight celebrations of the program and elicit feedback from parents about ways to improve Title One programming. After this meeting, the principal meets with the Title One team to analyze feedback and to guide next steps in the school improvement process. The school improvement plan, including the Title one Targeted Assistance Plan will be completed by June 7th.

How will the parent involvement activities be evaluated?

The parent involvement activities will be evaluated through the use of parent 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.

Parent Nights will be planned throughout the year to provide information relative to curriculum and state standards, how best to support students in developing skills and strategies, and resources to support parents' efforts. Targeted intervention plans will be created to address students' specific areas of need, and will be shared and modeled for parents. Ongoing communication will be provided to parents regarding students' current learning goals and their achievement relative to goals.

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

We will incorporate the expressed needs and interests of parents into our annual program planning.

How was the school-parent compact developed?

The school-parent compact was developed at the district level to help provide parents with information regarding the importance of their role in supporting the educational process.

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

Parents receive the compact and are encouraged to review it, ask questions, sign it, and discuss opportunities for involvement.

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

Along with having printed material available in languages reflective of our demographic, we have an interpreter available to facilitate conversations and to translate documents.

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?

Our building team reviews survey data, along with anecdotal information regarding the targeted assistance plan to make revisions to increase effectiveness of future programming.

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?

Targeted students' progress is closely monitored, along with the interventions and their implementation in an effort to gather comprehensive data regarding the effectiveness of Title One programming.

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

Our building maintains a data wall, showcasing students' learning trajectories in core content areas. Together with assessment data, we have a visual representation of student growth toward standards. Included in this data are representations of targeted assistance program components that have been put in place for students. Staff is able to assess how interventions are impacting student achievement.

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?

Results of evaluations are discussed and considered, as the building team makes decisions about future programming.

Riverside Elementary School

Overview

Plan Name

Riverside Elementary School

Plan Description

2013-2014 School Improvement Plans

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 Riverside Elementary School will improve reading comprehension skills	Objectives: 2 Strategies: 4 Activities: 6	Academic	$3250
2	All students at Riverside Elementary School will increase writing proficiency.	Objectives: 1 Strategies: 3 Activities: 6	Academic	$1500
3	All students at Riverside Elementary will increase math achievement.	Objectives: 2 Strategies: 2 Activities: 5	Academic	$7450

Goal 1: All students at Riverside Elementary School will improve reading comprehension skills

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in reading as measured by the DRA. in English Language Arts by 03/31/2014 as measured by the Developmental Reading Assessment..

Strategy 1:

Determining Importance & Summarizing - Teachers will instruct students to develop skills in determining importance and summarizing.

Research Cited: Classroom Instruction that Works, Marzano, 2001.

Activity - Hierarchy of Talk	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the hierarchy of talk to scaffold student independence in read aloud, supporting students in determining importance. Teachers will model and use the gradual use of responsibility to model determining the most important ideas and summarizing in informational texts.	Implementation	09/09/2013	06/02/2014	$0	No Funding Required	All education staff, including general and special education.

Activity - Close Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use close reading procedure to model determining importance and summarizing main ideas in text.	Implementation	09/09/2013	06/02/2014	$0	No Funding Required	All teaching staff, including general and special education teachers.

Strategy 2:

Stickiness Principles - Teachers will participate in professional development to increase their awareness of instructional strategies for explicit instruction.

Research Cited: Marzano, The Art and Science of Teaching, 2007

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Staff will take part in a book study on the Stickiness Principles. They will observe in peer classrooms and be involved in professional dialogue regarding their implementation of the principles. | Professional Learning | 10/28/2013 | 05/19/2014 | $250 | General Fund | Classroom teachers, Title One Interventionists, Special Education Teachers, Building Administrator |

Strategy 3:

Teacher Knowledge - Teachers will expand their knowledge of the Common Core State Standards and grade level units.

Research Cited: CCSS

Activity - Instruction and Content Knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will confer with ELA consultant to develop deeper understanding of district reading units, and their alignment to CCSS	Professional Learning	10/28/2013	05/19/2014	$1000	General Fund	Classroom teachers, Title One Interventionists, ELA Consultant, Building Administrator

Measurable Objective 2:

A 10% increase of Fifth grade Male students will demonstrate a proficiency in reading MEAP scores in English Language Arts by 10/31/2014 as measured by MEAP subgroup data.

Strategy 1:

Targeted Instruction - Teachers will identify students who are above, at, and below expectations and implement appropriate enrichment and/or intervention.

Research Cited: DuFour and Leadership & Learning Center

Activity - Data Team Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will: a. engage in the data team process/PLC to identify students for targeted instruction b. implement enrichment and/or intervention groups based on student data c. monitor and assess student progress to adjust instruction and meet the needs of all students d. identify students with the greatest academic needs and provide additional support above core instruction, by a highly qualified teacher e. continuously engage in the data team process to modify goals/instructional strategies	Academic Support Program	10/01/2013	05/30/2014	$1000	General Fund	5th grade teachers Special education staff Classroom assistants Building administrator

Activity - Intervention Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will: a. identify students with the greatest academic needs b. collaborate with Title One teachers to create a plan of intervention c. communicate intervention plans to responsible staff and parents d. implement interventions with fidelity e. monitor and assess student progress, adjusting goals and instructional strategies as appropriate to meet student needs	Academic Support Program	10/01/2013	05/26/2014	$1000	General Fund	5th grade teachers Special education teachers Interventionists

Goal 2: All students at Riverside Elementary School will increase writing proficiency.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency on MEAP writing in English Language Arts by 10/31/2013 as measured by 4th grade MEAP writing scores.

Strategy 1:

Writers' Workshop - Teachers will effectively follow the Writers' Workshop model of mini-lessons, guided groups, and conferring to deliver core writing instruction.

Research Cited: R. Marzano, The Art and Science of Teaching, 2007

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in the Data Team Cycle to continuously analyze student achievement, need, and instructional strategies, making appropriate adjustments to meet student needs.	Professional Learning	10/01/2013	05/26/2014	$0	No Funding Required	All K-5 teachers Special education staff Interventionists

Activity - Targeted Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After Data Team process has determined needs and pertinent instructional strategies, students will be strategically placed in intervention groups. Plans will be created, in line with students' strengths and needs, in their ZPD.	Academic Support Program	10/01/2013	05/26/2014	$0	No Funding Required	All K-5 teachers Special education staff Interventionists

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

| Teachers will provide writing prompts as part of morning work, once each week. Teachers will collaborate to create continuum of exemplars, and modify instruction, create strategy groups, and provide extension opportunities to meet student need. Grade levels will display exemplars once each marking period to strength vertical alignment. | Direct Instruction | 09/09/2013 | 05/26/2014 | $500 | General Fund | All K-5 teachers Special education staff |

Strategy 2:

Note Taking - Teachers will model use of appropriate grade level organizer, embed student practice into cross-curriculuar content, monitor progress, and adjust instruction to meet student need.

Research Cited: R. Marzano, The Art and Science of Teaching, 2007

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create and utilize grade level templates to support students in extracting important information from text and various media.	Direct Instruction	10/07/2013	05/26/2014	$1000	General Fund	All K-5 teachers Special education staff Reading interventionists

Strategy 3:

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

Research Cited: Popham, W. James. (1997). What's Wrong--and What's Right--with Rubrics. Educational Leadership,55(2). Retrieved November 3, 2009.

Activity - Student Rubrics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop and implement vertically aligned student writing rubrics adapted from the WSD Informational Writing Scoring Rubric. Students will be taught to utilize the rubric to plan, analyze and reflect on their writing, setting appropriate goals for next steps in learning.	Direct Instruction	09/16/2013	05/26/2014	$0	No Funding Required	General education teachers, special education teachers, Title One Interventionists, Building Administrator

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

Teachers will provide weekly opportunities for students to utilize the non-fiction writing initiative to write in all content areas.	Direct Instruction	09/16/2013	06/02/2014	$0	No Funding Required	General education teachers, special education teachers, Title One Interventionists, building administrator

Goal 3: All students at Riverside Elementary will increase math achievement.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency on the MEAP in Mathematics by 10/30/2014 as measured by MEAP math assessment.

(shared) Strategy 1:

Targeted Instruction - Teachers will participate in District training throughout the year, building knowledge of the CCSS, as well as the eight standards for mathematical practice.

Research Cited: Principles and Standards for School Mathematics, National Council of Teachers of Mathematics, Reston, Va., 2000

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will: a. engage in the data team process/PLC to identify students for targeted instruction b. implement enrichment and/or intervention groups based on student data c. monitor and assess student progress to adjust instruction and meet the needs of all students d. identify students with the greatest academic needs and provide additional support above core instruction, by a highly qualified teacher e. continuously engage in the data team process to modify goals/instructional strategies	Professional Learning	09/23/2013	05/26/2014	$0	No Funding Required	General education teachers, special education teachers, building administrator.

Activity - Math Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will: a. identify key vocabulary for each unit b. explicitly teach vocabulary for each unit c. provide multiple opportunities for application of vocabulary d. monitor and assess students' understanding and application of targeted math vocabulary	Direct Instruction	09/09/2013	06/02/2014	$250	General Fund	General education teachers, special education teachers, support staff, building administrator

School Improvement Plan
Riverside Elementary School

Activity - Math Manipulatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will: a. identify appropriate math manipulatives and tools for each unit b. embed instruction for the use of manipulatives within unit lessons c. monitor and assess students' abilities to utlize math manipulatives to solve mathematical problems and to demonstrate understanding of concepts	Direct Instruction	09/09/2013	05/26/2014	$1000	General Fund	General education teachers, special education teachers, mathematics consultant, building administrator

Activity - Math Journaling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model math journaling, using precise vocabulary to explain concepts.	Direct Instruction	09/09/2013	05/26/2014	$1200	General Fund	General education teachers, special education teachers, building administrator

Strategy 2:

Teacher Learning - Teachers will build knowledge of the Common Core State Standards, as well as the eight standards of mathematical practices.

Research Cited: Principles and Standards for School Mathematics. Reston, VA.: NCTM, 2000.

Activity - Instruction and Content Knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All general education teachers will participate in grade level math professional development 2-3 times per year during the 2013-2014 school year. Trainings will be facilitated by our district mathematics consultant.	Professional Learning	10/28/2013	04/14/2014	$5000	General Fund	WSD mathematics consultant, general education teachers, building administrator.

Measurable Objective 2:

 A 8% increase of Fourth grade Male students will demonstrate a proficiency in MEAP in Mathematics by 10/30/2014 as measured by MEAP math assessment.

(shared) Strategy 1:

Targeted Instruction - Teachers will participate in District training throughout the year, building knowledge of the CCSS, as well as the eight standards for mathematical practice.

Research Cited: Principles and Standards for School Mathematics, National Council of Teachers of Mathematics, Reston, Va., 2000

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will: a. engage in the data team process/PLC to identify students for targeted instruction b. implement enrichment and/or intervention groups based on student data c. monitor and assess student progress to adjust instruction and meet the needs of all students d. identify students with the greatest academic needs and provide additional support above core instruction, by a highly qualified teacher e. continuously engage in the data team process to modify goals/instructional strategies	Professional Learning	09/23/2013	05/26/2014	$0	No Funding Required	General education teachers, special education teachers, building administrator.

Activity - Math Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will: a. identify key vocabulary for each unit b. explicitly teach vocabulary for each unit c. provide multiple opportunities for application of vocabulary d. monitor and assess students' understanding and application of targeted math vocabulary	Direct Instruction	09/09/2013	06/02/2014	$250	General Fund	General education teachers, special education teachers, support staff, building administrator

Activity - Math Manipulatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will: a. identify appropriate math manipulatives and tools for each unit b. embed instruction for the use of manipulatives within unit lessons c. monitor and assess students' abilities to utlize math manipulatives to solve mathematical problems and to demonstrate understanding of concepts	Direct Instruction	09/09/2013	05/26/2014	$1000	General Fund	General education teachers, special education teachers, mathematics consultant, building administrator

Activity - Math Journaling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model math journaling, using precise vocabulary to explain concepts.	Direct Instruction	09/09/2013	05/26/2014	$1200	General Fund	General education teachers, special education teachers, building administrator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Rubrics	Teachers will develop and implement vertically aligned student writing rubrics adapted from the WSD Informational Writing Scoring Rubric. Students will be taught to utilize the rubric to plan, analyze and reflect on their writing, setting appropriate goals for next steps in learning.	Direct Instruction	09/16/2013	05/26/2014	$0	General education teachers, special education teachers, Title One Interventionists, Building Administrator
Professional Learning Communities	Teachers will engage in the Data Team Cycle to continuously analyze student achievement, need, and instructional strategies, making appropriate adjustments to meet student needs.	Professional Learning	10/01/2013	05/26/2014	$0	All K-5 teachers Special education staff Interventionists
Content Area Writing	Teachers will provide weekly opportunities for students to utilize the non-fiction writing initiative to write in all content areas.	Direct Instruction	09/16/2013	06/02/2014	$0	General education teachers, special education teachers, Title One Interventionists, building administrator

Professional Learning Communities	Teachers will: a. engage in the data team process/PLC to identify students for targeted instruction b. implement enrichment and/or intervention groups based on student data c. monitor and assess student progress to adjust instruction and meet the needs of all students d. identify students with the greatest academic needs and provide additional support above core instruction, by a highly qualified teacher e. continuously engage in the data team process to modify goals/instructional strategies	Professional Learning	09/23/2013	05/26/2014	$0	General education teachers, special education teachers, building administrator.
Targeted Instruction	After Data Team process has determined needs and pertinent instructional strategies, students will be strategically placed in intervention groups. Plans will be created, in line with students' strengths and needs, in their ZPD.	Academic Support Program	10/01/2013	05/26/2014	$0	All K-5 teachers Special education staff Interventionists
Hierarchy of Talk	Teachers will use the hierarchy of talk to scaffold student independence in read aloud, supporting students in determining importance. Teachers will model and use the gradual use of responsibility to model determining the most important ideas and summarizing in informational texts.	Implementation	09/09/2013	06/02/2014	$0	All education staff, including general and special education.
Close Reading	Teachers will use close reading procedure to model determining importance and summarizing main ideas in text.	Implementation	09/09/2013	06/02/2014	$0	All teaching staff, including general and special education teachers.
				Total	$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Manipulatives	Teachers will: a. identify appropriate math manipulatives and tools for each unit b. embed instruction for the use of manipulatives within unit lessons c. monitor and assess students' abilities to utlize math manipulatives to solve mathematical problems and to demonstrate understanding of concepts	Direct Instruction	09/09/2013	05/26/2014	$1000	General education teachers, special education teachers, mathematics consultant, building administrator

Math Vocabulary	Teachers will: a. identify key vocabulary for each unit b. explicitly teach vocabulary for each unit c. provide multiple opportunities for application of vocabulary d. monitor and assess students' understanding and application of targeted math vocabulary	Direct Instruction	09/09/2013	06/02/2014	$250	General education teachers, special education teachers, support staff, building administrator
Professional Development	Staff will take part in a book study on the Stickiness Principles. They will observe in peer classrooms and be involved in professional dialogue regarding their implementation of the principles.	Professional Learning	10/28/2013	05/19/2014	$250	Classroom teachers, Title One Interventionists, Special Education Teachers, Building Administrator
Data Team Process	Teachers will: a. engage in the data team process/PLC to identify students for targeted instruction b. implement enrichment and/or intervention groups based on student data c. monitor and assess student progress to adjust instruction and meet the needs of all students d. identify students with the greatest academic needs and provide additional support above core instruction, by a highly qualified teacher e. continuously engage in the data team process to modify goals/instructional strategies	Academic Support Program	10/01/2013	05/30/2014	$1000	5th grade teachers Special education staff Classroom assistants Building administrator
Instruction and Content Knowledge	Teachers will confer with ELA consultant to develop deeper understanding of district reading units, and their alignment to CCSS	Professional Learning	10/28/2013	05/19/2014	$1000	Classroom teachers, Title One Interventionists, ELA Consultant, Building Administrator
Instruction and Content Knowledge	All general education teachers will participate in grade level math professional development 2-3 times per year during the 2013-2014 school year. Trainings will be facilitated by our district mathematics consultant.	Professional Learning	10/28/2013	04/14/2014	$5000	WSD mathematics consultant, general education teachers, building administrator.

Intervention Planning	Teachers will: a. identify students with the greatest academic needs b. collaborate with Title One teachers to create a plan of intervention c. communicate intervention plans to responsible staff and parents d. implement interventions with fidelity e. monitor and assess student progress, adjusting goals and instructional strategies as appropriate to meet student needs	Academic Support Program	10/01/2013	05/26/2014	$1000	5th grade teachers Special education teachers Interventionists
Math Journaling	Teachers will model math journaling, using precise vocabulary to explain concepts.	Direct Instruction	09/09/2013	05/26/2014	$1200	General education teachers, special education teachers, building administrator
Weekly Writing Prompts	Teachers will provide writing prompts as part of morning work, once each week. Teachers will collaborate to create continuum of exemplars, and modify instruction, create strategy groups, and provide extension opportunities to meet student need. Grade levels will display exemplars once each marking period to strength vertical alignment.	Direct Instruction	09/09/2013	05/26/2014	$500	All K-5 teachers Special education staff
Graphic Organizers	Teachers will create and utilize grade level templates to support students in extracting important information from text and various media.	Direct Instruction	10/07/2013	05/26/2014	$1000	All K-5 teachers Special education staff Reading interventionists
				Total	$12200	