# School Improvement Plan

# Laura S. Haviland Elementary School

## Waterford School District

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# TABLE OF CONTENTS

## School Additional Requirements Diagnostic

## 2013-2014 School Improvement Plan for Haviland Elementary

# 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?**

Haviland Elementary School houses 334 Pre-K-5th grade students in the community of Waterford, Michigan. The student population is 80% white with less than 10% in these various subgroups; African American, Hispanic, Asian American, American Indian, and Pacific Islander. We currently have 52% male students and 48% female. Our economically disadvantaged student population (45%) has doubled over the past 5 years. The Waterford community in general is becoming more transient due to the economic downturn the past few years and families have been forced to move as they look for work. Our Haviland population is not as stable as it was in previous years. Our staff population ranges in experience from a first year teacher to those that have been in the profession for almost twenty years. The teacher turnover has been minimal in the building over the past few years with one retirement and one teacher resigning.

# 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 vision:  Inspire, educate and empower our students for their future!

The fundamental purpose of the WSD is to ensure high levels of learning for ALL students, as evidenced by the following goals:

We will ensure that all students successfully complete every course and every grade and demonstrate proficiency on local, state, and national assessments.

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

We will provide challenging learning experiences for every student every day.

We display Haviland Pride by being:  (Positive Behavior Support Program)

Proud, Respectful, Independent, Dedicated and Extraordinary Eagles

Working collaboratively in PLC teams using the Data Teams Process to analyze data and plan for instruction ensures that individual student needs are being met and in turn students will be successful.   We have implementetd the Guiding Reading Plus Program (Phase 1 and 2) to ensure we have aligned reading goals and shared intervention plans between classroom teachers and support staff.

Our entire staff has been trained in the OLWEUS Anti-Bullying Program.

# 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.**

We consistently perform above the state and district averages on the MEAP test in all subject areas.  The 2011-2012 MEAP data shows we performed better than Oakland County in 5 areas.  Our MEAP writing scores over the past two years are a point of pride for the district.   In the past two years we have worked to align our writing instruction both veritically and horizontally.  We are carefully analyzing MEAP data to target school improvment plans for areas of need.   Many of our staff members serve on district and county curriculum and school improvement teams.  This past year several teachers participated in Teacher Learning Labs and I participated in a Principal Lab to examine and improve practice.

# Additional Information

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

As we move to fully implement the Common Core State Standards teachers will engage in professional development opportunites throughout the year to aid in rolling out the shifts in practices.   Some of our teachers are working on curriculum teams to revise the district units of study to reflect these standards.  This past year we began using a new standards based report card that addresses the Common Core.

# 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.**

We involve a variety of stakeholders such as teachers, support staff, students and parents in our school improvement plannning process at Haviland Elementary.  Our teachers and support staff analyzed various common assessments and MEAP data to determine targeted areas of need.  Teachers and support staff were place on teams based on content area expertise to decide upon research-based strategies and activities for our school improvement plan.  Our teacher leadership team (teachers and support staff from a variety of grade levels and areas of expertise) then reviewed, discussed and made adjustments as needed.  A Prinicpal Round Table meeting was held on Wednesday, May 22, 2013 to involve parents in the process and include their ideas and feedback.

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

Our teacher leaderships team which consists of teachers from various grade levels and areas of expertise help lead smaller groups of teachers and support staff as they analyze data and focus on targeted areas of need.  The entire staff becomes involved in the SIP process at two times per year during staff meetings.  Students, parents and teachers survey results were analyzed and additional areas of need were targeted.  Parents were invited to participate in a Principal Round Table Meeting on May 22, 2013.

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

The teacher leadership team brings the revised plan back to the entire staff and shares any changes.  Agreement to adopt the plan is made by all and the plan is posted in the school data room.  The plan is then presented at the last PTA meeting to parents.  The plan is revisited and monitored throughout the school year.

# 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?**

We begin by taking the currently enrolled students and roll up those numbers into the various grade levels for the 2013-2014 school year. Open enrollment for incoming kindergarten students is ongoing and projected numbers are considered.  Parents are asked to fill out a form if they do not plan to return the following year.  Our final staffing projections are uploaded to the district data base.  Staffing decisions (additions and reductions) are decided at the district level taking into account overall building totals, class sizes, and the teacher/student ratios.

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

Staff recruitment is currently not a top priority as our enrollment numbers have remained consistent and we do not expect to hire.  If the situation should arise I would target male teachers to provide a  role model for our economically disadvantaged population.  Many of these students do not have a male role model in their lives. I would like to also add diversity by searching for qualified candidates that are Hispanic or African American.

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

Student enrollment trends dictate the allocated funds our building receives.   As enrollment increases funds increase to support those additional students.  As enrollment decreases funds are adjusted as needed.

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

Over the past five years our economically disadvantaged population has doubled.  We added a full time reading interventionist to support the varying needs of these students.  Additional funds are allocated to provide resources for this subgroup such as guided reading books and math manipulatives.

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

Our enrollment has remained steady over the past few years resulting in little impact on facility planning and maintenance.  We currenlty have one empty classroom which is being used as a data room.  We are adding one additional classroom next year to accomodate our special education  programming.

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

Over the past 5 years our economically disadvantaged population has increased and many students come from single parent homes.  These single parents are working to support their families and have limited times to help out at school.  We have a core group of parents that help

out on a regular basis when their schedules allow.  Our evening events have greater adult participation.

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

Our enrollment trends have remained fairly consistent over the past few years and have had little impact on professional learning and public relations.  We strive to consistenly learn and grow as a staff and provide out students with quality, research-based instruction.  We highlight our quality teachers and set high expectations for all students.

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

Our overall district declining enrollment and building level changes become challenging when decisions are made to move or lay-off staff members.   Our economically disadvantaged students come to us below grade level and our challenge is to provide enough intervention to support their varying needs.

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

We are involved in the Data Teams Process to collect, analyze, prioritize, and set goals.  Instructional strategies are agreed upon, implemented, monitored, and adjusted to advance student learning.  Positive results are highlighted and shared with all stakeholders.

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

Student attendance is something we monitor on a daily basis.  When students are not in school and missing important instruction it is difficult to advance learning and stay on grade level.  Doing "make up" work does not equate to the teacher delivered daily instruction of the classroom.

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

Attendance is monitored daily with Blackboard Connect phone calls.  When a certain number of absences are reached a note is sent home addressing the importance of being in school.  Written comunication continues as absences increase.  Parent meetings are held to reiterate the seriousness of attendance problems.  If the problem persists Oakland County sends a representative to discuss truancy and possible court action.

# Student Achievement Data for All Students

This area includes data questions.

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

Our building and state data reflects the highest achievement in reading and writing, particularily in the upper elementary grades.

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

We are showing positive growth in reading and writing across all grade levels.

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

We outperformed the state average in most grade/subject areas on the MEAP test.

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

These students are typically from families who are highly involved in their child's education. They regularly attend parent teacher conferences, volunteer for classroom activities, and openly communicate with teachers. They attend school on a regular basis, take advantage of Homework Club, and participate in many extra-curricular activities. They serve as building leaders such as student council, honor society, or safety squad.

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

This is the first year our building has had a full time reading interventionist which enable more at risk students to be serviced for reading support. We began using the Data Teams Process to carefully analyze data, set SMART goals, choose research-based instructional strategies, monitor and evaluate results.

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

The reading interventionist tracked all of her caseload students and was able to demonstrate growth. Formative and summative assessments were used to measure growth and plan for instruction in reading, math, and writing.

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

When looking at the MEAP data our highest area of need is science. Our 3rd grade students also need to improve in reading and math.

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

We had a decline in 3rd grade reading and math.  5th grade science also indicates a negative trend.

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

Our 3rd grade reading and math scores fell below the state levels of performance.

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

These students tend to be our economically disadvantaged students and those receiving some type of intervention and assistance from our student assistance team.

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

Some of our decline is due to the increase in state cut scores for the MEAP test.  The needs of our changing population are requiring more intense intervention.

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

When the state increased the cut scores on the MEAP our proficiency level decreased.  Our 3rd graders scores have dropped below the state averages, while our upper grade scores remain above the state averages.

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

With state cut scores increasing we must increase our instructional rigor.  Our PLC work needs to use the Data Teams Process effectively to analyze data and agree upon instructional next steps. We have students entering kindergarten without attending preschool.  They are playing catch up in their early elementary years. Goals are monitored and adjusted to meet the varying needs of the population.

## Subgroup Student Achievement

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

**Response:**

- White
- Female

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

**Response:**

- Male
- Economically Disadvantaged

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

The achievement gap is closing for males in 3rd grade reading and math and 5th grade reading. The gap is closing for our economically disadvantaged population in 4th grade reading and writing and 5th grade math and science.

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

Through analysis of the state MEAP trend data over the past 5 years.

**What other data support the findings?**

We also have district data from the Developmental Reading Assessment, Common Assessments, formative and summative unit testing at each grade level.

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

Working collaboratively in PLC teams using the Data Teams Process to analyze data, decide upon research-based instructional strategies, monitor and adjust intervention plans as needed due to varying needs of students.  We have increased our reading support with a full time reading interventionist.  We have implemented the district K-12 writing initiative to improve informational writing.     We provide Homework Club three days a week to assist students with assignments.

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

Our data reflects an increase in student achievement on state and local assessments.

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

Continue work in PLC teams using the Data Teams Process to carefully analyze data and determine instructional next steps.  Provide additional intervention during I/E (intervention/enrichment) time to help struggling students.  Develop shared intervention plans with school support staff to target specific areas of need.

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

•Male

**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?***

Reading and math for 3rd grade males

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

Through analysis of MEAP trend data over the past 5 years.

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

This trend is also reflected in our Developmental Reading Assessment, Common Assessment both formative and summative and the district writing prompt.

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

Our changing demographics show are students are entering 3rd grade more at risk than previous years.  We are playing catch up to get students to grade level expectations.  The number of students needing additional support outweighs the amount of support we can provide on a daily basis.

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

Students are not receiving daily, intense intervention by a highly qualified teachers.  Students are showing growth, however, start out so far behind, they don't improve enough to meet grade level expectations.

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

Intensive intervention support from a highly qualified staff member.   Shared intervention plans between all involved working with a student to target specific area of need.

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

We do not have a statistically significant population of ELL students in our population.  Data is not indicated due to the building percentage.

**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.)?**

Our certified students receive access to any and all programs offered by the school.  We work closely with our support staff to ensure that the needs of all of these students are addressed.

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

After careful analysis of data, teachers refer students to our building student assistance team.  The teams consists of the teacher, principal, resource room teacher, social worker, school psychologist, reading interventionist, and speech and language pathalogist.  We review data, look at intervention plans, schedule team observations and make recommendations.

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

We offer Homework Club three days per week.  Daily before and after school childcare is available for working parents.  We offer clubs such as Chess Club, Destination Imagination, Girl/Boy Scouts, Student Council, and National Elementary Honor Society.  To prevent summer reading loss we provide each student with a bag of summer reading books.  We subscribe to RAZ kids, a reading program, which allows students access to a number of books on the computer.

| Label | Question | Value |
|---|---|---|
|  | What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge? | 30.0 |

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

We inform parents of these opportunities via Blackboard Connect (iinternet messaging system), emails, district, building and classroom newsletters, phone calls, flyers, and face to face communication.

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

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

| Label | Question | Value |
|---|---|---|
|  | How many teachers have been teaching 4-8 years? | 3.0 |

| Label | Question | Value |
|---|---|---|
|  | How many teachers have been teaching 9-15 years? | 7.0 |

| Label | Question | Value |
|---|---|---|
|  | How many teachers have been teaching >15 years? | 9.0 |

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

About half of our staff are early in their careers and have been exposed to new approaches in education.  They are willing to try new ideas such as multiage classrooms and embrace taking a risk.  Some of our seasonsed teachers are set in their ways and are not open to change.

| Label | Question | Value |
|---|---|---|
|  | Indicate the total number of days for teacher absences due to professional learning or professional meetings. | 37.0 |

| Label | Question | Value |
|---|---|---|
|  | Indicate the total number of days for teacher absences due to illness. | 132.0 |

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

The student would not receive instruction from a higly qualified person each day a teacher were absent.  The quality of instruction with a

guest teacher diminishes which would result in adverse affects on student achievement.

# Perception Data - Students

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

The surveys indicate students feel teachers have high expectations and push them to do their best.  They feel safe at school and have many friends.  They like their teachers and feel they are learning while still having fun.

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

They feel part of their learning by developing goals with the teacher and monitoring progress toward achievement of those goals.  They feel supported when they need assistance and teachers want them to be successful.

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

The surveys indicate students want more technology building wide.  They would like additional computers in the rooms and access to iPads and Smart boards.  They are concerned about students who distract from learning and those who bully.

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

Lack of technology, behavior concerns and bullying.

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

Students are exposed to many forms of technology outside of school and would like access to it at school.  Bullying and behavior concerns distract and take time away for those here to learn.

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

We used fundraising money this year to buy each classroom an iPad.  The district is installing interactive projectors for all classrooms.  We have one rolling cart of 30 netbooks available for classroom checkout. We promote our postivie behavior support system, Haviland Pride, to encourage students to act in a respectful way and value the learning environment.

## Perception Data – Parents/Guardians

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

Our parent survey results indicate our parents are very pleased with the teaching staff at Haviland.  They feel the teachers challenge students and support them depending on varying needs.   They feel teachers are genuinely warm, caring and respectful to all students.  Parents feel they are communicated with on a regular basis and are always welcome in the classroom.

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

The survey results indicate parents feel teachers provide challenging work for students through a variety of teaching strategies and learning activities.  The school sets challenging expectations with students aware of their goals and they assist in monitoring progress.

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

Parents have expressed a concern with the student conflict that takes place during less structured part of the day such as lunch or recess.  Student safety is a major concern for parents.   Parents have expressed concern about a lack of discipline.

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

The media attention on bullying has brought this issue to the forefront for most parents.  Many conflict situations with student behavior is viewed as "bullying".  Parents are also very concerned about school safety and security.  The tragedy that happened in Newtown, CT this year resulted in parents wanting an increase in building security.

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

Media attention on bullying and school security.

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

We have instituted the OWLEUS bullying program building wide to educate staff, students, and parents about bullying.   We use our positive behavior system - Haviland Pride - to encourage students to live up to building expectations.  The district is implementing building improvements to increase safety and security measures by creating a "buzz in" system and replacing locking mechanisms building wide.

## Perception Data – Teachers/Staff

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

According to our staff survey results the data indicates they believe the entire staff sets high expectations and provides challenging work for students.  Teachers work collaboratively in PLC teams to analyze data and plan instructional next steps.

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

The district is aligning and improving units of study across all curricular areas.  PLC work is systematic with weekly opportunities for collaboration.  Professional development opportunities provided multiple times throughout the year.

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

Based on the survey results the teachers see a need for additional behavorial support when it comes to challenging students.  They also need additional resources to fully implement all curricular needs.

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

Teachers are becoming increasingly frustrated with challenging students disrupting the learning environment.   Lack of daily support to help with behavior plans and management of these students when they are experiencing difficulty.

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

The staff, especially those who have been here for a number of years, constantly refer to the changing demographics of the student population.  Students are arriving with more significant needs and there is a lack of daily support.   The additional demands of the curriculum leave little time to develop plans and deal with behavior problems.

## 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.**

Curriculum decisions are made under our Director of Curriculum and Insruction at the district level.  Under that position our highly qualified staff developers, that are content specific, work collaboratively with district academic coaches together to support teachers and develop curriculum materials.

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

The district has initiated currixulum changes to accommodate the demands of the CCSS such as unit revisions and instructional practices. Professional development opportunities for teachers and administrators are provided to increase their knowledge of CCSS and provide strategies to implement the CCSS into the building classrooms.  Building administrators conduct classroom observations to ensure fidelity.

# 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 | Students are assessed using the Developmental Reading Assessment, Common Formative and Summative Assessments<br><br>Grades 3-5 take the annual MEAP test | |

| 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/haviland/ | Haviland AER report |

| Assurance | Response | Comment | Attachment |
|---|---|---|---|
| Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file. | No | Does not apply - we are only a Preschool - 5th grade building | |

| Assurance | Response | Comment | Attachment |
|---|---|---|---|
| Our school reviews and annually updates the EDPs to ensure academic course work alignment. | No | Does not apply - we are only a preschool - 5th grade building | |

| 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.<br>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 | The Waterford School District addresses this on page 17 of the Student Code of Conduct Manual. This manual is shared with building staff members, parents, and students.<br><br>http://www.waterford.k12.mi.us/Code%20of%20Conduct/pdf/Code%20of%20Conduct%20June%202012.pdf | Waterford School District Student Code of Conduct |

| 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 | This is handled through the Waterford School District Department of Human Resources:<br><br>Karen Pugh - Executive Director of Human Resources<br>Waterford School District<br>501 N. Cass Lake Road<br>Waterford, MI 48328<br>248.682.7800 | WSD Contact List for Non-discrimination |

| 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. | No | | |

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

# 2013-2014 School Improvement Plan for Haviland Elementary

# Overview

**Plan Name**

2013-2014 School Improvement Plan for Haviland Elementary

**Plan Description**

2013-2014 Reading, Math, and Writing Goals for Haviland Elementary School

# Goals Summary

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

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|-----------|--------------|-----------|---------------|
| 1 | All students will increase reading achievement at Haviland Elementary School. | Objectives: 2<br>Strategies: 3<br>Activities: 9 | Academic | $500 |
| 2 | All students will improve math proficiency at Haviland Elementary School | Objectives: 2<br>Strategies: 2<br>Activities: 8 | Academic | $1000 |
| 3 | All students will improve writing proficiency at Haviland Elementary School. | Objectives: 2<br>Strategies: 2<br>Activities: 7 | Academic | $0 |

# Goal 1: All students will increase reading achievement at Haviland Elementary School.

**Measurable Objective 1:**

A 5% increase of All Students will demonstrate a proficiency in reading in English Language Arts by 10/31/2014 as measured by the MEAP test.

**(shared) Strategy 1:**

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

Research Cited: Fountas and Pinnell, Next Steps in Guided Reading - Jan Richardson (2009), DuFour (2006) Learning By Doing

| Activity - Professional Learning Communities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will participate in PLC teams and engage in the Data Teams Process to analyze data and plan instructional next steps. | Professional Learning | 04/18/2013 | 06/06/2014 | $0 | No Funding Required | K- 5 General Education teachers and K-5 Support Staff |

| Activity - Intervention | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will strategically place students in specific intervention and strategy groups to target specific learning needs. | Academic Support Program | 09/09/2013 | 06/06/2014 | $0 | No Funding Required | K-5 General Education teachers and K-5 Support Staff |

| Activity - Professional Learning Communities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will observe/video tape each other to align instructional practices. | Professional Learning | 09/23/2013 | 05/12/2014 | $0 | No Funding Required | K-5 General Education Teachers |

**(shared) Strategy 2:**

Targeted Instruction - Teachers will instruct students to develop reading comprehension skills.

Research Cited: Fountas and Pinnell, Goudvis & Harvey (2007) Strategies That Work: Teaching Comprehension for Understanding and Engagement

| Activity - Core Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will agree upon and implement school wide comprehension strategies. | Direct Instruction | 09/23/2013 | 05/23/2014 | $0 | No Funding Required | K-5 General Education Teacher and K-5 Support Staff |

**School Improvement Plan**
Laura S. Haviland Elementary School

| Activity - Core Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will instruct students on how to use compare/contrast strategies from multiple texts to comprehend non-fiction texts. | Direct Instruction | 09/16/2013 | 05/16/2014 | $0 | No Funding Required | K-5 General Education Teachers and K-5 Support Staff |

| Activity - Core Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will instruct students on how to use retelling/summarizing strategies from multiple texts. | Direct Instruction | 09/23/2013 | 05/23/2014 | $0 | No Funding Required | K-5 General Education teachers and K-5 Support Staff |

**(shared) Strategy 3:**

Instruction and Content Knowledge - Teachers will instruct students on how to use analyzing and inferring skills while reading texts.

Research Cited: Rosehshine, B. (2012) Principles of Instruction:  Research based strategies that all teachers should know.  DuFour (2006)  Learning By Doing

| Activity - Core Instruction | 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. | Direct Instruction | 09/30/2013 | 05/19/2014 | $0 | No Funding Required | K-5 General Education Teachers |

| Activity - Professional Learning Opportunities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will engage in professional development on the hierarchy of talk to improve instruction. | Professional Learning | 11/05/2013 | 05/26/2014 | $500 | General Fund | K-5 General Education Teachers and K-5 Support Staff |

| Activity - Targeted Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will provide additional instruction and support through strategy groups and partnership meetings. | Academic Support Program | 11/11/2013 | 05/19/2014 | $0 | No Funding Required | K-5 General Education Teachers |

**Measurable Objective 2:**

A 10% increase of Economically Disadvantaged students  will demonstrate a proficiency  in reading in English Language Arts by 10/31/2014 as measured by the MEAP test .

**(shared) Strategy 1:**

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

Research Cited: Fountas and Pinnell,  Next Steps in Guided Reading - Jan Richardson (2009), DuFour (2006) Learning By Doing

| Activity - Professional Learning Communities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will participate in PLC teams and engage in the Data Teams Process to analyze data and plan instructional next steps. | Professional Learning | 04/18/2013 | 06/06/2014 | $0 | No Funding Required | K- 5 General Education teachers and K-5 Support Staff |

| Activity - Intervention | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will strategically place students in specific intervention and strategy groups to target specific learning needs. | Academic Support Program | 09/09/2013 | 06/06/2014 | $0 | No Funding Required | K-5 General Education teachers and K-5 Support Staff |

| Activity - Professional Learning Communities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will observe/video tape each other to align instructional practices. | Professional Learning | 09/23/2013 | 05/12/2014 | $0 | No Funding Required | K-5 General Education Teachers |

**(shared) Strategy 2:**

Targeted Instruction - Teachers will instruct students to develop reading comprehension skills.

Research Cited: Fountas and Pinnell, Goudvis & Harvey (2007)  Strategies That Work:  Teaching Comprehension for Understanding and Engagement

| Activity - Core Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will agree upon and implement school wide comprehension strategies. | Direct Instruction | 09/23/2013 | 05/23/2014 | $0 | No Funding Required | K-5 General Education Teacher and K-5 Support Staff |

| Activity - Core Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will instruct students on how to use compare/contrast strategies from multiple texts to comprehend non-fiction texts. | Direct Instruction | 09/16/2013 | 05/16/2014 | $0 | No Funding Required | K-5 General Education Teachers and K-5 Support Staff |

| Activity - Core Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will instruct students on how to use retelling/summarizing strategies from multiple texts. | Direct Instruction | 09/23/2013 | 05/23/2014 | $0 | No Funding Required | K-5 General Education teachers and K-5 Support Staff |

**(shared) Strategy 3:**

Instruction and Content Knowledge - Teachers will instruct students on how to use analyzing and inferring skills while reading texts.

Research Cited: Rosehshine, B. (2012) Principles of Instruction:  Research based strategies that all teachers should know.  DuFour (2006)  Learning By Doing

| Activity - Core Instruction | 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. | Direct Instruction | 09/30/2013 | 05/19/2014 | $0 | No Funding Required | K-5 General Education Teachers |

| Activity - Professional Learning Opportunities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will engage in professional development on the hierarchy of talk to improve instruction. | Professional Learning | 11/05/2013 | 05/26/2014 | $500 | General Fund | K-5 General Education Teachers and K-5 Support Staff |

| Activity - Targeted Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will provide additional instruction and support through strategy groups and partnership meetings. | Academic Support Program | 11/11/2013 | 05/19/2014 | $0 | No Funding Required | K-5 General Education Teachers |

# Goal 2: All students will improve math proficiency at Haviland Elementary School

**Measurable Objective 1:**

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

**(shared) Strategy 1:**

Math Workshop - Teachers will learn to implement Math Workshop to deliver core math instruction.

Research Cited: S. Zemelman, H. Daniels, $ A. Hyde, Best Practices:  New Standards for Teaching and Learning in American Schools, 1998, Smarter Balance, DuFour (2009)  Learning By Doing

| Activity - Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| All classroom teachers will participate in 2-3 grade level math professional development opportunities. | Professional Learning | 09/16/2013 | 05/23/2014 | $0 | No Funding Required | K-5 General Education Teachers |

| Activity - Core Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will fully implement Math Workshop into daily instruction. | Direct Instruction | 09/09/2013 | 06/06/2014 | $0 | No Funding Required | K-5 General Education Teachers |

| Activity - Professional Learning Communities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will participate in PLC teams and engage in teh Data Teams Process to analyze data and plan instructional next steps. | Professional Learning | 09/09/2013 | 06/06/2014 | $0 | No Funding Required | K-5 General Education Teachers and K-5 Support Staff |

| Activity - Intervention | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will strategically place students in specific intervention and strategy groups to target specific learning needs. | Academic Support Program | 10/01/2013 | 06/06/2014 | $0 | No Funding Required | All K-5 General Education Teachers and K-5 Support Staff |

| Activity - Math Tools | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will demonstrate how to flexibly utilize math manipulatives and tools to solve mathematical problems and understand concepts. | Direct Instruction | 09/09/2013 | 05/23/2014 | $500 | General Fund | All K-5 General Education Teachers and K-5 Support Staff |

**(shared) Strategy 2:**

Teacher Knowledge/Instruction - All teachers will improve knowledge and instruct to develop real world problem solving skills to align with the Common Core.

Research Cited: Smarter Balance, S. Zemelman, H.Daniels, 7 A. Hyde, Best Practices:  New Standards for Teaching and Learning in America's Schools, 1998, DuFour (2009) Learning By Doing, Smarter Balance

| Activity - Professional Learning Communities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|

| Teachers will build knowledge of CCSS and grade level units through professional development and PLC work. | Professional Learning | 10/07/2013 | 05/23/2014 | $500 | General Fund | All K-5 General Education Teachers and K-5 Support Staff |

| Activity - Professional Learning Communities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will view videos from the Teaching Channel which show CCSS in action in order to improve instructional practices. | Professional Learning | 10/07/2013 | 05/23/2014 | $0 | No Funding Required | All K-5 General Education Teachers and K-5 Support Staff |

| Activity - Core Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will align instructional practices within grade levels. Teachers will incorporate Common Core math practices into daily math instruction. | Direct Instruction | 09/16/2013 | 06/06/2014 | $0 | No Funding Required | All K-5 General Education Teachers |

**Measurable Objective 2:**

A 10% increase of Economically Disadvantaged students will demonstrate a proficiency in MEAP math in Mathematics by 10/31/2014 as measured by the MEAP test.

**(shared) Strategy 1:**

Math Workshop - Teachers will learn to implement Math Workshop to deliver core math instruction.

Research Cited: S. Zemelman, H. Daniels, $ A. Hyde, Best Practices: New Standards for Teaching and Learning in American Schools, 1998, Smarter Balance, DuFour (2009) Learning By Doing

| Activity - Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| All classroom teachers will participate in 2-3 grade level math professional development opportunities. | Professional Learning | 09/16/2013 | 05/23/2014 | $0 | No Funding Required | K-5 General Education Teachers |

| Activity - Core Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will fully implement Math Workshop into daily instruction. | Direct Instruction | 09/09/2013 | 06/06/2014 | $0 | No Funding Required | K-5 General Education Teachers |

| Activity - Professional Learning Communities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|

| Teachers will participate in PLC teams and engage in teh Data Teams Process to analyze data and plan instructional next steps. | Professional Learning | 09/09/2013 | 06/06/2014 | $0 | No Funding Required | K-5 General Education Teachers and K-5 Support Staff |
|---|---|---|---|---|---|---|

| Activity - Intervention | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will strategically place students in specific intervention and strategy groups to target specific learning needs. | Academic Support Program | 10/01/2013 | 06/06/2014 | $0 | No Funding Required | All K-5 General Education Teachers and K-5 Support Staff |

| Activity - Math Tools | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will demonstrate how to flexibly utilize math manipulatives and tools to solve mathematical problems and understand concepts. | Direct Instruction | 09/09/2013 | 05/23/2014 | $500 | General Fund | All K-5 General Education Teachers and K-5 Support Staff |

**(shared) Strategy 2:**

Teacher Knowledge/Instruction - All teachers will improve knowledge and instruct to develop real world problem solving skills to align with the Common Core.

Research Cited: Smarter Balance, S. Zemelman, H.Daniels, 7 A. Hyde, Best Practices: New Standards for Teaching and Learning in America's Schools, 1998, DuFour (2009) Learning By Doing, Smarter Balance

| Activity - Professional Learning Communities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will build knowledge of CCSS and grade level units through professional development and PLC work. | Professional Learning | 10/07/2013 | 05/23/2014 | $500 | General Fund | All K-5 General Education Teachers and K-5 Support Staff |

| Activity - Professional Learning Communities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will view videos from the Teaching Channel which show CCSS in action in order to improve instructional practices. | Professional Learning | 10/07/2013 | 05/23/2014 | $0 | No Funding Required | All K-5 General Education Teachers and K-5 Support Staff |

| Activity - Core Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will align instructional practices within grade levels. Teachers will incorporate Common Core math practices into daily math instruction. | Direct Instruction | 09/16/2013 | 06/06/2014 | $0 | No Funding Required | All K-5 General Education Teachers |

# Goal 3: All students will improve writing proficiency at Haviland Elementary School.

**Measurable Objective 1:**

A 5% increase of All Students will demonstrate a proficiency in writing in English Language Arts by 10/31/2014 as measured by the MEAP test.

**(shared) Strategy 1:**

Targeted Instruction - Teachers will instruct using the District Writing Initiative across all curricular areas.

Research Cited: R. Marzano, The Art and Science of Teaching 2007, DuFour (2009) Learning By Doing, R. Marzano, Classroom Instruction That Works (2004)

| Activity - Professional Learning Communities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will participate in PLC teams and engage in the Data Teams Process to analyze data and plan instructional next steps. | Professional Learning | 09/09/2013 | 06/06/2014 | $0 | No Funding Required | All K-5 General Education Teachers and K-5 Support Staff |

| Activity - Core Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will instruct how to improve ideas and content by adding examples, evidence, and explanations. | Direct Instruction | 09/09/2013 | 06/06/2014 | $0 | No Funding Required | All K-5 General Education Teachers and K-5 Support Staff |

| Activity - Core Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will instruct, model and provide transitions to improve organizational flow throughout their writing piece. | Direct Instruction | 09/09/2013 | 06/06/2014 | $0 | No Funding Required | All K-5 General Education Teachers and K-5 Support Staff |

**(shared) Strategy 2:**

Writing Workshop Model - Teachers will effectively follow the Writing Workshop Model, aligned with the CCSS, to deliver core writing instruction.

Research Cited: R. Marzano. The Art and Science of Teaching, 2007, Lead and Learn, R. Marzano Classroom Instruction That Works (2004)

| Activity - Core Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will instruct students on how to use word choice, proper sentence structure, and character description to enhance written messages in narrative texts. | Direct Instruction | 09/23/2013 | 05/26/2014 | $0 | No Funding Required | All K-5 General Education Teachers and K-5 Support Staff |

| Activity - Professional Learning Communities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will participate in PLC teams and engage in the Data Teams Process to analyze data and plan instructional next steps. | Professional Learning | 09/09/2013 | 06/06/2014 | $0 | No Funding Required | All K-5 General Education Teachers and K-5 Support Staff |

| Activity - Core Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will align their instructional practices to teach students how to revise a peer's writing sequentially. | Direct Instruction | 09/09/2013 | 06/06/2014 | $0 | No Funding Required | All K-5 General Education Teachers and K-5 Support Staff |

| Activity - Core Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will expose students to various structures of text and provide opportunities to identify and respond to the text. | Direct Instruction | 09/09/2013 | 06/06/2014 | $0 | No Funding Required | All K-5 General Education Teachers and K-5 Support Staff |

**Measurable Objective 2:**

A 10% increase of Economically Disadvantaged students will demonstrate a proficiency in writing in English Language Arts by 10/31/2014 as measured by the MEAP test.

**(shared) Strategy 1:**

Targeted Instruction - Teachers will instruct using the District Writing Initiative across all curricular areas.

Research Cited: R. Marzano, The Art and Science of Teaching 2007, DuFour (2009) Learning By Doing,  R. Marzano, Classroom Instruction That Works  (2004)

| Activity - Professional Learning Communities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will participate in PLC teams and engage in the Data Teams Process to analyze data and plan instructional next steps. | Professional Learning | 09/09/2013 | 06/06/2014 | $0 | No Funding Required | All K-5 General Education Teachers and K-5 Support Staff |

| Activity - Core Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will instruct how to improve ideas and content by adding examples, evidence, and explanations. | Direct Instruction | 09/09/2013 | 06/06/2014 | $0 | No Funding Required | All K-5 General Education Teachers and K-5 Support Staff |

| Activity - Core Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will instruct, model and provide transitions to improve organizational flow throughout their writing piece. | Direct Instruction | 09/09/2013 | 06/06/2014 | $0 | No Funding Required | All K-5 General Education Teachers and K-5 Support Staff |

**(shared) Strategy 2:**

Writing Workshop Model - Teachers will effectively follow the Writing Workshop Model, aligned with the CCSS, to deliver core writing instruction.

Research Cited: R. Marzano. The Art and Science of Teaching, 2007, Lead and Learn, R. Marzano Classroom Instruction That Works (2004)

| Activity - Core Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will instruct students on how to use word choice, proper sentence structure, and character description to enhance written messages in narrative texts. | Direct Instruction | 09/23/2013 | 05/26/2014 | $0 | No Funding Required | All K-5 General Education Teachers and K-5 Support Staff |

| Activity - Professional Learning Communities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|

| Teachers will participate in PLC teams and engage in the Data Teams Process to analyze data and plan instructional next steps. | Professional Learning | 09/09/2013 | 06/06/2014 | $0 | No Funding Required | All K-5 General Education Teachers and K-5 Support Staff |
|---|---|---|---|---|---|---|

| Activity - Core Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will align their instructional practices to teach students how to revise a peer's writing sequentially. | Direct Instruction | 09/09/2013 | 06/06/2014 | $0 | No Funding Required | All K-5 General Education Teachers and K-5 Support Staff |

| Activity - Core Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will expose students to various structures of text and provide opportunities to identify and respond to the text. | Direct Instruction | 09/09/2013 | 06/06/2014 | $0 | No Funding Required | All K-5 General Education Teachers and K-5 Support Staff |

# Activity Summary by Funding Source

**Below is a breakdown of your activities by funding source**

**General Fund**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| Professional Learning Communities | Teachers will build knowledge of CCSS and grade level units through professional development and PLC work. | Professional Learning | 10/07/2013 | 05/23/2014 | $500 | All K-5 General Education Teachers and K-5 Support Staff |
| Math Tools | Teachers will demonstrate how to flexibly utilize math manipulatives and tools to solve mathematical problems and understand concepts. | Direct Instruction | 09/09/2013 | 05/23/2014 | $500 | All K-5 General Education Teachers and K-5 Support Staff |
| Professional Learning Opportunities | Teachers will engage in professional development on the hierarchy of talk to improve instruction. | Professional Learning | 11/05/2013 | 05/26/2014 | $500 | K-5 General Education Teachers and K-5 Support Staff |
| | | | | **Total** | $1500 | |

**No Funding Required**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| Core Instruction | Teachers will fully implement Math Workshop into daily instruction. | Direct Instruction | 09/09/2013 | 06/06/2014 | $0 | K-5 General Education Teachers |
| Core Instruction | Teachers will instruct how to improve ideas and content by adding examples, evidence, and explanations. | Direct Instruction | 09/09/2013 | 06/06/2014 | $0 | All K-5 General Education Teachers and K-5 Support Staff |
| Core Instruction | Teachers will align instructional practices within grade levels.  Teachers will incorporate Common Core math practices into daily math instruction. | Direct Instruction | 09/16/2013 | 06/06/2014 | $0 | All K-5 General Education Teachers |

| Professional Learning Communities | Teachers will view videos from the Teaching Channel which show CCSS in action in order to improve instructional practices. | Professional Learning | 10/07/2013 | 05/23/2014 | $0 | All K-5 General Education Teachers and K-5 Support Staff |
|---|---|---|---|---|---|---|
| Professional Development | All classroom teachers will participate in 2-3 grade level math professional development opportunities. | Professional Learning | 09/16/2013 | 05/23/2014 | $0 | K-5 General Education Teachers |
| Intervention | Teachers will strategically place students in specific intervention and strategy groups to target specific learning needs. | Academic Support Program | 09/09/2013 | 06/06/2014 | $0 | K-5 General Education teachers and K-5 Support Staff |
| Core Instruction | Teachers will agree upon and implement school wide comprehension strategies. | Direct Instruction | 09/23/2013 | 05/23/2014 | $0 | K-5 General Education Teacher and K-5 Support Staff |
| Intervention | Teachers will strategically place students in specific intervention and strategy groups to target specific learning needs. | Academic Support Program | 10/01/2013 | 06/06/2014 | $0 | All K-5 General Education Teachers and K-5 Support Staff |
| Targeted Instruction | Teachers will provide additional instruction and support through strategy groups and partnership meetings. | Academic Support Program | 11/11/2013 | 05/19/2014 | $0 | K-5 General Education Teachers |
| Professional Learning Communities | Teachers will participate in PLC teams and engage in the Data Teams Process to analyze data and plan instructional next steps. | Professional Learning | 09/09/2013 | 06/06/2014 | $0 | All K-5 General Education Teachers and K-5 Support Staff |
| Core Instruction | Teachers will instruct, model and provide transitions to improve organizational flow throughout their writing piece. | Direct Instruction | 09/09/2013 | 06/06/2014 | $0 | All K-5 General Education Teachers and K-5 Support Staff |
| Professional Learning Communities | Teachers will participate in PLC teams and engage in the Data Teams Process to analyze data and plan instructional next steps. | Professional Learning | 04/18/2013 | 06/06/2014 | $0 | K- 5 General Education teachers and K-5 Support Staff |
| Professional Learning Communities | Teachers will observe/video tape each other to align instructional practices. | Professional Learning | 09/23/2013 | 05/12/2014 | $0 | K-5 General Education Teachers |

**School Improvement Plan**
Laura S. Haviland Elementary School

| Core Instruction | Teachers will use the hierarchy of talk to scaffold student independence in read aloud. | Direct Instruction | 09/30/2013 | 05/19/2014 | $0 | K-5 General Education Teachers |
|---|---|---|---|---|---|---|
| Core Instruction | Teachers will instruct students on how to use word choice, proper sentence structure, and character description to enhance written messages in narrative texts. | Direct Instruction | 09/23/2013 | 05/26/2014 | $0 | All K-5 General Education Teachers and K-5 Support Staff |
| Professional Learning Communities | Teachers will participate in PLC teams and engage in the Data Teams Process to analyze data and plan instructional next steps. | Professional Learning | 09/09/2013 | 06/06/2014 | $0 | All K-5 General Education Teachers and K-5 Support Staff |
| Professional Learning Communities | Teachers will participate in PLC teams and engage in teh Data Teams Process to analyze data and plan instructional next steps. | Professional Learning | 09/09/2013 | 06/06/2014 | $0 | K-5 General Education Teachers and K-5 Support Staff |
| Core Instruction | Teachers will expose students to various structures of text and provide opportunities to identify and respond to the text. | Direct Instruction | 09/09/2013 | 06/06/2014 | $0 | All K-5 General Education Teachers and K-5 Support Staff |
| Core Instruction | Teachers will align their instructional practices to teach students how to revise a peer's writing sequentially. | Direct Instruction | 09/09/2013 | 06/06/2014 | $0 | All K-5 General Education Teachers and K-5 Support Staff |
| Core Instruction | Teachers will instruct students on how to use compare/contrast strategies from multiple texts to comprehend non-fiction texts. | Direct Instruction | 09/16/2013 | 05/16/2014 | $0 | K-5 General Education Teachers and K-5 Support Staff |
| Core Instruction | Teachers will instruct students on how to use retelling/summarizing strategies from multiple texts. | Direct Instruction | 09/23/2013 | 05/23/2014 | $0 | K-5 General Education teachers and K-5 Support Staff |
| | | | | **Total** | $0 | |