



School Improvement Plan

Thomas M. Cooley Elementary School

Waterford School District

Mrs. Susan Walton, Principal
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Waterford, MI 48329

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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?

Cooley is a K-5 elementary school of 475 students and is located in the heart of Waterford, Michigan. Cooley has seen a steady increase of students eligible for free and reduced lunch over the past three years. Currently 45% of the students at Cooley are eligible for free and reduced lunch. This is the highest amount in the history of the school. The classroom teachers at Cooley are mainly female of the 18 classrooms at the school there is only one male teacher. The biggest challenge facing Cooley is the increase of at-risk students.

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.

Inspire, educate, and empower our students for their future!

Above is the school's mission statement. We embrace this statement through offering a variety of enrichment and support opportunities for our students to ensure that they are prepared for their future when they leave Cooley. We have an additional saying at Cooley that drives much of what we do that is "Expect Excellence" we expect that from ourselves and empower others to expect that from themselves and from us.

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.

Cooley has made significant improvement in the last three years in the area of writing achievement. This has been a building focus and our achievement shows steady growth. The school is striving to improve in math achievement over the next three years while maintaining growth in writing and reading achievement.

Additional Information

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

Cooley is a school community that strives for excellence and expects everyone involved with the school to be a learner. We celebrate our successes, develop action plans to address areas of concern and have fun while we continually improve.

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.

A variety of stakeholders were involved in developing Cooley's improvement plan. A coordinating committee was developed through asking for staff volunteers. This group then set agendas and created activities to get all staff input into the school improvement plan. Activities were also planned for PTO meetings to seek parental input into the plans. Meetings were scheduled at different times of the day for each stakeholder group so as much input as possible could be gathered. Final plans were then shared with staff and also at a PTO meeting.

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

Staff, parents and students gave input into the development of the plan. Each group was able to analyze data and share where they saw weaknesses in student achievement. Parents and staff were then able to suggest possible activities to improve achievement. Parents and staff gave final approval of plan.

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

Final improvement plan was communicated to all stakeholders through a series of meetings. Each stakeholder group will be updated twice annually on progress of plan.

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?

Staff has been added to Cooley the past two years because of increased enrollment.

How do student enrollment trends affect staff recruitment?

Student enrollment has created openings at Cooley and Cooley is a well respected building within the district. Many staff members are interested in coming to Cooley.

How do student enrollment trends affect budget?

The district has allotted more resources to Cooley to support the increase in students, therefore more budget has been allocated to Cooley.

How do student enrollment trends affect resource allocations?

More resources have been allocated to Cooley to make the increase in enrollment.

How do student enrollment trends affect facility planning and maintenance?

Student enrollment increases have made facility planning more difficult. Spaces used for support staff offices have had to be converted into classroom space to accommodate students.

How do student enrollment trends affect parent/guardian involvement?

Parent involvement has maintained at a very high level while student enrollment has increased.

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

Student enrollment has not changed professional learning plans, but has increased the amount of people we need to communicate with on a regular basis.

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

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Cooley percentage of free/reduced lunch students has grown significantly over the past several years.

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

Many actions will be and are being taken to address these challenges including professional learning on small group instruction, supports be added for at-risk families and resources for effective classroom instruction.

What are the challenges you noticed based on student attendance?

Attendance is an issue for some of our most at-risk students.

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

We are implementing interventions for students and their families to help student attendance.

Student Achievement Data for All Students

This area includes data questions.

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

Our highest area of student achievement is reading.

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

Scores in 4th grade writing show a positive trend.

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

Student achievement is above state targets in reading and writing.

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

Students in the top 30% of each content area have more strategies and understand when to use different strategies based on situation.

What factors or causes contributed to improved student achievement?

Factors that contributed to improved student achievement include an aligned effort by staff that was scaffolded and implemented with fidelity across the building.

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

The tracking of individual student data and comparing data after implementation with data from years prior before aligned implementation.

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

Science is the lowest area of student achievement.

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

Science shows a negative trend in student achievement.

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

Science and math are below state targets.

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

Students in the bottom 30% of achievement in content areas are unable to transfer learning in the classroom to independent application on the assessments.

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

Factors that contributed to the decline in student achievement include curriculum gaps and an uneven implementation of curriculum within grade levels and across grade levels.

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

These factors made a negative impact because we are able to track data on individual students and see what areas on the assessments they are struggling and these areas align with the gaps in curriculum.

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

These challenges are being addressed by rewriting of curriculum and support and monitoring of implementation of rewritten curriculum.

Subgroup Student Achievement

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

Response:

- White
- Male
- Female

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?*

The achievement gap is closing in reading and writing for these students.

How do you know the achievement gap is closing?*

The analysis of student data allows us to know the achievement gap is closing.

What other data support the findings?

District and individual classroom assessments support these findings.

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

Intentional and specific interventions contributed to the gap closing.

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

Individual student data showed the positive impact on student achievement.

What actions could be taken to continue this positive trend?

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The actions that can be taken to build on this positive trend would to more broadly implement these targeted 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?*

In writing the achievement gap is greater.

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

We know the achievement gap is greater by analyzing student data results.

What other data support the findings?*

District common assessments and individual classroom assessments support these findings.

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

Students not being able to transfer learning independently from classroom instruction to assessments caused problems for students.

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

The analysis of student data let us know the factors that lead to the gap increasing.

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

Direct and systematic intervention for these students will help close the achievement gap.

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

ELL learners at Cooley are not officially a subgroup, but these students are struggling more in written expression compared to 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.)?

We ensure students with disabilities have access to the full array of intervention programs by clearing distinguishing what is core programming for all students and what programs are supplemental for students of need.

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

These students are designated through a series of academic achievement measures and also looking at social/emotional issues.

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

Students are able to receive tutoring before school from our literacy interventionist and several staff members tutor students in the summer to extend learning opportunities for students.

| Label | Question | Value |
|-------|--|-------|
| | What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge? | 5.0 |

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

Individual students are contacted and information is also in the school newsletter that is sent home to all families.

| Label | Question | Value |
|-------|---|-------|
| | What is the total FTE count of teachers in your school? | 22.0 |

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

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| Label | Question | Value |
|-------|---|-------|
| | How many teachers have been teaching 4-8 years? | 1.0 |

| Label | Question | Value |
|-------|--|-------|
| | How many teachers have been teaching 9-15 years? | 8.0 |

| Label | Question | Value |
|-------|---|-------|
| | How many teachers have been teaching >15 years? | 11.0 |

What impact might this data have on student achievement?

This might impact student achievement because of the discrepancy between levels of experience of staff members.

| Label | Question | Value |
|-------|---|-------|
| | Indicate the total number of days for teacher absences due to professional learning or professional meetings. | 98.0 |

| Label | Question | Value |
|-------|--|-------|
| | Indicate the total number of days for teacher absences due to illness. | 152.0 |

What impact might this data have on student achievement?

Teacher absence can interfere with the flow of learning for students and reduce achievement.

Perception Data - Students

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

Students really like their teachers.

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

Teaching and assessing for learning.

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

resources for students to use.

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

Resources for students to use.

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

A lack of technology implemented consistently throughout the building.

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

New technology is being implemented across the building for next school year.

Perception Data – Parents/Guardians

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

Using results for continuous improvement shows the greatest satisfaction.

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

Governance and leadership show a trend toward increasing satisfaction.

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

Resources and support systems show the lowest level of satisfaction.

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

Resources and support systems show a trend toward decreasing satisfaction.

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

For a school our size we have only part time social work support and limited other resources.

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

Next year our social work time will be increased to full-time.

Perception Data – Teachers/Staff

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

Governance and Leadership show greatest satisfaction.

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

Teaching and assessing for learning show a trend toward increasing.

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

Resources and support systems show the lowest level of satisfaction.

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

Resources and support systems show a trend toward decreasing satisfaction.

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

Lack of technology and support systems like limited social worker time are possible causes.

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.

Decisions about curriculum, instruction and assessment are made through gathering input from teachers and receiving feedback from parents. The school then works with the district curriculum staff to decide on the most effective curriculum, pedagogy and assessment tools to meet school and district goals.

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

Evidence to indicate the extent of Common Core State Standards are being implemented include:

curricular maps

lesson plans

samples of student work

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 | | |

| 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/cooley/ | |

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

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

| 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 Rd. Waterford, MI 48328 phone: 248-682-8738 | |

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

Cooley SIP Plan 2013-14

Overview

Plan Name

Cooley SIP Plan 2013-14

Plan Description

Cooley's school improvement plan with goals in reading, writing and math for 2013-14 school year

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 improve their reading proficiency. | Objectives: 1 Strategies: 1 Activities: 8 | Academic | \$7000 |
| 2 | All students will improve their math proficiency. | Objectives: 1 Strategies: 1 Activities: 9 | Academic | \$6300 |
| 3 | All students will improve their writing proficiency. | Objectives: 1 Strategies: 1 Activities: 6 | Academic | \$3600 |

Goal 1: All students will improve their reading proficiency.

Measurable Objective 1:

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

Strategy 1:

Active Reading Strategies - Teachers will explicitly teach and implement active reading strategies across all content areas.

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

| Activity - Professional Learning on Active Reading strategies | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|-------------------|---|
| Leadership will provide professional learning targeting active reading strategies including: annotating, underlining, discussion, summarizing and note taking. | Professional Learning | 08/27/2013 | 06/16/2014 | \$0 | General Fund | building principal |
| Activity - Curriculum Implementation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will, with district support, identify in curriculum where active reading strategies can be implemented in all content areas. | Implementation | 08/27/2013 | 06/16/2014 | \$0 | General Fund | District staff developers and classroom teachers. |
| Activity - Professional Reading | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| District leadership will provide copies of Focus, by Mike Schmoker for all staff members. | Professional Learning | 08/27/2013 | 06/16/2014 | \$700 | General Fund | District leadership and building principal |
| Activity - Direct & Differentiated Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will scaffold the teaching and support the use of active reading strategies by all students. | Direct Instruction | 09/03/2013 | 06/11/2014 | \$0 | General Fund | Classroom teachers and support staff |
| Activity - Data Team Process | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will utilize PLC/Data Team/Staff meeting time to share student samples of active reading strategies. | Monitor | 09/03/2013 | 06/13/2014 | \$0 | General Fund | classroom teachers and principal |

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| Activity - Teacher Coaching/Mentoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|-------------------|---------------------------------------|
| District staff development will provide monthly coaching to model, guide and provide feedback to on active reading strategies implementation. | Professional Learning | 09/03/2013 | 06/13/2014 | \$2700 | General Fund | District staff development department |

| Activity - Demonstration Classrooms | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|-------------------|--|
| Teachers will deepen their understanding of active reading strategies through participation in demonstration classrooms and/or videos. | Professional Learning | 09/03/2013 | 06/13/2014 | \$3600 | General Fund | principal, classroom teachers and district staff development department. |

| Activity - Feedback | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|-------------------|--------------------|
| Principal will provide feedback through classroom walk throughs and discussion of implementation of strategies in individual, small group and staff meetings. | Monitor | 09/03/2013 | 06/13/2014 | \$0 | General Fund | building principal |

Goal 2: All students will improve their math proficiency.

Measurable Objective 1:

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

Strategy 1:

Math Mathematical Practice #3 - Teachers will explicitly teach and provide opportunities for students to construct viable arguments and critique the reasoning of others within mathematics (math practice #3).

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

| Activity - Accountable Talk & Conversational Moves | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|-------------------|--|
| Building leadership will provide professional learning on accountable talk and conversational moves. | Professional Learning | 08/27/2013 | 06/13/2014 | \$0 | General Fund | building principal, district staff development |

| Activity - Curriculum Implementation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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| | | | | | | |
|--|-----------------------|-------------------|-----------------|--------------------------|--------------------------|---|
| Teachers will, with district support, identify in math units of study where mathematical practice #3 can be implemented. | Implementation | 08/27/2013 | 06/13/2014 | \$0 | General Fund | district math consultant, classroom teachers |
| Activity - Direct & Differentiated Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will scaffold teaching and support students constructing viable arguments and critiquing the reasoning of others. | Direct Instruction | 09/03/2013 | 06/13/2014 | \$0 | General Fund | classroom teachers |
| Activity - Data Team Process | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will utilize PLC/Data Team/staff meeting time to share student samples of constructing viable arguments and critiquing the reasoning of others. | Implementation | 09/03/2013 | 06/13/2014 | \$0 | General Fund | building principal and classroom teachers |
| Activity - Math Journals | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| District staff development will provide professional learning on math journals and show examples of effective math journals. | Professional Learning | 08/27/2013 | 06/13/2014 | \$0 | General Fund | district math consultant and classroom teachers |
| Activity - Quick Writes | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will provide students opportunities for quick writes to explain/defend or justify the thinking of others in mathematics. | Implementation | 09/03/2013 | 06/13/2014 | \$0 | General Fund | classroom teachers |
| Activity - Teacher Coaching/Mentoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| District staff development will provide monthly coaching to model, guide and provide feedback on math practice #3 within classrooms. | Professional Learning | 09/03/2013 | 06/13/2014 | \$2700 | General Fund | District staff developers and classroom teachers |
| Activity - Demonstration Classrooms | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will deepen their understanding of math practice #3 through participation in demonstration classrooms and/or videos. | Professional Learning | 09/03/2013 | 06/13/2014 | \$3600 | General Fund | district math consultant, building principal and classroom teachers |

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| Activity - Feedback | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|-------------------|--------------------|
| Principal will provide feedback through classroom walk throughs and discussion of implementation of math practice #3 in individual, small group and staff meetings. | Monitor | 09/03/2013 | 06/13/2014 | \$0 | General Fund | building principal |

Goal 3: All students will improve their writing proficiency.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency on Writing MEAP test in English Language Arts by 10/31/2014 as measured by 2014 4th grade Writing MEAP test.

Strategy 1:

Forming opinions and taking a stance in writing across content areas - Teachers will explicitly teach and provide opportunities for students to expand their writing, including evidence and examples to present a viewpoint across content areas.

Research Cited: Hattie, J (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

| Activity - Specific Details and Examples in Writing | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|-------------------|--------------------|
| Building leadership will provide professional learning on adding specific details and examples in writing to support opinions and arguments across content areas. | Professional Learning | 09/03/2013 | 06/13/2014 | \$0 | General Fund | building principal |

| Activity - Curriculum Implementation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------|------------|------------|-------------------|-------------------|--|
| Teachers will, with district support, identify in curriculum where and frequency writing with specific details and examples can be implemented. | Implementation | 09/03/2013 | 06/13/2014 | \$0 | General Fund | district staff developers and classroom teachers |

| Activity - Direct & Differentiated Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|-------------------|--------------------|
| Teachers will scaffold teaching and support students to write pieces that share an opinion or argument and defend their stance with specific details and evidence. | Direct Instruction | 09/03/2013 | 06/13/2014 | \$0 | General Fund | classroom teachers |

| Activity - Data Team Process | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|-------------------|---|
| Teachers will utilize PLC/Data Team/Staff meeting time to share examples of student writing in which students used specific details and examples to support opinion/stance. | Monitor | 09/03/2013 | 06/13/2014 | \$0 | General Fund | classroom teachers and building principal |

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| Activity - Demonstration Classrooms | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|-------------------|--|
| Teachers will deepen their understanding of using specific details and examples in writing opinions and stances across content areas through demonstration classrooms and/or videos. | Professional Learning | 09/03/2013 | 06/13/2014 | \$3600 | General Fund | building principal, classroom teachers and district staff development department |
| Activity - Feedback | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Principal will provide feedback through classroom walk throughs and discussion of writing in individual, small group and staff meetings. | Monitor | 09/03/2013 | 06/13/2014 | \$0 | General Fund | building principal |

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 |
|--|---|-----------------------|------------|------------|-------------------|--|
| Feedback | Principal will provide feedback through classroom walk throughs and discussion of writing in individual, small group and staff meetings. | Monitor | 09/03/2013 | 06/13/2014 | \$0 | building principal |
| Data Team Process | Teachers will utilize PLC/Data Team/staff meeting time to share student samples of constructing viable arguments and critiquing the reasoning of others. | Implementation | 09/03/2013 | 06/13/2014 | \$0 | building principal and classroom teachers |
| Specific Details and Examples in Writing | Building leadership will provide professional learning on adding specific details and examples in writing to support opinions and arguments across content areas. | Professional Learning | 09/03/2013 | 06/13/2014 | \$0 | building principal |
| Curriculum Implementation | Teachers will, with district support, identify in curriculum where active reading strategies can be implemented in all content areas. | Implementation | 08/27/2013 | 06/16/2014 | \$0 | District staff developers and classroom teachers. |
| Teacher Coaching/Mentoring | District staff development will provide monthly coaching to model, guide and provide feedback on math practice #3 within classrooms. | Professional Learning | 09/03/2013 | 06/13/2014 | \$2700 | District staff developers and classroom teachers |
| Curriculum Implementation | Teachers will, with district support, identify in curriculum where and frequency writing with specific details and examples can be implemented. | Implementation | 09/03/2013 | 06/13/2014 | \$0 | district staff developers and classroom teachers |
| Demonstration Classrooms | Teachers will deepen their understanding of active reading strategies through participation in demonstration classrooms and/or videos. | Professional Learning | 09/03/2013 | 06/13/2014 | \$3600 | principal, classroom teachers and district staff development department. |
| Data Team Process | Teachers will utilize PLC/Data Team/Staff meeting time to share examples of student writing in which students used specific details and examples to support opinion/stance. | Monitor | 09/03/2013 | 06/13/2014 | \$0 | classroom teachers and building principal |

School Improvement Plan

Thomas M. Cooley Elementary School

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| Professional Reading | District leadership will provide copies of Focus, by Mike Schmoker for all staff members. | Professional Learning | 08/27/2013 | 06/16/2014 | \$700 | District leadership and building principal |
| Feedback | Principal will provide feedback through classroom walk throughs and discussion of implementation of strategies in individual, small group and staff meetings. | Monitor | 09/03/2013 | 06/13/2014 | \$0 | building principal |
| Direct & Differentiated Instruction | Teachers will scaffold teaching and support students constructing viable arguments and critiquing the reasoning of others. | Direct Instruction | 09/03/2013 | 06/13/2014 | \$0 | classroom teachers |
| Professional Learning on Active Reading strategies | Leadership will provide professional learning targeting active reading strategies including: annotating, underlining, discussion, summarizing and note taking. | Professional Learning | 08/27/2013 | 06/16/2014 | \$0 | building principal |
| Curriculum Implementation | Teachers will, with district support, identify in math units of study where mathematical practice #3 can be implemented. | Implementation | 08/27/2013 | 06/13/2014 | \$0 | district math consultant, classroom teachers |
| Demonstration Classrooms | Teachers will deepen their understanding of using specific details and examples in writing opinions and stances across content areas through demonstration classrooms and/or videos. | Professional Learning | 09/03/2013 | 06/13/2014 | \$3600 | building principal, classroom teachers and district staff development department |
| Quick Writes | Teachers will provide students opportunities for quick writes to explain/defend or justify the thinking of others in mathematics. | Implementation | 09/03/2013 | 06/13/2014 | \$0 | classroom teachers |
| Accountable Talk & Conversational Moves | Building leadership will provide professional learning on accountable talk and conversational moves. | Professional Learning | 08/27/2013 | 06/13/2014 | \$0 | building principal, district staff development |
| Direct & Differentiated Instruction | Teachers will scaffold teaching and support students to write pieces that share an opinion or argument and defend their stance with specific details and evidence. | Direct Instruction | 09/03/2013 | 06/13/2014 | \$0 | classroom teachers |
| Data Team Process | Teachers will utilize PLC/Data Team/Staff meeting time to share student samples of active reading strategies. | Monitor | 09/03/2013 | 06/13/2014 | \$0 | classroom teachers and principal |
| Feedback | Principal will provide feedback through classroom walk throughs and discussion of implementation of math practice #3 in individual, small group and staff meetings. | Monitor | 09/03/2013 | 06/13/2014 | \$0 | building principal |
| Direct & Differentiated Instruction | Teachers will scaffold the teaching and support the use of active reading strategies by all students. | Direct Instruction | 09/03/2013 | 06/11/2014 | \$0 | Classroom teachers and support staff |

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|----------------------------|---|-----------------------|------------|------------|----------------|---|
| Demonstration Classrooms | Teachers will deepen their understanding of math practice #3 through participation in demonstration classrooms and/or videos. | Professional Learning | 09/03/2013 | 06/13/2014 | \$3600 | district math consultant, building principal and classroom teachers |
| Teacher Coaching/Mentoring | District staff development will provide monthly coaching to model, guide and provide feedback to on active reading strategies implementation. | Professional Learning | 09/03/2013 | 06/13/2014 | \$2700 | District staff development department |
| Math Journals | District staff development will provide professional learning on math journals and show examples of effective math journals. | Professional Learning | 08/27/2013 | 06/13/2014 | \$0 | district math consultant and classroom teachers |
| Total | | | | | \$16900 | |