School Improvement Plan

Ottawa Elementary School

Public Schools of Petoskey

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School Improvement Plan 2018-2019

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.

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	goals and plans are in ASSIST	

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools.   As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

1. All stakeholders are involved in our comprehensive needs assessment process. This involves general education classroom teachers, special education teachers, students, behavioral specialists, school improvement teams, paraprofessionals, administrators, district data coordinator, parents, Char-Em staff, Literacy and STEAM Coaches, and Board of Education. The needs assessment process is ongoing throughout the year with three primary assessment and data collection windows in the fall, winter, and spring that cover student achievement, student growth, perception, programs and processes, and student demographics (within subgroups). Needs assessments are ongoing on a daily and weekly basis among teachers, paraprofessionals, and administrators who are communicating the needs within classrooms and the building. Parent feedback is gathered throughout the year both formally and informally (e.g., parent-teacher conferences, surveys, PTO meetings, general family nights, performances, literacy nights, Title IA/31a Family Nights, newsletter feedback, school board meetings, and social media).

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

2. At the beginning, middle, and end of the school year, we use our screeners and other data sources, including but not limited to M-STEP, NWEA MAP, DIBELS, DRA, MLPP, teacher-made assessments, and formative assessments. Student percentiles (e.g., NWEA 40th percentile and below) and other norming indicators help us identify and collect monitoring data on our students. Data points are used to inform proper placement in our Multi-Tiered System of Supports and Services (MTSS) to both enter and exit a student for specialized, intervention services. Our district uses Illuminate as a data warehouse as well as our building's Excel charts, forms, and graphs.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

3. We are consistent in our approach for identifying and providing tiered services and explicit instruction within each elementary building and across the district in all K-5 buildings by grade level, content areas, and state proficiency scores.

4. For schools with preschool through grade 2:   Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

4. Preschool is not applicable for our elementary schools. However, we follow similar identification guidelines, processes, and procedures for grades K-2 in all buildings. The only difference is that we have additional teachers' formative assessments and observations to help determine student needs at these younger grades.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

1. Students receive support in all four, core, academic subjects if they meet eligibility criteria. They do no miss core instruction and there is increasingly more push-in than pullout supports. During Title IA services, students receive additional time with another adult for their individual learning needs. All services are under the direct planning and supervision of the classroom teacher. Title IA programming is provided in addition to flexible groupings and individualized attention by the classroom teacher. We also involve Literacy Coaches that model instruction for large and small group needs in the classroom, ELL supports, personalized resources, parent learning opportunities and volunteers, leveled readers, and other 31a paraprofessional supports.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

1. Title I paraprofessionals are part of the school and classroom planning team. They join teachers and the principal to review individual and group student data, and give input on what the school improvement plans should be. All staff also review the draft plan to make sure everyone understands and can support it, then we review the plan at the start of the next year to keep people focused.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

1. All K-5 teachers are embedding the Ten Essential Instructional Practices in Literacy (geln) into their instructional procedures each day and are covering these practices in multiple subject areas. They are also implementing flexible groupings, individualized learning, targeted instruction, more time, additional strategies for learning needs (e.g., manipulatives and visualizing), and our MTSS supports with priority for those students less able (farthest from) to meet the state standards in core subjects. This provides personalized instruction based upon multiple pieces of data.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

2. Our research-based (evidence-based) methods and strategies to improve overall student achievement are aligned with the Early Literacy Essential Documents: Instructional Practices (geln, Nell Duke, MDE) and MTSS (Center on Response to Intervention- Peterson, Bailey, Jackson, etc.)

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

3. Students have targeted interventions with a plan for involvement and a time for release from different levels of programing in the MTSS framework. Staff members are also involved in month CTM meetings and PLCs to discuss, monitor, and revise planning for both students who require interventions and those who may need enhanced programming.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

4. All students receive basic delivery of core instruction by their classroom teacher. Teachers provide FAPE to their students and team with/guide their Title IA and 31a paraprofessionals so that the most appropriate, supplemental opportunities are provided for students who have demonstrated a need for extended learning opportunities. This also includes special programming for our ELL students who are not yet proficient.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

1. Regular education and supplemental education are coordinated and integrated due to the alignment of communication protocols (e.g., designated/scheduled meeting times, CTM meetings, PLC meetings, aligned resources, and other communication opportunities for all involved in programming). There are also data review protocols and parent input scheduled into the school calendar. ELL students and families are supported through teachers, paraprofessionals, SIOL protocols, interpreters, and aligned ELL resources. Ottawa has no ELL students at this time.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

2. Literacy Coaches, administrators, and kindergarten teachers are in communication with area preschools and work with community agencies. Our district administrators who also attend pre-school IEPs, METs, and Initial Evaluations often visit ISD-supported preschool children. The administrators of the visit the preschool students in the spring who may be entering kindergarten in the fall. We also have (pre) Kindergarten Round Ups and (pre) Kindergarten visitations to meet new children and families.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	1. Yes, all of our Title IA and 31a paraprofessionals have 60 semester hours of higher education, received an associate's degree or higher, or have passed a state academic assessment in reading, writing, and math as a requirement of employment.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	2. Yes, all of our teachers (K-12) have passed a comprehensive state content exam (MTTC), completed a HOUSSE option, or earned an academic major (or the equivalent coursework) in the content area and grade level they teach. Many have also earned a master's degree focusing on improving the knowledge and skills to teach their content area.	

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

1. We have multiple professional development opportunities for staff and families that integrate into practices and build understanding and networking from year to year. Some of these include:

- A district STEM/STEAM Coach,

- A district Data Coach,

- 2 part-time and 1 full time district Literacy Coaches,

- SIOL training and materials,

- PLC/PD Days scheduled/planned throughout the school year,

- Staff & CTM (child study) meetings,

- Attendance at state & ISD conferences/workshops in all core areas including technology that feed back into our (school improvement) K-12 Task Forces, and

Train-the-Trainer models that incorporates learning into action plans (e.g., FOSS Science Kits, Larry Ainsworth (Teacher Efficacy), and Minecraft as a 4th grade pilot).

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

2. Our building and district have family nights and meetings that are used to create partnerships and to provide learning activities for parents and children. Our literacy coaches have also collaborated with Char-Em ISD literacy coaches to offer Literacy Nights for families throughout the entire ISD. We have also incorporated direct services to parents through meetings with teachers and our Literacy Coaches. We will continue to offer summer learning programs and before/after school tutoring. Paraprofessionals receive training from our district coaches as well as the teachers so that everyone is receiving the same instruction and information. Content-specific, ISD training is available to all staff members as well as our partnering Alcona Health staff members at least once per year. Teachers and administrators have opportunities throughout the school year depending upon their needs.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	3. Our school's professional development plan is ongoing. Part of that plan involves regular PLC meetings and aligned topics. That plan is attached.Current plan has only the month listed, as exact dates have not yet been ratified by the union and district.	PD plan for 2018 2019

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

Parents have an active voice and are involved in our stakeholder groups and meetings (e.g., school improvement, Title, PTOs). We follow the district's Board of Education Policies regarding parent involvement that includes #9410 Visitation in Classrooms, #9720 Parent Partnerships, #1015 Mission Statement, #7175 Instructional Program, #7170 Title I Programs (Federal), #7910R Site-Based Decisions, & #9100 Community Involvement.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

 Parents help create the program plan, which includes parent involvement activities and learning opportunities for parents. They also complete surveys and help us review and revise practices.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	3. Title I parental input is important in our assessment of programming and planning for future options. Along with face-to-face conversations and Title I evenings, we use a stakeholder survey through SurveyMonkey each spring and are able to extract information from the responses in a global way and also review responses for a small subgroup such as Title I parents.	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

 1. We share information throughout the year to guide parents in understanding the content standards (weekly newsletters and face to face communications), by sharing standards in parent-friendly language. Standards are also included on all work and report cards. We also discuss these with parents at conferences. We send frequent updates to parents on student progress, and explain how to read the reports.
2. through classroom open houses, Title I Nights, family nights, and summer intervention, we meet with parents in small groups and one to one to help them know how best to help their child at home. Information is shared weekly in building newsletters, and via Remind.
3. We work closely as a staff and partner with PTO to get parents involved in many different aspects of school. Staff are trained at staff meetings throughout the year on how to get parents more involved, and we try various "homework" assignments for staff to see how we can increase involvement.
4. See #3 above, plus we work closely with district and ISD literacy coaches to offer more options and opportunities for parents to get involved.
5. We use Google translate or human interpreters for those who do not speak English, and work closely with parents to provide information in terms they can understand easily.
14. When presented with a reasonable request, the principal works directly with the parent to support them as needed. This varies greatly from situation to situation.

f. see #5 above - we also work with family advocates, social workers, CMH staff, and others to support parents in any way possible to help them be more involved in their child's education.

5. Describe how the parent involvement activities are evaluated.

5. We use annual stakeholder surveys, focus groups, and parent meetings.

6. Describe how the school-parent compact is developed.

6. Our compact describes a learning partnership between the home and school. It was created and adopted through a vetting process between the school and parents and is used for all students receiving additional services provided through Title IA or 31a

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		Compact 2018-19

8. How does the school provide individual student academic assessment results in a language parents can understand?

8. We work with all parents to help them thoroughly understand their student's academic assessment results and our plans for success (e.g., iRIPs, IEPs, and other supports). For those parents who may speak or understand better in another language, we utilize interpreters, graphs, charts, and small chunks of information in a face-to-face format. These results may include but are not limited to Mi-Access, M-STEP, NWEA, classroom assessments, DIBELS, DRA, MLPP, and associated instructional extensions or interventions.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	9. The school has a Title I Parent Involvement Plan. Please note it as part of our School-Parent Compact.	Parent Involvement 2018-2019

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

10. The compact is shared annually with parents of Title I "Targeted" and 31a students at our Title I/31a meetings and during parent-teacher conferences. The compact outlines the responsibilities of the staff, parent(s), and students.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

1. Title IA and 31a dollars, as well as local funding and resources, are coordinated to provide additional supports and services to students who are not proficient in core academic subjects and also the professional development (Title IIA) that creates improved core instruction and other types of individualized supports for our students. Among local funding and resources, student receive academic and social supports through many community agencies, McKinney-Vento, the ISD, volunteers, Alcona Health, additional grants, and private sponsorships.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

2. Our elementary schools also coordinate and integrate the efforts of:
- A K-5th PBIS program,
- A K-12 Full Value Agreement program (Work as a Team, Speak Up, & Be Safe),
- Alcona Health teams that work several days a week in our schools,
- Free & reduced meals (breakfast & lunch),
- Various community agencies (CMH, DHS, CAA),
- The summer breakfast program,
- McKinney-Vento,
- Local churches,
- The Manna backpack program (food),
- Individual donations of food/clothing/toiletries,
- Char-Em ISD, and
- Our summer learning programs.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

1. Our district schools (K-5) follow the monitoring of student progress and is aligned with MDE's IRIP process (per timelines and assessments). We have a balanced assessment plan that monitors all students, is ongoing 3 times a year (minimally), and helps to create both group and individualized learning plans. This data provides a means for us to adjust student programming and in some cases enter or exit students from Title IA/31a services.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

2. The Title IA "Targeted Assistance" Program is part of our MTSS spectrum of services for students. Teachers provide additional learning opportunities for students in this program, and they work in teams with paraprofessionals to work on below-level skills that may be missing or provide additional time or materials on a current learning standard. (Special note- Paraprofessionals are not responsible for delivery of initial, core instruction.)

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

3. Teachers work with our Literacy and Data Coaches and have had training and been working on data by using Data Dialog protocols to find root causes and design action plans. This same structure continues within PLCs, CTM Meetings, and workshops.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

Stakeholders gather to review student growth and achievement at least once a trimester, and review program efficacy and implementation. Staff, parents and students are also surveyed. At the end of the year we look at all parts of the whole program and identify strengths and weaknesses, creating a plan for implementation the following year.

2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.

2. The results of our Title IA "Targeted Assist" program are evaluated in many ways. We monitor student progress by individual and subgroups through state, national, and local assessments, get parent input (e.g., Stakeholder Surveys, Title Nights, PTO, and other gatherings), and look at our students' growth in areas such as academic independence, excitement for learning, and reading for pleasure.

3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.

3. Our school is not only interested in state proficiency scores, we are also diligent about reviewing and dissecting student, subgroup, and grade level growth scores on the M-STEP and NWEA MAP tests. We review these as a building and as a district several times a year. By reviewing these and other data points at least 3 times a year, we are able to see proficiencies and growth (as it relates to projected growth), and we can then make adjustments to Title IA & 31a programming to best fit our targeted students. Overall, our targeted students have demonstrated a range of proficiencies and growth as we continue to revise services that best fit each child's needs.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

Our school is not only interested in state proficiency scores, we are also diligent about reviewing and dissecting student, subgroup, and grade level growth scores on the M-STEP and NWEA MAP tests. We review these as a building and as a district several times a year. By reviewing these and other data points at least 3 times a year, we are able to see proficiencies and growth (as it relates to projected growth), and we can then make adjustments to Title IA & 31a programming to best fit our targeted students. Overall, our targeted students have demonstrated a range of proficiencies and growth as we continue to revise services that best fit each child's needs.

School Improvement Plan 2018-2019

Overview

Plan Name

School Improvement Plan 2018-2019

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Ottawa Elementary students will increase proficiency in mathematics by meeting or exceeding state standards	Objectives: 1 Strategies: 4 Activities: 7	Academic	$62865
2	All Ottawa Elementary students will increase reading proficiency by meeting or exceeding state reading standards	Objectives: 1 Strategies: 4 Activities: 5	Academic	$28643
3	All Ottawa Elementary students will increase proficiency in science by meeting or exceeding state standards	Objectives: 1 Strategies: 4 Activities: 5	Academic	$52784
4	All Ottawa Elementary students will increase proficiency in social studies by meeting or exceeding state standards	Objectives: 1 Strategies: 1 Activities: 2	Academic	$53008
5	All Ottawa Elementary students will increase proficiency in writing across content areas by meeting or exceeding state standards	Objectives: 1 Strategies: 4 Activities: 8	Academic	$23227
6	Ottawa Elementary will raise positive climate and culture in the school.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$10796

Goal 1: All Ottawa Elementary students will increase proficiency in mathematics by meeting or exceeding state standards

Measurable Objective 1:

A 3% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by meeting or exceeding state achievement standards in Mathematics by 06/28/2019 as measured by State assessments, NWEA, district assessments and teacher observations..

Strategy 1:

Building Vocabulary - Staff will increase student mathematical knowledge through building academic vocabulary in Mathematics by helping students develop effective strategies that support vocabulary knowledge and conceptual understanding in mathematics.

Category: Mathematics

Research Cited: Feldman and Kinsella (2005). Narrowing the language gap: The case for explicit vocabulary instruction. New York: Scholastic Inc.

Marzano, R.J. 2004. Building background knowledge for academic achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Baker, Simmons, and Kame'enui (1995). Vocabulary acquisition: Synthesis of the research. (Tech. Rep.No.13) Eugene: University of Oregon, National Center to Improve the Tools of Educators.

Tier: Tier 1

Activity - Professional Learning and Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our team leaders in the area of math will attend professional learning to better understand and receive guidance in the creation of a mathematics vocabulary used K-5, and learn strategies to teach vocabulary, then train their peers. Professional learning will include the Michigan Mathematics Program Improvement (MMPI); Talk Like a Mathematician…Math vocab and discourse; Singapore Strategies; Online learning opportunities like the ISD math consultant's live binder site.	Professional Learning	Tier 1	Monitor	09/09/2015	06/28/2019	$3556	Title II Part A, General Fund	Team leaders in math

Activity - Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the strategies into their lesson plans weekly.	Direct Instruction	Tier 1	Monitor	09/09/2015	06/28/2019	$12280	General Fund	All teaching staff

Activity - Assessment and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will administer and utilize data from local assessments (NWEA, student work, unit tests, common assessments) to adjust instruction and identify students for Tier II interventions	Academic Support Program	Tier 2	Monitor	09/09/2015	06/28/2019	$4983	General Fund, Title I Part A	All teaching and support staff

Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will offer support in the areas of weakness for students who are not meeting grade level expectations as directed by the classroom teachers.	Academic Support Program	Tier 2	Monitor	09/09/2015	06/28/2019	$28766	General Fund, Section 31a, Title I Part A	Classroom teachers and title I paraprofessionals

Strategy 2:

Making Math Thinking Visible - Teachers will make math thinking visible in their instruction (modeling) and increase opportunities for students to make math thinking

visible through increased use of math manipulatives, graphic representations, think alouds (partner share, etc.),and math writing opportunities. This will occur in

all areas of math, but with an intense focus in the areas of math facts, time, money, fractions, and measurement. Special education teachers will share mental math

strategies with all staff.

Category: Mathematics

Research Cited: National Center for Education Evaluation and Regional Assistance: Institute of Educational Resource Sciences Practice Guide. NCEE2009-4060. U.S.

Department of Education.

Cleaver (2012). Hands-On Is Minds-On: Want to engage every student? Retrieved from

http://www.scholastic.com/browse/article

Giles, Pitre, & Womack (2003). Multiple intelligences and learning styles. In M. Orey (Ed.), Emerging perspectives on learning, teaching, and technology. Retrieved

from http://projects.coe.uga.edu/epltt/

The use of formative and summative assessment data has shown to increase student achievement in math.

Ainsworth, L., & Viegut, D. (2006). Common formative assessments: An essential part of the integrated

whole. Thousand Oaks, CA: Corwin.

Black, P., Harrison, C., Lee, C., Marsh, B., & William, D. (2004). Working inside the black box:

Assessment for learning in the classroom. Phi Delta Kappan, 86(1), 9 -19.

Clements, D. H., Sarama, J., & Wolfe, C. B. (2011). TEAM: Tools for early assessment in mathematics.

Columbus, OH: McGraw-Hill Education.

Foegen, A., Jiban, C. & Deno, S. (2007). Progress monitoring measures in

mathematics: A review of the literature. Journal of Special Education, 41(2), 121-

139.

Johnson, B. (2002). Instant feedback: Principles of, and techniques for, formative assessment.

Marzano, R., Pickering, D., & McTighe, J. (1993). Assessing student outcomes. Alexandria, VA:

Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Monitor Implementation of Making Math Visible	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff working to build math skills capacity in students (academic and health care aides and teachers) will receive training, implement, reflect on, and assess student growth in relationship to strategies that make math thinking visible. As a result of training, staff will more frequently and effectively use manipulatives, graphic representations, think-alouds, and mathematical writing during math instruction, as well as provide increased opportunities for students to make their own math thinking visible using similar strategies. Student misconceptions, as unveiled through making thinking visible, will be addressed through effective re-teaching strategies.	Direct Instruction	Tier 1	Monitor	09/09/2015	06/28/2019	$12280	General Fund	Teaching and support staff

Strategy 3:

Curriculum and Pedagogy - Teachers will be supported through professional development, administrative walkthroughs, noticings and wonderings feedback, and

opportunities for collaboration with Colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies for increasing student achievement. This will be monitored through 5D+ coaching and evaluation practices.

Category: Mathematics

Research Cited: Zwiers, J. (2008). Building Academic Language: Essential Practices for Content Classrooms. San Francisco, CA: Jossey-Bass.

Saphier, J. & Gower, R. (1997). The skillful teacher: Building your teaching skills. Acton MA: Research for Better Teaching.

Bransford, J. Brown, A., & Cocking, R. (2000) How people learn: Brain, mind, experience, and school. Washington DC: National Academy Press.

Tier: Tier 1

Activity - Teaching Approaches and/or Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn and use discipline specific teaching strategies to develop student understanding and achievement. Teachers will learn and use strategies to differentiate instruction for all students.	Professional Learning	Tier 1	Implement	09/05/2017	06/28/2019	$500	General Fund	Principal, teachers

Strategy 4:

Assessment for Student Learning - Teachers will be supported through professional development, administrative walkthroughs, noticings and wonderings feedback, and opportunities for collaboration with Colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies for increasing student achievement. This will be monitored through 5D+ coaching and evaluation practices.

Category: Mathematics

Research Cited: Marzano, R., Pickering, D. & Pollack, J. (2001) Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

William, D. (2011) Embedded formative assessment. Bloomington, IN: Solution Tree Press.

Stiggins, R.J., Arter, J.A., Chappuis, J. ^ Chappius, S. (2007) Classroom assessment for student learning: Doing it right -using it well. Portland, OR: Educational Testing Service.

Tier: Tier 1

Activity - Teachers and Students Using Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn and use strategies to provide formative assessments that align with learning targets. teachers will learn how to use the data, how to teach students to use the data, and students will use the data.	Professional Learning	Tier 1	Implement	09/05/2017	06/28/2019	$500	General Fund	Principal, teachers

Goal 2: All Ottawa Elementary students will increase reading proficiency by meeting or exceeding state reading standards

Measurable Objective 1:

A 1% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by meeting or exceeding state standards in Reading by 06/28/2019 as measured by State assessments, NWEA, and local assessments.

Strategy 1:

Increase use of close and critical reading strategies - Staff will implement strategies for close and critical reading.

Focus will include:

Professional Development for staff in close and critical reading.

A. Comprehension (Grades 2-5) with the emphasis on retelling/summary.

B. Word Study (Grade 2-5) with emphasis on meaning of vocabulary in context.

C. Informational Reading (Grades 2-5) with emphasis on

1. Text structure (ex: Compare/contrast, Sequence, cause and effect, problem/solution, etc.)

2. Text features (ex: headings, titles, photos, graphs, diagrams, etc.)

Category: English/Language Arts

Research Cited: Marzano, Pickering, & Pollack (2001). Classroom instruction that works. ASCD.

Weber, Nelson, & Schofield (2012). Guided highlighted reading: A close-reading strategy for navigating complex text. Maupin House Publishing Co.

Five close reading strategies to support the Common Core. http://iteachicoachiblog.blogspot.com/2012/06/five-simple-close-reading-strategies.html

Tier: Tier 1

Activity - Professional Development and Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide staff members with professional development for strategies in guided highlighted reading, summarizing, vocabulary development, and author's craft. Planning and implementation to be determined after training.	Professional Learning	Tier 1	Implement	09/09/2015	06/28/2019	$2618	General Fund, Title II Part A	Title I staff, teachers, administrator

Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will offer support in the areas of weakness for students who are not meeting grade level expectations as directed by the classroom teachers.	Academic Support Program	Tier 2	Monitor	09/09/2015	06/28/2019	$19341	Section 31a, Title I Part A, General Fund	Classroom teachers and Title I paraprofessionals

Strategy 2:

Establish consistent grade level learning targets for grammar/conventions - Staff will work to align learning targets for grades K-5 in grammar and conventions, then teach these skills to students.

Category:

Research Cited: Pickering, & Pollack (2001). Classroom instruction that works. Alexandria: ASCD.

Education Nation: Revived support for grammar instruction. http://hechingered.org/content/education-nation-revived-support-for-grammar-instruction_5638/

Grammar gallery, the research basis. Stathis, R. and Gotsch, P.http://www.teacherwritingcenter.org/explicitgrammarpaperfinal.pdf

Tier: Tier 1

Activity - Align Grammar/Convention Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work together to build a K-5 continuum of grammar and conventions learning targets.	Other	Tier 1	Getting Ready	09/09/2015	06/08/2018	$0	No Funding Required	Teachers, administrators, and academic aides K-5

Strategy 3:

Professional Collaboration - Collaboration will exist between teachers and Title I and At Risk paraprofessionals and general classroom teachers. Students identified in the needs assessment will have a written plan for interventions that are updated every ten weeks in formal meetings between teachers and paraprofessionals, with plan review happening at a mid-point in the ten weeks to make sure the additional instruction is still needed and appropriate. During the ten week intervention sessions, paraprofessional keep records of groups they met with, instruction given, and time spent with each group. This is reviewed at formal meetings with teachers every five to ten weeks. Teachers and paraprofessionals talk informally weekly.

In addition to the individual planning meetings, Title I paraprofessionals are included in after school curriculum discussions with classroom teachers twice a month, attend five PLC days with cross district grade level teachers, meet formally with the building principal five times a year, have opportunities to attend instructionally based in service trainings held by the Char-Em ISD, or have the Char-Em ISD reading consultant come in and in service title Para-pros in instructional strategies as identified during teacher/Para Pro or principal/paraprofessional meetings.

Collaboration will exist between academic paraprofessionals (Title I/31a At risk), general ed. teachers, and special ed. teachers at least 3 times (with additional PLC/PD time) a year to plan interventions for students who have difficulty in comprehension, word study and informational/narrative texts. Staff will move to meeting every 4-6 weeks, and will have transition meetings at the end of the year.

Category: English/Language Arts

Research Cited: DuFour, DuFour, Eaker, Karhanek (2004). Whatever it takes: How a professional learning community responds when kids don't learn.

Schmoker, M. (2006). Results now. ASCD.

Schmoker, M. (2011). Focus: Elevating the essentials to radically improve student learning. ASCD

The Importance of Collaboration in Teacher Professional Development, Dyer, K. https://www.nwea.org/blog/2013/the-importance-of-collaboration-in-teacher-professional-development/#sthash.T9SHE9h1.dpuf

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will focus on collaborative units (e.g., building improvement committees and grade-level PLCs) to improve overall academic performance. They will concentrate on curriculum standards and benchmarks (Common Core State Standards), analyze student data, and target strategies of best-practice for specific students and subgroups identified through their RtI/DI process.	Professional Learning	Tier 1	Monitor	09/04/2015	06/28/2019	$3684	General Fund	: PLC teams, Principal, Teaching and Learning Director, Superintendent, Teachers, Para-professionals

Strategy 4:

Purpose - Teachers will be supported through professional development, administrative walkthroughs, noticings and wonderings feedback, and opportunities for collaboration with Colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies for increasing student achievement. This will be monitored through 5D+ coaching and evaluation practices.

Category: English/Language Arts

Research Cited: Moss, C.M. & Brookhart, S. (2009). Leveling the playing field: Sharing learning targets and criteria for success. In Advancing Formative Assessment in Every Classroom (chapter 2). Alexandria, VA:Association for Supervision and Curriculum Development.

Schmoker, M. (2001). The results fieldbook: Practical strategies from dramatically improved schools. Alexandria, VA:.Association for Supervision and Curriculum Development.

Stronge, J. (2002). Qualities of effective teachers. Alexandria, VA :Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Communication of Learning Target and Success Criteria	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will learn and use strategies to clearly link lessons to previous and future lessons, and how to clearly communicate the links and learning target verbally and visually, checking for student understanding. They will also learn how to create success criteria for each target, and how to measure student success based on the criteria.	Professional Learning	Tier 1	Implement	09/05/2017	06/28/2019	$3000	General Fund	Principal, teachers

Goal 3: All Ottawa Elementary students will increase proficiency in science by meeting or exceeding state standards

Measurable Objective 1:

A 7% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency that meets or exceeds state standards in Science by 06/28/2019 as measured by State assessments and local assessments.

Strategy 1:

Incorporate science across the curriculum - Investigate various methods and enact ways to increase teaching and learning time for science across the curriculum in grades K-5.

I.1.A.1 The Common Core standards are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum/instruction practiced at the school and reflect the belief that all students should actively construct and apply knowledge.

I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's Common Core curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

II.1.A.4 The school staff maintains the focus on application of learning theory in the classroom. Staff has set an expectation that knowledge of how students learn is an essential factor in decisions related to curriculum planning, delivery, and assessment.

Category:

Research Cited:

http://www.nextgenscience.org/next-generation-science-standards

Elementary Science Coalition (research and resources). Retrieved at

http://www.elementarysciencecoalition.org/mission.php

National Academy of Sciences (2011, June 23). Science education: U.S. report recommends ways to improve K-12 STEM education, calls on policymakers.

ScienceDaily. Retrieved August 30, 2012, from http://www.sciencedaily.com/releases/2011/06/110623130937.htm

Pearce (1999). Nurturing inquiry: Real science for the elementary classroom. Heinemann.

Tier: Tier 1

Activity - - Use science texts, vocabulary, charts and graphs in multiple subject areas	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate use of science informational reading materials during core reading and/or other times. Students will use scientific charts, graphs,and tables in math, reading, and social studies.	Technology, Supplemental Materials, Direct Instruction	Tier 1		09/01/2015	06/01/2018	$22418	Title I Part A, General Fund	teachers, paraprofessionals and administrator

Strategy 2:

Professional Development -Science Strategies - Intentional professional development in how to use the FOSS science curriculum effectively, how to teach science in a hands-on way, and how to assess science taught in this manner. Teacher leaders will be trained, and will then train their peers.

Category: Science

Research Cited: Revak, M., Kuerbis, P., & Mooney, L. (2008). Linking professional development and classroom practice in science to student achievement in reading, writing, and math. Retrieved February 26, 2010, from http://pikes-peak-science.lewispalmer.schoolfusion.us/modules/groups/integrated_home.phtml?gid=993443&view_cid=55361&sessionid=42dc7eabb5f7cb70462347a86b29f1db#cid_5

Blanchard, M.R., Southerland, S.A., Osborne, J.W., Sampson, V.D., Annetta, L.A., & Granger, E.M. (2010). Is inquiry possible in light of accountability?: A quantitative comparison of the relative effectiveness of guided inquiry and verification laboratory instruction. Science Education, 94(4), 577-616

Deutscher, R. (2007). FOSS: Research: Middle school multimedia evaluation.

Dickerson, D., Clark, M., Dawkins, K., & Horne, C. (2006). Using science kits to construct content understandings in elementary schools. Journal of Elementary Science Education, 18(1), 43-56.

Kuerbis, P.J., & Mooney, L.B. (2008). Using assessment design as a model of professional development. In J. Coffey, R. Douglas, & C. Stearns (Eds.), Assessing science learning: Perspectives from research and practice (pp. 409 - 426). Arlington, VA: National Science

Tier: Tier 1

Activity - Professional Development -Science Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers K-5 will be trained in the effective use of the FOSS science curriculum, will collaborate to create and implement assessments, and will determine the pacing of instruction for each grade, as well as learn new strategies for teaching science in a more hands on manner	Materials, Direct Instruction, Curriculum Development, Professional Learning	Tier 1	Implement	04/01/2018	06/28/2019	$11798	Section 31a, General Fund	, Principal, teachers

Strategy 3:

Increase opportunities for students to engage in STEAM activities - Students need additional time and access to STEAM-related science tools, materials, and techniques

related to the Next Generation Science Standards and district required science curriculum.

Category: Science

Research Cited: a. Journal of STEM Education: Innovations and Research

www.jstem.org

b. STEM Reports | Research Supporting STEM Education

www.stemreports.com/

Haury and Rillero (1994), Perspectives of Hands-On Science Teaching. Columbus OH:The ERIC Clearinghouse for Science, Mathematics, and Environmental Education.

Jorgensen (2005), What K-8 Principals Should Know about Hands-On Science, Principal- Effective Intervention- Special Section, Volume 85 Number 2, November/December 2005, page(s) 49-52.

www.stemedcoalition.org

Tier: Tier 1

Activity - Share STEAM materials and resources across grade levels	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Store STEAM and science books, tools and materials in a central location so that teachers can access what they need without having to purchase new items at each grade level. In addition, maintain a building list of resources that teachers have stored in their own classrooms that other teachers may borrow. Purchase necessary resources for greater incorporation of STEAM units based on Next Generation Science Standards and district required curriculum. | Direct Instruction, Teacher Collaboration | Tier 1 | Monitor | 09/09/2015 | 06/28/2019 | $5244 | Other, Title I Part A, General Fund | All staff |

Activity - Schedule STEAM events in building	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At least once a month, students will be able to participate in STEAM activities at their grade level	Direct Instruction	Tier 1	Monitor	09/01/2015	06/28/2019	$2000	General Fund	All staff

Strategy 4:

Critical Thinking and Problem Solving through engineering opportunities - all teachers will incorporate more critical thinking and problem solving activities

embedded into STEAM lessons and based on Next Generation Science Standards and district required curriculum

Category: Science

Research Cited: a. Thinking Skills (creative, critical, problem solving) in Education

www.asa3.org/ASA/education/think

b. Critical Thinking Skills and Teacher Education. ERIC Digest

www.ericdigests.org/pre-929/critical.htm

c. STEM Education Coalition |

www.stemedcoalition.org/

Tier: Tier 1

Activity - Critical Thinking and Problem Solving	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will use instructional techniques to design lessons that incorporate critical thinking and problem solving in the area of engineering as it relates to STEAM initiatives and the Next Generation Science Standards and district science curriculum	Direct Instruction	Tier 1	Getting Ready	09/09/2015	06/28/2019	$11324	General Fund	All staff

Goal 4: All Ottawa Elementary students will increase proficiency in social studies by meeting or exceeding state standards

Measurable Objective 1:

A 4% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency to meet or exceed state standards in Social Studies by 06/28/2019 as measured by state assessments and local assessments.

Strategy 1:

Building Vocabulary - Teachers and paraprofessionals will use various instructional techniques to build students' knowledge and understanding of key vocabulary specific to what students are learning in Social Studies

Category: Social Studies

Research Cited: Marzano, Pickering, & Pollock (2001). Classroom instruction that works. ASCD. McRel.

Marzano. (2003 & 2005). What works in schools. ASCD.

Marzano & Pickering. (2005). Building Academic Vocabulary.ASCD

MAISA Units, C3 materials and GLCE's

Eaker, Dufour, & Dufour. (2007). A leader's companion: inspiration for professional learning communities at work.

Lubliner, S. & Smetana, L. (2005, June). The effects of comprehensive vocabulary instruction on Title I students' metacognitive word-learning skills and reading comprehension. Journal of Literacy Research. 37,163-200.

Kame'enui, E. & Bauman, J. (2012). Vocabulary instruction: Research to practice. New York: Guilford Press.

Tier: Tier 1

Activity - Teaching key vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will focus on 10-15 key vocabulary words during each unit of study in Social Studies.	Direct Instruction	Tier 1	Monitor	09/09/2015	06/28/2019	$38142	General Fund, Title I Part A	teachers and paraprofessionals

Activity - Building background knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will provide students with key background information for key vocabulary and main concepts in the social studies curriculum.	Direct Instruction	Tier 1	Monitor	09/09/2015	06/28/2019	$14866	Section 31a, Title II Part A, General Fund	teachers and paraprofessionals

Goal 5: All Ottawa Elementary students will increase proficiency in writing across content areas by meeting or exceeding state standards

Measurable Objective 1:

A 3% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency to meet or exceed state standards in Writing by 06/28/2019 as measured by state assessments, local assessments, district writing prompts and a universal rubric and prompt per grade.

Strategy 1:

Explicit and meaningful feedback - Teachers will have opportunities to work in teams to practice using established grade-level writing norms and Lucy Calkins rubrics to examine student work for the purposes of providing explicit and meaningful feedback to students

Category: English/Language Arts

Research Cited: Teaching of English 72.4 (1993): 395-422.

Black, Paul and Dylan William. "Assessment and Classroom Learning." Assessment in Education 5.1 (1998): 7-74.

Fuller, David C. "Teacher Commentary That Communicates: Practicing What We Preach in the Writing Class." Journal of Teaching Writing (1987): 307-317.

Sommers, Nancy. "Responding to Student Writing." College Composition and Communication 33.2 (1982): 148-156.

Tier: Tier 1

Activity - Providing quality feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide intentional and meaningful feedback on the structure, craft, and language conventions specifically outlined in Lucy Calkins opinion, narrative, and informational writing rubrics so that students explicitly understand how to move their writing forward.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	09/09/2015	06/28/2019	$4000	General Fund	teachers, parapros, principal

Strategy 2:

Clear writing targets - Staff will be further trained in the Lucy Caulkins grade-level writing kits and rubrics (narrative, argumentative, and informational) to fill gaps in writing resources and instruction and work toward a spiraled, consistent approach to providing clear learning targets.

Category: English/Language Arts

Research Cited: Culham, R. (2005). 6+1 Traits of Writing. Portland: Scholastic Inc.

Calkins, L. (2006). A Guide to the Writing Workshop. Portsmouth: Firsthand Heinemann.

Ray, K. W. (1999). Wondrous Words: Writers and writing in the elementary classroom. National Council of Teachers of English.

Connie Moss and Susan Brookhart (2009). Advancing Formative Assessment in Every Classroom.

Jan Chappuis (2009). Seven Strategies of Assessment for Learning.

Alberta Assessment Consortium (2005). Refocus: Looking at Assessment for Learning.

Tier: Tier 1

Activity - Grade Level Writing Expectations & Feedback Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided opportunities to unpack the Lucy Calkins grade-level writing rubrics, norm student writing with a literacy consultant, collaborate as a team to establish explicit grade-level writing expectations, and establish consistent grade-level learning targets in the areas of writing structure, development, and language conventions.	Professional Learning	Tier 1	Implement	09/01/2015	06/28/2019	$1933	General Fund, Title II Part A	Teachers, academic paraprofessionals, and administrator

Strategy 3:

Student Engagement - Teachers will be supported through professional development efforts, administrative walkthroughs, noticings and wonderings feedback, and

opportunities for professional collaboration with colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies

for increasing student engagement. Student engagement will be monitored through 5D+ coaching and evaluation practices.

Category: English/Language Arts

Research Cited: De Frondeville, T. (2009). Ten steps to better student engagement. Edutopia. http://www.edutopia.org/project-learning-teachingstrategies

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence.

Review of Educational Research, 74(1), 59-109.

Reeve, J. (2005). How teachers can promote students' autonomy during instruction: Lessons from a decade of research. Paper

presented at the Iowa Educational Research and Evaluation Association, Cedar Falls, IA.

Taylor, L. & Parsons, J. (20Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.). (2012). Handbook of research on student engagement. New York: Springer

Science+Business Media.

Wolpert, H. (2012, April 26). Student engagement stories. [Web Log Post]. Retrieved from http://www.edutopia.org/blog/studentengagement-stories-heather-

wolpertgawron

Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. Active Learning in Higher Education,

11(3), 167-17711). Improving Student Engagement. Current Issues in Education,

14(1). Retrieved from http://cie.asu.edu/

Tier: Tier 1

Activity - Ownership of learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will be provided professional development opportunities that increase the provision of opportunities and strategies for students to take ownership of their learning. The locus of control will shift to students in ways to support their learning. Teachers will receive feedback on implementation from administrators via noticings and wonderings after walkthroughs as part of the 5D+ instructional coaching and evaluation model. | Direct Instruction, Walkthrough, Professional Learning | Tier 1 | Implement | 09/05/2017 | 06/28/2019 | $2684 | General Fund | teachers, parapros, administrators |

Activity - Student-Centered Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn and use strategies that capitalize and build upon learning needs of students-academic background, life experiences, culture and language of students- for the whole group, small groups of students and individual students. Teachers will receive feedback on their use of these strategies through noticings and wonderings via administrative walkthrough feedback as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Walkthrough, Professional Learning	Tier 1	Implement	09/05/2017	06/28/2019	$2584	General Fund	Teachers, parapros, administrators

Activity - Substance of Student Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn strategies and consistently provide opportunities to increase student-to-student talk that reflects knowledge and ways of the thinking associated with the content. Students will provide evidence to support their arguments and new ideas. Teachers will receive feedback on their implementation of student talk strategies through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model	Direct Instruction, Walkthrough, Professional Learning	Tier 1	Implement	09/05/2017	06/28/2019	$2600	General Fund	Teachers, parapros and administrators

Strategy 4:

Classroom Environment & Culture - Teachers will be supported through professional development efforts, administrative walkthroughs, noticings and wonderings feedback, and opportunities for professional collaboration with colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies for creating an effective classroom environment and culture for learning. Classroom environment and culture will be monitored through 5D+

coaching and evaluation practices.

Category: English/Language Arts

Research Cited: Bucholz, Jessica L. and Julie L. Sheffler. "Creating a Warm and Inclusive Classroom Environment:

Planning for All Children to Feel Welcome." Electronic Journal for Inclusive Education,

Vol. 2, No. 4 (Spring/Summer, 2009). Accessed November 6, 2013.

Burke, Karen and Barbara Burke-Samide. "Required Changes in the Classroom Environment: It's

a Matter of Design." The Clearing House, Vol. 77, No. 6 (Jul. - Aug., 2004), pp. 236-239.

Accessed November 6, 2013.

Fraser, B. (2002). Learning environments research: Yesterday, today, and tomorrow. In S. C. Goh & M. S. Khine (Eds.), Studies in educational learning environments:

An international perspective (pp. 1–26). Singapore: World Scientific.

Freiberg, H. J. (Ed) (1999). School climate: Measuring, improving, and sustaining healthy learning

environments. London: Falmer Press.

Patrick, H., Ryan, A., & Kaplan, A. (2007). Early adolescents' perceptions of the classroom social environment, motivational beliefs, and engagement. Journal of

Educational Psychology, 99, 83–98.l learning environments: An international perspective (pp. 1–26). Singapore: World Scientific

Tier: Tier 1

Activity - Inclusive Physical Environments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive opportunities to learn about and develop physical environments that are safe and physically arranged to support student learning and the purpose of the lesson. Teachers and students will be able to use the physical arrangement of the classroom for learning. Teachers will receive feedback on the physical environment of their classroom through noticings and wonderings via walkthroughs	Direct Instruction, Walkthrough, Professional Learning	Tier 1	Implement	09/05/2017	06/28/2019	$2600	General Fund	teachers, parapros and administrators

Activity - Effective Routines & Rituals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use the routines during the lesson. Students independently use the routines during the lesson, are held accountable for their work, take ownership for their learning and support the learning of others.	Direct Instruction, Walkthroug h, Professiona l Learning	Tier 1	Implement	09/05/2017	06/28/2019	$3142	General Fund	teachers, parapros, administrat ors

Activity - Maximizing Learning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Teachers will receive support to help them effectively maximize time in service to learning, including student-managed effective transitions, and additional strategies to help maximize instructional time. Teachers will receive feedback on their use of learning time through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Walkthroug h, Professiona l Learning	Tier 1	Implement	09/05/2017	06/28/2019	$3684	General Fund	teachers, parapros, administrat ors

Goal 6: Ottawa Elementary will raise positive climate and culture in the school.

Measurable Objective 1:

collaborate to improve positive climate and culture in the school by 06/28/2019 as measured by scores collected on the parent and student surveys provided by the school district.

Strategy 1:

Climate and Culture Committee - We will create and convene a School Climate and Culture Committee

Category: School Culture

Research Cited: Gruenert, S. & Todd Whitaker. School Culture Rewired:How to Define, Assess, and Transform It. ASCD, 2015.

Middleton, Kelly, & Elizabeth Petitt. Who Cares?:Improving Public Schools Through Relationships and Customer Service. Wheat Mark, 2007.

Tier: Tier 1

Activity - Planning for improving Culture and Climate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Committee will determine two priority areas of need to improve school climate and culture.	Other	Tier 1	Getting Ready	09/03/2018	06/28/2019	$0	No Funding Required	Principal, committee members

Activity - Survey at end of year	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Have parents and students take a year end survey	Other	Tier 1	Getting Ready	03/01/2019	05/31/2019	$0	No Funding Required	Principal, teachers, technology teacher

Activity - Address Priority Needs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Committee plan two ways to address each of the two priority needs throughout the school year, and carry out planned activities to do so	Other	Tier 1	Getting Ready	09/03/2018	06/28/2019	$10796	Other, Section 31a, General Fund, Title I Part A, Title II Part A	Principal, committee

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development and Implementation	Provide staff members with professional development for strategies in guided highlighted reading, summarizing, vocabulary development, and author's craft. Planning and implementation to be determined after training.	Professional Learning	Tier 1	Implement	09/09/2015	06/28/2019	$1684	Title I staff, teachers, administrator
Teaching Approaches and/or Strategies	Teachers will learn and use discipline specific teaching strategies to develop student understanding and achievement. Teachers will learn and use strategies to differentiate instruction for all students.	Professional Learning	Tier 1	Implement	09/05/2017	06/28/2019	$500	Principal, teachers
Professional Learning and Collaboration	Our team leaders in the area of math will attend professional learning to better understand and receive guidance in the creation of a mathematics vocabulary used K-5, and learn strategies to teach vocabulary, then train their peers. Professional learning will include the Michigan Mathematics Program Improvement (MMPI); Talk Like a Mathematician…Math vocab and discourse; Singapore Strategies; Online learning opportunities like the ISD math consultant's live binder site.	Professional Learning	Tier 1	Monitor	09/09/2015	06/28/2019	$2000	Team leaders in math
Providing quality feedback	Teachers will provide intentional and meaningful feedback on the structure, craft, and language conventions specifically outlined in Lucy Calkins opinion, narrative, and informational writing rubrics so that students explicitly understand how to move their writing forward.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	09/09/2015	06/28/2019	$4000	teachers, parapros, principal

Professional Learning Communities	Staff will focus on collaborative units (e.g., building improvement committees and grade-level PLCs) to improve overall academic performance. They will concentrate on curriculum standards and benchmarks (Common Core State Standards), analyze student data, and target strategies of best-practice for specific students and subgroups identified through their RtI/DI process.	Professional Learning	Tier 1	Monitor	09/04/2015	06/28/2019	$3684	: PLC teams, Principal, Teaching and Learning Director, Superintendent, Teachers, Para-professionals
Effective Routines & Rituals	Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use the routines during the lesson. Students independently use the routines during the lesson, are held accountable for their work, take ownership for their learning and support the learning of others.	Direct Instruction, Walkthrough, Professional Learning	Tier 1	Implement	09/05/2017	06/28/2019	$3142	teachers, parapros, administrators
Grade Level Writing Expectations & Feedback Training	Teachers will be provided opportunities to unpack the Lucy Calkins grade-level writing rubrics, norm student writing with a literacy consultant, collaborate as a team to establish explicit grade-level writing expectations, and establish consistent grade-level learning targets in the areas of writing structure, development, and language conventions.	Professional Learning	Tier 1	Implement	09/01/2015	06/28/2019	$1000	Teachers, academic paraprofessionals, and administrator
Maximizing Learning Time	Teachers will receive support to help them effectively maximize time in service to learning, including student-managed effective transitions, and additional strategies to help maximize instructional time. Teachers will receive feedback on their use of learning time through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Walkthrough, Professional Learning	Tier 1	Implement	09/05/2017	06/28/2019	$3684	teachers, parapros, administrators

Share STEAM materials and resources across grade levels	Store STEAM and science books, tools and materials in a central location so that teachers can access what they need without having to purchase new items at each grade level. In addition, maintain a building list of resources that teachers have stored in their own classrooms that other teachers may borrow. Purchase necessary resources for greater incorporation of STEAM units based on Next Generation Science Standards and district required curriculum.	Direct Instruction, Teacher Collaboration	Tier 1	Monitor	09/09/2015	06/28/2019	$3000	All staff
Professional Development -Science Strategies	All teachers K-5 will be trained in the effective use of the FOSS science curriculum, will collaborate to create and implement assessments, and will determine the pacing of instruction for each grade, as well as learn new strategies for teaching science in a more hands on manner	Materials, Direct Instruction, Curriculum Development, Professional Learning	Tier 1	Implement	04/01/2018	06/28/2019	$3000	, Principal, teachers
Ownership of learning	Teachers will be provided professional development opportunities that increase the provision of opportunities and strategies for students to take ownership of their learning. The locus of control will shift to students in ways to support their learning. Teachers will receive feedback on implementation from administrators via noticings and wonderings after walkthroughs as part of the 5D+ instructional coaching and evaluation model.	Direct Instruction, Walkthrough, Professional Learning	Tier 1	Implement	09/05/2017	06/28/2019	$2684	teachers, parapros, administrators
Building background knowledge	Teachers and paraprofessionals will provide students with key background information for key vocabulary and main concepts in the social studies curriculum.	Direct Instruction	Tier 1	Monitor	09/09/2015	06/28/2019	$4824	teachers and paraprofessionals
- Use science texts, vocabulary, charts and graphs in multiple subject areas	Teachers will incorporate use of science informational reading materials during core reading and/or other times. Students will use scientific charts, graphs,and tables in math, reading, and social studies.	Technology, Supplemental Materials, Direct Instruction	Tier 1		09/01/2015	06/01/2018	$9924	teachers, paraprofessionals and administrator

Teaching key vocabulary	Teachers and paraprofessionals will focus on 10-15 key vocabulary words during each unit of study in Social Studies.	Direct Instruction	Tier 1	Monitor	09/09/2015	06/28/2019	$22648	teachers and paraprofessionals
Assessment and Intervention	Staff will administer and utilize data from local assessments (NWEA, student work, unit tests, common assessments) to adjust instruction and identify students for Tier II interventions	Academic Support Program	Tier 2	Monitor	09/09/2015	06/28/2019	$4883	All teaching and support staff
Intervention	Paraprofessionals will offer support in the areas of weakness for students who are not meeting grade level expectations as directed by the classroom teachers.	Academic Support Program	Tier 2	Monitor	09/09/2015	06/28/2019	$2250	Classroom teachers and title I paraprofessionals
Address Priority Needs	Committee plan two ways to address each of the two priority needs throughout the school year, and carry out planned activities to do so	Other	Tier 1	Getting Ready	09/03/2018	06/28/2019	$4912	Principal, committee
Communication of Learning Target and Success Criteria	Teachers will learn and use strategies to clearly link lessons to previous and future lessons, and how to clearly communicate the links and learning target verbally and visually, checking for student understanding. They will also learn how to create success criteria for each target, and how to measure student success based on the criteria.	Professional Learning	Tier 1	Implement	09/05/2017	06/28/2019	$3000	Principal, teachers
Substance of Student Talk	Teachers will learn strategies and consistently provide opportunities to increase student-to-student talk that reflects knowledge and ways of the thinking associated with the content. Students will provide evidence to support their arguments and new ideas. Teachers will receive feedback on their implementation of student talk strategies through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model	Direct Instruction, Walkthrough, Professional Learning	Tier 1	Implement	09/05/2017	06/28/2019	$2600	Teachers, parapros and administrators

Monitor Implementation of Making Math Visible	Staff working to build math skills capacity in students (academic and health care aides and teachers) will receive training, implement, reflect on, and assess student growth in relationship to strategies that make math thinking visible. As a result of training, staff will more frequently and effectively use manipulatives, graphic representations, think-alouds, and mathematical writing during math instruction, as well as provide increased opportunities for students to make their own math thinking visible using similar strategies. Student misconceptions, as unveiled through making thinking visible, will be addressed through effective re-teaching strategies.	Direct Instruction	Tier 1	Monitor	09/09/2015	06/28/2019	$12280	Teaching and support staff
Inclusive Physical Environments	Teachers will receive opportunities to learn about and develop physical environments that are safe and physically arranged to support student learning and the purpose of the lesson. Teachers and students will be able to use the physical arrangement of the classroom for learning. Teachers will receive feedback on the physical environment of their classroom through noticings and wonderings via walkthroughs	Direct Instruction, Walkthrough, Professional Learning	Tier 1	Implement	09/05/2017	06/28/2019	$2600	teachers, parapros and administrators
Schedule STEAM events in building	At least once a month, students will be able to participate in STEAM activities at their grade level	Direct Instruction	Tier 1	Monitor	09/01/2015	06/28/2019	$2000	All staff
Lesson Planning	Teachers will incorporate the strategies into their lesson plans weekly.	Direct Instruction	Tier 1	Monitor	09/09/2015	06/28/2019	$12280	All teaching staff
Teachers and Students Using Formative Assessments	Teachers will learn and use strategies to provide formative assessments that align with learning targets. teachers will learn how to use the data, how to teach students to use the data, and students will use the data.	Professional Learning	Tier 1	Implement	09/05/2017	06/28/2019	$500	Principal, teachers

Critical Thinking and Problem Solving	Teachers will use instructional techniques to design lessons that incorporate critical thinking and problem solving in the area of engineering as it relates to STEAM initiatives and the Next Generation Science Standards and district science curriculum	Direct Instruction	Tier 1	Getting Ready	09/09/2015	06/28/2019	$11324	All staff
Student-Centered Instruction	Teachers will learn and use strategies that capitalize and build upon learning needs of students-academic background, life experiences, culture and language of students- for the whole group, small groups of students and individual students. Teachers will receive feedback on their use of these strategies through noticings and wonderings via administrative walkthrough feedback as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Walkthrough, Professional Learning	Tier 1	Implement	09/05/2017	06/28/2019	$2584	Teachers, parapros, administrators
Intervention	Paraprofessionals will offer support in the areas of weakness for students who are not meeting grade level expectations as directed by the classroom teachers.	Academic Support Program	Tier 2	Monitor	09/09/2015	06/28/2019	$1000	Classroom teachers and Title I paraprofessionals

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level Writing Expectations & Feedback Training	Teachers will be provided opportunities to unpack the Lucy Calkins grade-level writing rubrics, norm student writing with a literacy consultant, collaborate as a team to establish explicit grade-level writing expectations, and establish consistent grade-level learning targets in the areas of writing structure, development, and language conventions.	Professional Learning	Tier 1	Implement	09/01/2015	06/28/2019	$933	Teachers, academic paraprofessionals, and administrator

Professional Learning and Collaboration	Our team leaders in the area of math will attend professional learning to better understand and receive guidance in the creation of a mathematics vocabulary used K-5, and learn strategies to teach vocabulary, then train their peers. Professional learning will include the Michigan Mathematics Program Improvement (MMPI); Talk Like a Mathematician…Math vocab and discourse; Singapore Strategies; Online learning opportunities like the ISD math consultant's live binder site.	Professional Learning	Tier 1	Monitor	09/09/2015	06/28/2019	$1556	Team leaders in math
Address Priority Needs	Committee plan two ways to address each of the two priority needs throughout the school year, and carry out planned activities to do so	Other	Tier 1	Getting Ready	09/03/2018	06/28/2019	$311	Principal, committee
Building background knowledge	Teachers and paraprofessionals will provide students with key background information for key vocabulary and main concepts in the social studies curriculum.	Direct Instruction	Tier 1	Monitor	09/09/2015	06/28/2019	$1244	teachers and paraprofessionals
Professional Development and Implementation	Provide staff members with professional development for strategies in guided highlighted reading, summarizing, vocabulary development, and author's craft. Planning and implementation to be determined after training.	Professional Learning	Tier 1	Implement	09/09/2015	06/28/2019	$934	Title I staff, teachers, administrator

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Planning for improving Culture and Climate	Committee will determine two priority areas of need to improve school climate and culture.	Other	Tier 1	Getting Ready	09/03/2018	06/28/2019	$0	Principal, committee members
Align Grammar/Convention Learning Targets	Staff will work together to build a K-5 continuum of grammar and conventions learning targets.	Other	Tier 1	Getting Ready	09/09/2015	06/08/2018	$0	Teachers, administrators, and academic aides K-5
Survey at end of year	Have parents and students take a year end survey	Other	Tier 1	Getting Ready	03/01/2019	05/31/2019	$0	Principal, teachers, technology teacher

Other

School Improvement Plan
Ottawa Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Share STEAM materials and resources across grade levels	Store STEAM and science books, tools and materials in a central location so that teachers can access what they need without having to purchase new items at each grade level. In addition, maintain a building list of resources that teachers have stored in their own classrooms that other teachers may borrow. Purchase necessary resources for greater incorporation of STEAM units based on Next Generation Science Standards and district required curriculum.	Direct Instruction, Teacher Collaboration	Tier 1	Monitor	09/09/2015	06/28/2019	$1000	All staff
Address Priority Needs	Committee plan two ways to address each of the two priority needs throughout the school year, and carry out planned activities to do so	Other	Tier 1	Getting Ready	09/03/2018	06/28/2019	$250	Principal, committee

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Share STEAM materials and resources across grade levels	Store STEAM and science books, tools and materials in a central location so that teachers can access what they need without having to purchase new items at each grade level. In addition, maintain a building list of resources that teachers have stored in their own classrooms that other teachers may borrow. Purchase necessary resources for greater incorporation of STEAM units based on Next Generation Science Standards and district required curriculum.	Direct Instruction, Teacher Collaboration	Tier 1	Monitor	09/09/2015	06/28/2019	$1244	All staff
Teaching key vocabulary	Teachers and paraprofessionals will focus on 10-15 key vocabulary words during each unit of study in Social Studies.	Direct Instruction	Tier 1	Monitor	09/09/2015	06/28/2019	$15494	teachers and paraprofessionals
Address Priority Needs	Committee plan two ways to address each of the two priority needs throughout the school year, and carry out planned activities to do so	Other	Tier 1	Getting Ready	09/03/2018	06/28/2019	$3124	Principal, committee

Intervention	Paraprofessionals will offer support in the areas of weakness for students who are not meeting grade level expectations as directed by the classroom teachers.	Academic Support Program	Tier 2	Monitor	09/09/2015	06/28/2019	$15518	Classroom teachers and title I paraprofessionals
Intervention	Paraprofessionals will offer support in the areas of weakness for students who are not meeting grade level expectations as directed by the classroom teachers.	Academic Support Program	Tier 2	Monitor	09/09/2015	06/28/2019	$12742	Classroom teachers and Title I paraprofessionals
- Use science texts, vocabulary, charts and graphs in multiple subject areas	Teachers will incorporate use of science informational reading materials during core reading and/or other times. Students will use scientific charts, graphs,and tables in math, reading, and social studies.	Technology, Supplemental Materials, Direct Instruction	Tier 1		09/01/2015	06/01/2018	$12494	teachers, paraprofessionals and administrator
Assessment and Intervention	Staff will administer and utilize data from local assessments (NWEA, student work, unit tests, common assessments) to adjust instruction and identify students for Tier II interventions	Academic Support Program	Tier 2	Monitor	09/09/2015	06/28/2019	$100	All teaching and support staff

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development -Science Strategies	All teachers K-5 will be trained in the effective use of the FOSS science curriculum, will collaborate to create and implement assessments, and will determine the pacing of instruction for each grade, as well as learn new strategies for teaching science in a more hands on manner	Materials, Direct Instruction, Curriculum Development, Professional Learning	Tier 1	Implement	04/01/2018	06/28/2019	$8798	, Principal, teachers
Intervention	Paraprofessionals will offer support in the areas of weakness for students who are not meeting grade level expectations as directed by the classroom teachers.	Academic Support Program	Tier 2	Monitor	09/09/2015	06/28/2019	$10998	Classroom teachers and title I paraprofessionals
Intervention	Paraprofessionals will offer support in the areas of weakness for students who are not meeting grade level expectations as directed by the classroom teachers.	Academic Support Program	Tier 2	Monitor	09/09/2015	06/28/2019	$5599	Classroom teachers and Title I paraprofessionals

Building background knowledge	Teachers and paraprofessionals will provide students with key background information for key vocabulary and main concepts in the social studies curriculum.	Direct Instruction	Tier 1	Monitor	09/09/2015	06/28/2019	$8798	teachers and paraprofessionals
Address Priority Needs	Committee plan two ways to address each of the two priority needs throughout the school year, and carry out planned activities to do so	Other	Tier 1	Getting Ready	09/03/2018	06/28/2019	$2199	Principal, committee