



School Improvement Plan

Sheridan School

Public Schools of Petoskey

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TABLE OF CONTENTS

Introduction	1
Improvement Plan Assurance	
Introduction	3
Improvement Plan Assurance	4
Title I Targeted Assistance Diagnostic	
Introduction	6
Component 1: Needs Assessment	7
Component 2: Services to Eligible Students	9
Component 3: Incorporated Into Existing School Program Planning	10
Component 4: Instructional Strategies	11
Component 5: Title I and Regular Education Coordination	12
Component 6: Instruction by Highly Qualified Staff	13
Component 7: High Quality and Ongoing Professional Development/Learning	14
Component 8: Strategies to Increase Parental Involvement	16
Component 9: Coordination of Title I and Other Resources	19
Component 10: Ongoing Review of Student Progress	20
Evaluation	21

Overview 23

Goals Summary 24

 Goal 1: Mathematics Achievement 25

 Goal 2: Reading Achievement 29

 Goal 3: Science Proficiency 33

 Goal 4: Social Studies Proficiency 37

 Goal 5: Writing Achievement 39

 Goal 6: Positive Climate and Culture 43

Activity Summary by Funding Source 44

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 will be based on relevant student data.	

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?

The Sheridan Elementary staff works to include the insights of the various stakeholders in our building. There are regular reviews of building committees, including student/parent surveys, student assessments, and general educational programming. The building committees include: CAFÉ (math/reading), STEM/STEAM, district data, district TLC, and technology.

Specific committees meet monthly to review and dissect data to make informed curriculum decisions. Academically, Sheridan Elementary School uses a balanced assessment approach to ascertain levels of student achievement and areas of strengths and weaknesses (K-5th) in all core five content areas (e.g., reading, writing, math, science, and social studies) to determine building needs. A variety of evaluation instruments comprise our balanced assessment plan. Data sources include:

- DRA: Progress monitoring 3+ times per year.
- NWEA: Administered 3 times annually by classroom teachers (1st-5th) (math, reading, language-1 time year)
- MLPP: administered 2 times per year in grade K by classroom teachers
- DIBELS: administered 3 times per year to K-2 and progress monitored
- District PLC's working to develop common grade level assessments
- Sheridan Student/Parent annual survey
- Petoskey District Parent/Staff annual survey (online)
- Demographics such as free and reduced lunch, attendance, at-risk, ELL, homeless

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?

Throughout the school year our teaching and support staff work together with administration and parents to support students in all grades, K-5th, who need additional assistance in order to meet grade level goals and content expectations that align with Michigan's standards. Multiple measures indicating performance trends are used to identify participating students. Especially at the beginning of the school year, teachers and academic tutors work together to assess the needs of continuing and new students, and identify students in need of Title I support. Needs are identified through the use of the following assessments: M-STEP, NWEA, DIBELS, DRA2, MLPP, common grade level assessments, and ongoing formative assessments. Determinations are based on student performance (percentiles: ie: NWEA 30th percentile and below), norm-referenced data points, and ongoing data collection and review. MTSS processes are in place to provide the appropriate supports and services for our students. Illuminate has been incorporated to help guide our efforts and monitoring of student growth and performance.

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.

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.

In order to coordinate preschool educational programs with classroom and Title I instruction, Petoskey Public Schools communicates with Head Start, Great Start, day care providers, preschool programs, and parents about student achievement and future goals. Preschool educators and parents attend many of the same workshops and meetings with our Kindergarten teachers. Area preschools also provide our staff with MLPP assessment information on each child attending compensatory programs. In addition, preschool families are transitioned to district schools through our kindergarten orientation and guided tours of the school. We do not house a preschool program as Sheridan Elementary.

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.

Students receive support in the four core academic areas, based on eligibility and need. This support is provided outside of the core instructional time and is largely supported through a 'push-in' structure. These services and supports are provided under the direct planning and supervision of the classroom teachers. This also opens the opportunity for flexible groupings and more focused attention from the classroom teacher. We also have a Literacy Coaching model that supports large and small group needs, ELL supports, personalized resources and instruction, parent learning and outreach opportunities, outside volunteers, leveled readers, and 31A 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?

Sheridan's teacher work in collaboration with our Title I/academic tutors, meeting monthly to rank order students from those with the highest needs to those with the lowest. Decisions are then made concerning eligibility for Title I support in Tiers II and III. Intervention groups are reorganized as needed throughout the school year to ensure that academic needs of targeted students are being met. Student intervention plans include strategies from ELA, mathematics, social studies, and science. Sheridan's Title I parents are informed of their child's eligibility and given the "Parent-Student-School Compact" to review, sign, and return to the Title I/academic tutors. In the areas of reading, writing, math, social studies, and science interventions are given by the Title I/academic tutors. These interventions include groups of no more than five and added assistance in the classroom, whether it be one-on-one or small group. These interventions are in addition to core instruction.

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?

All Petoskey K-5 teachers are embedding the Ten Essential Instructional Literacy Practices (GELN) into their daily procedures and instruction, covering multiple subject areas. They are also utilizing flexible groupings, individualized learning, targeted instruction, additional time/strategies, and our MTSS supports with a focus on our students who historically under perform on state and local assessments. This approach allows us to personalize our instruction based on a variety of data points and measures.

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

The evidence(research) based methods that we have incorporated 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.

Intervention time is in addition to protected time in core instruction. Strategies can be very focused on areas recognized in the general education classroom. The CTM process, coupled with PLC's allows us to discuss, monitor, and revise planning for our students requiring intervention, as well as extended/enhanced programming.

The Public Schools of Petoskey has a comprehensive extended learning program called PALS. This program provides math and reading enrichment to identified students from all 4 elementary schools. A certified teacher and aide provide an enriching experience for these students. At Sheridan we also offer after school enrichment through our Kids Club activities.

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

Core instruction time in math (60 minutes) and reading (90 minutes) are protected in our building's instructional schedule. Our Title I intervention program is structured around a push-in approach, and/or scheduled for pull out intervention during times when it would not impact the core curricular instruction that students need in their primary classroom. FAPE and ELL needs are also considered when providing this supplemental programming and support.

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?

Academic tutors are an integral part of our Sheridan team. They coordinate with our teachers and support classroom instruction and students' learning, providing intervention in and out of the classroom. They are part of making building decisions and promoting student success. Classroom teachers will collaborate with academic tutors monthly for the development of individual student plans based on the DRA and other assessments. The intent of the meetings is to plan additional time building background knowledge and/ or re-teaching of concepts. Between each meeting, teachers will informally communicate with the tutors to review individual student's progress and adjust plans as necessary. Staff keeps updated intervention logs for each Tier II, Tier III, and ELL student receiving interventions. Logs and assessment data are reviewed often to determine a child's eligibility for Title I and/or ELL services.

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.

Sheridan hosts a kindergarten round-up in the spring of each year. In August, we host a "Beginergarten" experience in order to acclimate new kindergartners and their parents to our school. Transition meetings are held with preschool staff and parents in the community. Enrollment information is shared in preschool programs and on the district website. Our Literacy Coaches, administrators, and kindergarten teachers are also in communication with the area preschools and work with the various connected community agencies. Principals attend pre-school IEP's, MET's, and Initial Evaluations as needed, or requested.

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	We are very diligent at making sure that all of our Title I instructional aides meet NCLB Highly Qualified requirements. All aides have either 60 semester hours, higher education degrees, 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	All teachers meet NCLB requirements for highly qualified. In addition, the vast majority of our teachers possess advanced degrees including Masters and Ed Specialist degrees.	

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?

Our Title I staff participate in much of our ongoing professional development learning opportunities with teachers. Teachers also train our Title I aides in research based instructional strategies to use with our targeted students.

Sheridan uses the results of the comprehensive needs assessment to examine professional development needs. Teachers and tutors take advantage of opportunities that address our Goals, Objectives and Strategies.

- A district STEM/STEAM Coach
- A district Data Coach
- District Literacy Coaches (2 full time; 1 part time)
- SIOL training and materials
- PLC/PD Days scheduled and planned during the year
- Staff & CTM (child study) meetings
- CAFÉ training and meetings
- Building visitations and observations (committees and individual teachers)
- Sate and ISD training workshops in all core areas, as related to our School Improvement goals and plans

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?

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 our ISD. We have incorporated direct services to parents through meetings with teachers and our Literacy Coaches. Summer learning programs and before/after school tutoring programs are also in place. Paraprofessionals receive training from our district Literacy Coaches as well as our Alcona Health staff at least annually. Teachers and administrators have ongoing opportunities to attend professional development throughout the year, based on their needs.

School Improvement Plan

Sheridan School

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	Our school and district PD plan is ongoing. There are regular PLC meetings and aligned topics that help to support our plan. The plan is attached, however the plan is based only on the month, as exact dates have not yet been finalized.	sheridan elementary school retreat agendapdf.pdf 2018-2019 District PD Plan

Component 8: Strategies to Increase Parental Involvement

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

Sheridan's Teaching and Learning Committee (school improvement team) meets regularly and includes parent members. We have an active PTO here that involves parents and staff and facilitates numerous activities in our school. Title 1/31A parents/guardians are will be members of the Sheridan School Improvement team. Sheridan's School Improvement planning team will meet regularly to review and discuss information on programs and services and to solicit the suggestions on program development and evaluation.

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

Parents will help to provide input and insight as we work together to create the plan, as it will involve parent activities and learning opportunities for parents. Surveys and feedback opportunities are also utilized to assist with program development.

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	Title I parental input is important in our assessment of programming and planning for future opportunities. We are working to expand the opportunities that parents will have to share their insights and make suggestions regarding our programs. We conduct formal annual parent/student surveys at the both district and school level as well as a separate Title I survey.	

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

Staff will evaluate activities based on attendance and level of involvement, as well as parent response and feedback. Parent feedback is invited and encouraged when planning new events. Below are some examples of our parent involvement.

- Attendance at parent/teacher conferences is nearly 100% both in the fall and spring.
- The PTO meets monthly and is open to all families.
- Weekly classroom newsletters and bi-weekly school newsletters.
- Classroom/School Open Houses
- Grade Level Family Nights

School Improvement Plan

Sheridan School

- ISD Literacy Nights
- Access and communication directly with building principal
- Coordination with outside agencies, family advocates, social workers, CMH

5. Describe how the parent involvement activities are evaluated.

Annual stakeholder surveys, focus groups, parent meetings, and general conversations regarding programs and activities.

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

The compact describes our 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	<p>The compact was developed by teachers and academic tutors and shared with parents at annual meetings for feedback. See attached.</p> <p>This compact is sent home in the fall after it is determined who may qualify for Title 1 services. Parents are contacted directly by the teacher prior to receiving the compact. During parent/teacher conferences, teachers and parents review the parent commitment component of the compact to ensure student success.</p>	

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

We work with all parents to help them to understand their student's academic assessment results and our plans for success, such as IRIP's, IEP's, and other supports. For any parent who may need language support, we utilize interpreters, graphs, charts, and smaller pieces of information in a personal meeting. These assessment results may include MI-Access, M-STEP, NWEA, classroom assessments, DIBELS, DRA, MLPP, or various other associated instructional extensions or interventions.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	The school has a Title I Parent Involvement Plan. Please note it as part of our School-Parent Compact.	Parent Involvement 2018-19

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

The parent compact is available to all parents at parent-teacher conferences and is referenced during conferences. The compact is also referenced during our Title I parent night and meetings. 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.

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. Thanks to local funding and resources, our students receive academic and social supports through the various community agencies, McKinney-Vento, Char-Em ISD, volunteers, Alcona Health Services, additional grants, and private donations and 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.

The following demonstrates a coordinated and integrated effort to provide the following supports:

- K-5 PBIS programming
- K-12 Full Value Agreement (Work As a Team - Speak Up - Be Safe)
- Alcona Health teams
- Free & Reduced Meals
- Various Community Agencies (CMH, DHS, etc.)
- The Summer Breakfast Program
- McKinney-Vento
- Local Churches
- The Manna Backpack Program (food)
- Individual Donations of food/clothing/toiletries
- Char-Em ISD
- PPS Summer Learning Programs

Component 10: Ongoing Review of Student Progress

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

As students complete assessments periodically throughout the year, Sheridan teachers and Title I/academic tutors receive achievement data for their students in reading, writing, ELA, and math. We have noticed an increase in the number of students exiting Title 1 services. Assessment results are recorded from the DRA, writing assessments, NWEA, MLPP, and DIBELS Benchmarks are given three times a year. For Title I students, more frequent and in depth progress monitoring is essential. This frequent review of data allows us to sustain flexible grouping and provide individualized student supports.

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.

The Title IA "Targeted Assistance" program is part of the MTSS structure to provide services and support for our students. Teachers provide additional learning opportunities for students in this program, and they work in teams with our paraprofessionals to improve below-level skills that may be missing or require additional time/resources to progress. Our paraprofessionals work in a supportive capacity with our teachers to support 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.

Our teachers work in collaboration with our district Literacy Coaches and have had specific training in reviewing assessment data to determine the root causes of academic gaps. This same structure continues with PLC's, CTM meetings and other workshops and professional development.

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.

Sheridan's school improvement team will formally meet at least 3 times per year to go over the school improvement plan, look at assessment results and determine whether our plan is on target for helping all students learn. Survey data is also considered during this evaluation process. At the end of the year the all components will be reviewed and evaluated to identify program 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.

Sheridan's school improvement team and staff will formally meet to go over the school improvement plan, look at assessment results and determine whether our plan is on target for helping all students learn. We monitor student progress on an individual and subgroup basis, through national, state, local assessments. Parent input is also considered, as gathered through surveys, Title I nights, PTO, and other feedback. Student growth is also considered in evaluating the success of the targeted assistance programming.

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.

Beyond the standard proficiency scores, our teaching and support staff diligently review and assess the student data that we gather. Performance is evaluated by subgroup, grade level, gender, assessment type, and trend data. We review these periodically as a building throughout the year, making note of proficiencies and areas of growth. We are then able to make adjustments to our Title IA and 31a programming to best support our targeted students. Overall, our targeted students have demonstrated growth as we continually work to revise and adjust our services to support the needs of each child.

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.

Ongoing data review, feedback, and discussion are required to provide the continually evolving supports that our targeted students so desperately need. This is accomplished through data review meetings, CTM's, CAFE, and relentless evaluation of the data we obtain through the variety of progress monitoring tools that we utilize in our school and district. There are established calendar dates for these periodic reviews that are attended by teachers, support staff, Char-Em staff, and principals.

2017-2018 School Improvement Plan

Overview

Plan Name

2017-2018 School Improvement Plan

Plan Description

Improving teaching & learning for all students

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	Mathematics Achievement	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$93103
2	Reading Achievement	Objectives: 1 Strategies: 4 Activities: 5	Academic	\$70447
3	Science Proficiency	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$89478
4	Social Studies Proficiency	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$86803
5	Writing Achievement	Objectives: 1 Strategies: 4 Activities: 8	Academic	\$68606
6	Positive Climate and Culture	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Mathematics Achievement

Measurable Objective 1:

57% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency by meeting or exceeding state standards in Mathematics by 06/17/2016 as measured by state assessments, NWEA, and local assessments..

Strategy 1:

Explicit Instruction Strategies - Incorporate explicit instruction techniques specific to mathematics that include: clear explanation, modeling, problem-solving, verbalization of processes and thoughts, guided practice, immediate corrective feedback, visualizing math, and assessments to guide instruction.

Selected Target Areas

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

Fisher, D. & Frey, N. (2007). Checking for understanding: Formative assessment techniques for your classroom. ASCD.

Carnine, D. W., et al. 2006. Teaching Struggling and At-Risk Readers: A Direct Instruction Approach. Upper Saddle River NJ: Pearson, pp.17-19, 24-26.

Tier:

Activity - Extended Learning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Sheridan School

Maintain daily teaching schedules to ensure the amount of core instruction devoted to mathematics for all students is at least 60 minutes a day. For students identified by the needs assessment as Tier IIA through Tier IIIA, increase time by Academic tutors for building background knowledge, re-teaching, or providing additional hands-on activities in addition to providing guided instruction in groups ranging from one student to groups of five (outside of core instruction).	Other, Direct Instruction	Tier 1	Implement	09/01/2016	06/10/2017	\$37889	Title II Part A, Section 31a, General Fund, Title I Part A	K-5 Teachers, Academic tutors, administrator
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Strategy 2:

Professional Collaboration - Classroom teachers will collaborate with academic tutors monthly for the development of individual student plans based on the needs assessment. The intent of the meetings is to plan additional time, building background knowledge and/ or re-teaching of concepts. Between each meeting, teachers will informally communicate with the tutors to review progress.

Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.

Category:

Research Cited: Eaker, DuFour, & Burnette (2002). Reculturing schools to become professional learning communities. National Educational Service.

Kanold (2006). The continuous improvement wheel of a professional learning community.

Lezotte (2005). More effective schools: Professional learning communities in action.

Tier:

Activity - Plan Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Sheridan School

<p>During staff curriculum meetings (held once a month September through May), there will be a report from the Math Committee that addresses student weaknesses in the GLCEs and Common Core State Standards. During Sheridan Math Committee meetings, held monthly, building-wide decisions about best math practices are researched, reviewed, and shared, prior to adoption and implementation by the entire staff. In addition, district PLC's share information and teaching strategies using the Common Core standards and best practices.</p>	Other			09/01/2016	06/10/2017	\$0	No Funding Required	Planned staff responsible for implementing activity: K-5 teachers and academic tutors. Actual staff responsible for implementing activity: K-5 teachers and academic tutors.
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Strategy 3:

Interventions - Academic tutors and special education personnel will be involved with Tier 2 and Tier 3 interventions for students in need. Regular planning will be done with the classroom teacher, and interventions will not interfere with core instruction.

Category:

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

Baker (2007). A synthesis of empirical research on teaching mathematics to low-achieving students.

NCTM Research Brief (2007). Effective Strategies for Teaching Students with Difficulties in Mathematics.

Tier:

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Sheridan School

Differentiated instruction will take place either individually or in small groups to address specific learning styles and needs. Teachers and tutors will implement a variety of activities using manipulatives, charts, visual aids, technology, and other resources (such as music or role-playing). This instruction will be planned by teachers and tutors during the collaboration meetings.	Other			09/01/2016	06/10/2017	\$55214	Title II Part A, Section 31a, General Fund, Title I Part A	Planned staff responsible for implementing activity: K-5 teachers and academic tutors and administrator Actual staff responsible for implementing activity: K-5 teachers, tutors, and administrator
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Strategy 4:

Making Math Visible - 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 be trained in On Cloud Nine instructional methods and share mental math strategies with all staff.

Category:

Research Cited: Research Cited: 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:

School Improvement Plan

Sheridan School

Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Making Math Visible Implementation	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	Getting Ready	09/01/2016	06/10/2017	\$0	No Funding Required	All teaching and support staff and principal

Goal 2: Reading Achievement

Measurable Objective 1:

83% 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 06/17/2016 as measured by state assessments, NWEA and local assessments .

Strategy 1:

Explicit Instruction Strategies - Incorporate explicit instruction techniques specific to reading that include: Daily 5 and CAFÉ, modeling, specific vocabulary, verbalization of processes and thoughts, guided practice, immediate corrective feedback, visualizing reading, and assessments to guide instruction. Every classroom will allot 90 minutes of uninterrupted core reading instruction daily.

Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

Category:

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

Fisher, D. & Frey, N. (2007). Checking for understanding: Formative assessment techniques for your classroom. ASCD.

School Improvement Plan

Sheridan School

Carnine, D. W., et al. 2006. Teaching Struggling and At-Risk Readers: A Direct Instruction Approach. Upper Saddle River NJ: Pearson, pp.17-19, 24-26.

Boushey, G., & Moser, J. (2006). The Daily 5. Portland, ME: Stenhouse.

Boushey, G., & Moser, J. (2009). The CAFÉ book. Portland, ME: Stenhouse.

Tier:

Activity - Extended Learning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Maintain daily teaching schedules to ensure the amount of core instruction devoted to reading for all students is at least 90 minutes a day. For students identified by reading assessments as Tier IIA through Tier IIIA, increase time by academic tutors for building background knowledge, re-teaching, or providing additional hands-on activities or technology, in addition to providing guided instruction in groups ranging from one student to groups of three (outside of core instruction).	Other, Direct Instruction	Tier 1	Implement	09/01/2016	06/10/2017	\$49386	Title II Part A, Title I Part A, Section 31a, General Fund	Planned staff responsible for implementing activity: Teachers, academic tutors, administrator Actual staff responsible for implementing activity: K-5 Teachers, academic tutors, administrator

Strategy 2:

CAFÉ (comprehension, accuracy, fluency, expanded vocabulary) - Staff will continue to implement the CAFE strategies for proficient reading.

Focus will include: Whole group instruction, small group, and individualized reading goals based upon the following format:

- A. Comprehension (Grades K-5) with the emphasis on informational reading, author's purpose, summarization, literary devices, and narrative text (text structure).
- B. Accuracy (Grade K-5) with emphasis on phonics, cross-checking, sight words
- C. Fluency (Grades K-5) with emphasis on pacing, expression, and phrasing
- D. Expanded Vocabulary (K-5) with emphasis on word meanings and new vocabulary.

Category:

Research Cited: Boushey, G., & Moser, J. (2006). The Daily 5. Portland, ME: Stenhouse.

Boushey, G., & Moser, J. (2009). The CAFÉ book. Portland, ME: Stenhouse.

School Improvement Plan

Sheridan School

Tier:

Activity - Conferring with students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers meet with students in small groups or one on one weekly or daily to work on individual goals tailored to each student's needs. Students will be reading "good fit" books at their individual DRA level.	Direct Instruction	Tier 1	Implement	09/01/2016	06/10/2017	\$10061	General Fund	Planned staff responsible for implementing activity: Academic tutors and classroom teachers Actual staff responsible for implementing activity: Academic tutors and classroom teachers

Activity - "I PICK" Good Fit Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Sheridan School

<p>Students will be trained to choose books at the appropriate DRA level so that they can build skills, confidence, and experience a wide variety of narrative and informational texts. I: pick a book; P: purpose (for choosing the book); I: interest; C: comprehend (understand what I'm reading); K: Know (know words).</p>	<p>Direct Instruction</p>	<p>Tier 1</p>		<p>09/01/2016</p>	<p>06/10/2017</p>	<p>\$9000</p>	<p>General Fund</p>	<p>Planned staff responsible for implementing activity: K-5 Classroom teachers and academic tutors Actual staff responsible for implementing activity: K-5 Classroom teachers and academic tutors</p>
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Strategy 3:

Professional Development - 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:

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>

www.corestandards.org: mission statement and listing of standards

Boushey, G., & Moser, J. (2006). The Daily 5. Portland, ME: Stenhouse.

Boushey, G., & Moser, J. (2009). The CAFÉ book. Portland, ME: Stenhouse.

SY 2018-2019

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School Improvement Plan

Sheridan School

Louis, K., Marks, H., & Kruse, S. (1996). Professional community in restructuring schools. *American Educational Research Journal*, 33, 757-798.

Joyce, B., and Showers, B. (2002). *Student achievement through staff development* (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Professional Development	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	Getting Ready	09/01/2016	06/10/2017	\$2000	Title II Part A	All teachers, academic tutors, and administrator

Strategy 4:

Grammar and conventions learning targets - 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.	Direct Instruction	Tier 1	Getting Ready	09/01/2016	06/10/2017	\$0	No Funding Required	All teachers, academic aides, and principal

Goal 3: Science Proficiency

Measurable Objective 1:

School Improvement Plan

Sheridan School

44% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency by meeting or exceeding state standards in Science by 06/17/2016 as measured by state 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
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School Improvement Plan

Sheridan School

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		09/01/2016	06/10/2017	\$45509	Title II Part A, General Fund, Section 31a, Title I Part A	Planned staff responsible for implementing activity: Teachers and academic tutors Actual staff responsible for implementing activity: Teachers and academic tutors
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Strategy 2:

Science Vocabulary Instruction - Intentional vocabulary instruction of scientific terms will be delivered in all elementary classrooms.

Category:

Research Cited: 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:

Activity - Student resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Sheridan School

Use anchor charts, graphic organizers, and visual representation to expose students to new science vocabulary and offer students practice using the words.	Curriculum Development, Direct Instruction	Tier 1		09/01/2016	06/10/2017	\$38209	Title II Part A, Title I Part A, Section 31a, Title II Part A	Planned staff responsible for implementing activity: K-5 teachers and academic tutors Actual staff responsible for implementing activity: K-5 teachers and academic tutors
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Strategy 3:

Increase opportunities for students to engage in STEM activities - Students need additional time and access to STEM-related science tools, materials, and techniques related to the Next Generation Science Standards and district require science curriculum.

Category:

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 STEM materials and resources across grade levels	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Sheridan School

Store STEM 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 STEM units based on Next Generation Science Standards and district required curriculum.	Teacher Collaboration, Direct Instruction	Tier 1		09/01/2016	06/10/2017	\$3760	Title II Part A	Planned staff responsible for implementing activity: All staff Actual staff responsible for implementing activity: All staff
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Strategy 4:

Critic Thinking and Problem Solving through engineering opportunities - We want all teachers to incorporate more critical thinking and problem solving activities embedded into STEM lessons and based on Next Generation Science Standards and district required curriculum.

Category:

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/

b.

Tier: Tier 1

Activity - Critic 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 STEM initiatives and the Next Generation Science Standards and district science curriculum	Direct Instruction	Tier 1	Getting Ready	09/01/2016	06/10/2017	\$2000	General Fund	All instructional staff including teachers, academic aides, and principal

Goal 4: Social Studies Proficiency

School Improvement Plan

Sheridan School

Measurable Objective 1:

57% 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 reaching or exceeding standards in Social Studies by 06/15/2016 as measured by on state and local assessments.

Strategy 1:

Explicit Instruction Strategies - Incorporate explicit instruction techniques specific to social studies that include: clear explanation, modeling, specific and related vocabulary, verbalization of processes and thoughts, guided practice, immediate corrective feedback, and increasing history and geography exposure throughout all subjects.

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: Fisher, D. & Frey, N. (2007). Checking for understanding: Formative assessment techniques for your classroom. ASCD.

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

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

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

Tier:

Activity - Teaching Key Social Studies Vocabulary and Concepts	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. Teachers and academic tutors will provide background and activate prior knowledge of key vocabulary and main concepts within the social studies curriculum with the students.	Professional Learning, Direct Instruction	Tier 1	Getting Ready	09/01/2016	06/10/2017	\$36631	Title I Part A, General Fund, Section 31a, Title II Part A	Teachers, academic aides, principal

School Improvement Plan

Sheridan School

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	09/01/2016	06/10/2017	\$24986	Section 31a, Section 31a	All teachers, academic aides, and principal

Strategy 2:

Formative Assessment - Staff will use formative assessments to monitor the attainment of curriculum goals and to guide instruction.

Category:

Research Cited: Fisher, D. & Frey, N. (2007). Checking for understanding: Formative assessment techniques for your classroom. ASCD.

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

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

Tier: Tier 1

Activity - Checks for Understanding	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize a variety of formative assessment strategies including: questioning, quick checks, informal observations, content area writing, and exit tickets to check for understanding.	Other, Direct Instruction	Tier 1		09/01/2016	06/10/2017	\$25186	General Fund, Section 31a	Planned staff responsible for implementing activity: Teachers and Academic Tutors Actual staff responsible for implementing activity: Teachers and Academic Tutors

Goal 5: Writing Achievement

School Improvement Plan

Sheridan School

Measurable Objective 1:

65% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in grade level writing skills as defined by the Common Core State Standards in Writing by 06/17/2016 as measured by the state standardized assessment, NWEA, and local assessments..

Strategy 1:

Implementation of writing units/curriculum/rubrics - Follow the Lucy Calkins and MAISA writing units in order to address ideas, organization, and conventions in student writing.

Category:

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.

www.corestandards.org: mission statement and listing of standards

MAISA Collaboration Project: <http://oaklandk12public.rubiconatlas.org/Atlas/Public/View/Default>

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.

Tier: Tier 1

Activity - Facilitate Instruction of Writing Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement the workshop model during writing instruction to include intentional instruction, writing time, and individual and small group conferring.	Direct Instruction	Tier 1		09/01/2016	06/10/2017	\$35243	Section 31a, General Fund, Title II Part A, Title I Part A	Teachers, academic aides, principal
Activity - Modeling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use teacher and student models to demonstrate revision and editing of writing using Lucy Calkins and MAISA units to specifically address ideas, organization, and conventions.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/10/2017	\$24893	Title I Part A, General Fund, Title I Part A	teachers, academic aides, principal

School Improvement Plan

Sheridan School

Strategy 2:

Explicit & 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:

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 collaborate to identify high interest text for boys to read and write about, including text written by male authors. All students will be given increased opportunities to write about high interest topics, exercising personal choice in writing when appropriate.	Direct Instruction	Tier 1	Getting Ready	09/01/2016	06/10/2017	\$0	General Fund	Teachers, academic aides, principal

Strategy 3:

Clear Writing Targets - Staff will be trained on how to infuse the Lucy Calkins 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:

Research Cited: 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 Connie Moss and Susan Brookhart (2009).

Tier: Tier 1

Activity - Grade Level Writing Expectations and 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	Getting Ready	09/01/2016	06/10/2017	\$1470	Title II Part A	All teachers, academic aides, and principal

Strategy 4:

5D+ workshops - All Public Schools of Petoskey teachers will attend workshops facilitated by elementary principals to focus on training in the goal areas identified in our

School Improvement Plan

Sheridan School

new 5D+ evaluation tool. This year we will train teachers in the areas of Classroom Environment and Culture and Student Engagement. These workshops will take place in October, November, January, and February during staff meeting and professional development time. This strategy applies to all subject areas-math, science, social studies, reading and writing.

Category:

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

Michigan Association of Secondary School Principals;http://mymassp.com/content/teacher_and_administrator_evaluation

Tier: Tier 1

Activity - 5D+ training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Public Schools of Petoskey teachers will be trained in the new evaluation system--5D+--in the areas of Classroom Culture and Environment and Student Engagement	Professional Learning	Tier 1	Implement	09/01/2016	06/10/2017	\$0	No Funding Required	All instructional staff and principals
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 classroom observations after walkthroughs as part of the 5D+ instructional coaching and evaluation model.	Direct Instruction	Tier 1	Implement	09/01/2016	06/10/2017	\$5000	Section 31a	Teachers, paraprofessionals, 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 individual, small groups or whole group instruction. Teachers will receive feedback on their use of these strategies through walkthroughs and other classroom visits by administrator.	Direct Instruction	Tier 1		09/01/2016	06/10/2017	\$1000	Section 31a	Teachers, paraprofessionals, and administrator
Activity - Substance of Student Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Sheridan School

Teachers will learn strategies and consistently provide opportunities to increase student-to-student talk that reflects knowledge and ways of thinking. Teachers will receive feedback on their implementation of student talk strategies as part of the teacher evaluation process.	Direct Instruction	Tier 1	Implement	09/01/2016	06/10/2017	\$1000	Section 31a	Teachers, paraprofessionals, administrators
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Goal 6: Positive Climate and Culture

Measurable Objective 1:

collaborate to continue to build a positive climate and culture in our school by 06/30/2017 as measured by results of parent and student surveys.

Strategy 1:

Survey results analysis - Our already established Sheridan TLC (Teaching and Learning Committee) will review our new survey results from Spring 2016 and look for areas and strategies where we can improve. We will also celebrate and continue the positive results from the survey.

Category: School Culture

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

Tier: Tier 1

Activity - School Survey Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our TLC and other committees will review survey results and discuss specific actions we can take to improve in one or two areas of need	Other	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$0	No Funding Required	Principal and Staff

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
"I PICK" Good Fit Books	Students will be trained to choose books at the appropriate DRA level so that they can build skills, confidence, and experience a wide variety of narrative and informational texts. I: pick a book; P: purpose (for choosing the book); I: interest; C: comprehend (understand what I'm reading); K: Know (know words).	Direct Instruction	Tier 1		09/01/2016	06/10/2017	\$9000	Planned staff responsible for implementing activity: K-5 Classroom teachers and academic tutors Actual staff responsible for implementing activity: K-5 Classroom teachers and academic tutors

School Improvement Plan

Sheridan School

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		09/01/2016	06/10/2017	\$10000	Planned staff responsible for implementing activity: Teachers and academic tutors Actual staff responsible for implementing activity: Teachers and academic tutors
Modeling	Use teacher and student models to demonstrate revision and editing of writing using Lucy Calkins and MAISA units to specifically address ideas, organization, and conventions.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/10/2017	\$8612	teachers, academic aides, principal
Extended Learning Time	Maintain daily teaching schedules to ensure the amount of core instruction devoted to mathematics for all students is at least 60 minutes a day. For students identified by the needs assessment as Tier IIA through Tier IIIA, increase time by Academic tutors for building background knowledge, re-teaching, or providing additional hands-on activities in addition to providing guided instruction in groups ranging from one student to groups of five (outside of core instruction).	Other, Direct Instruction	Tier 1	Implement	09/01/2016	06/10/2017	\$10829	K-5 Teachers, Academic tutors, administrator
Critic 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 STEM initiatives and the Next Generation Science Standards and district science curriculum	Direct Instruction	Tier 1	Getting Ready	09/01/2016	06/10/2017	\$2000	All instructional staff including teachers, academic aides, and principal

School Improvement Plan

Sheridan School

Extended Learning Time	Maintain daily teaching schedules to ensure the amount of core instruction devoted to reading for all students is at least 90 minutes a day. For students identified by reading assessments as Tier IIA through Tier IIIA, increase time by academic tutors for building background knowledge, re-teaching, or providing additional hands-on activities or technology, in addition to providing guided instruction in groups ranging from one student to groups of three (outside of core instruction).	Other, Direct Instruction	Tier 1	Implement	09/01/2016	06/10/2017	\$5000	Planned staff responsible for implementing activity: Teachers, academic tutors, administrator Actual staff responsible for implementing activity: K-5 Teachers, academic tutors, administrator
Facilitate Instruction of Writing Strategies	Implement the workshop model during writing instruction to include intentional instruction, writing time, and individual and small group conferring.	Direct Instruction	Tier 1		09/01/2016	06/10/2017	\$8612	Teachers, academic aides, principal
Providing Quality Feedback	Teachers will collaborate to identify high interest text for boys to read and write about, including text written by male authors. All students will be given increased opportunities to write about high interest topics, exercising personal choice in writing when appropriate.	Direct Instruction	Tier 1	Getting Ready	09/01/2016	06/10/2017	\$0	Teachers, academic aides, principal
Checks for Understanding	Teachers will utilize a variety of formative assessment strategies including: questioning, quick checks, informal observations, content area writing, and exit tickets to check for understanding.	Other, Direct Instruction	Tier 1		09/01/2016	06/10/2017	\$7700	Planned staff responsible for implementing activity: Teachers and Academic Tutors Actual staff responsible for implementing activity: Teachers and Academic Tutors

School Improvement Plan

Sheridan School

Conferring with students	Teachers meet with students in small groups or one on one weekly or daily to work on individual goals tailored to each student's needs. Students will be reading "good fit" books at their individual DRA level.	Direct Instruction	Tier 1	Implement	09/01/2016	06/10/2017	\$10061	Planned staff responsible for implementing activity: Academic tutors and classroom teachers Actual staff responsible for implementing activity: Academic tutors and classroom teachers
Teaching Key Social Studies Vocabulary and Concepts	Teachers and paraprofessionals will focus on 10-15 key vocabulary words during each unit of study in Social Studies. Teachers and academic tutors will provide background and activate prior knowledge of key vocabulary and main concepts within the social studies curriculum with the students.	Professional Learning, Direct Instruction	Tier 1	Getting Ready	09/01/2016	06/10/2017	\$10000	Teachers, academic aides, principal
Differentiated Instruction	Differentiated instruction will take place either individually or in small groups to address specific learning styles and needs. Teachers and tutors will implement a variety of activities using manipulatives, charts, visual aids, technology, and other resources (such as music or role-playing). This instruction will be planned by teachers and tutors during the collaboration meetings.	Other			09/01/2016	06/10/2017	\$10828	Planned staff responsible for implementing activity: K-5 teachers and academic tutors and administrator Actual staff responsible for implementing activity: K-5 teachers, tutors, and administrator

School Improvement Plan

Sheridan School

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student resources	Use anchor charts, graphic organizers, and visual representation to expose students to new science vocabulary and offer students practice using the words.	Curriculum Development, Direct Instruction	Tier 1		09/01/2016	06/10/2017	\$23315	Planned staff responsible for implementing activity: K-5 teachers and academic tutors Actual staff responsible for implementing activity: K-5 teachers and academic tutors
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 individual, small groups or whole group instruction. Teachers will receive feedback on their use of these strategies through walkthroughs and other classroom visits by administrator.	Direct Instruction	Tier 1		09/01/2016	06/10/2017	\$1000	Teachers, paraprofessionals, and administrator

School Improvement Plan

Sheridan School

Differentiated Instruction	Differentiated instruction will take place either individually or in small groups to address specific learning styles and needs. Teachers and tutors will implement a variety of activities using manipulatives, charts, visual aids, technology, and other resources (such as music or role-playing). This instruction will be planned by teachers and tutors during the collaboration meetings.	Other			09/01/2016	06/10/2017	\$29144	Planned staff responsible for implementing activity: K-5 teachers and academic tutors and administrator Actual staff responsible for implementing activity: K-5 teachers, tutors, and administrator
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		09/01/2016	06/10/2017	\$23315	Planned staff responsible for implementing activity: Teachers and academic tutors Actual staff responsible for implementing activity: Teachers and academic tutors
Facilitate Instruction of Writing Strategies	Implement the workshop model during writing instruction to include intentional instruction, writing time, and individual and small group conferring.	Direct Instruction	Tier 1		09/01/2016	06/10/2017	\$17486	Teachers, academic aides, principal

School Improvement Plan

Sheridan School

Substance of Student Talk	Teachers will learn strategies and consistently provide opportunities to increase student-to-student talk that reflects knowledge and ways of thinking. Teachers will receive feedback on their implementation of student talk strategies as part of the teacher evaluation process.	Direct Instruction	Tier 1	Implement	09/01/2016	06/10/2017	\$1000	Teachers, paraprofessionals, 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	09/01/2016	06/10/2017	\$17486	All teachers, academic aides, and principal
Extended Learning Time	Maintain daily teaching schedules to ensure the amount of core instruction devoted to reading for all students is at least 90 minutes a day. For students identified by reading assessments as Tier IIA through Tier IIIA, increase time by academic tutors for building background knowledge, re-teaching, or providing additional hands-on activities or technology, in addition to providing guided instruction in groups ranging from one student to groups of three (outside of core instruction).	Other, Direct Instruction	Tier 1	Implement	09/01/2016	06/10/2017	\$29144	Planned staff responsible for implementing activity: Teachers, academic tutors, administrators Actual staff responsible for implementing activity: K-5 Teachers, academic tutors, administrators
Teaching Key Social Studies Vocabulary and Concepts	Teachers and paraprofessionals will focus on 10-15 key vocabulary words during each unit of study in Social Studies. Teachers and academic tutors will provide background and activate prior knowledge of key vocabulary and main concepts within the social studies curriculum with the students.	Professional Learning, Direct Instruction	Tier 1	Getting Ready	09/01/2016	06/10/2017	\$17486	Teachers, academic aides, principal
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 classroom observations after walkthroughs as part of the 5D+ instructional coaching and evaluation model.	Direct Instruction	Tier 1	Implement	09/01/2016	06/10/2017	\$5000	Teachers, paraprofessionals, administrators

School Improvement Plan

Sheridan School

Checks for Understanding	Teachers will utilize a variety of formative assessment strategies including: questioning, quick checks, informal observations, content area writing, and exit tickets to check for understanding.	Other, Direct Instruction	Tier 1		09/01/2016	06/10/2017	\$17486	Planned staff responsible for implementing activity: Teachers and Academic Tutors Actual staff responsible for implementing activity: Teachers and Academic Tutors
Extended Learning Time	Maintain daily teaching schedules to ensure the amount of core instruction devoted to mathematics for all students is at least 60 minutes a day. For students identified by the needs assessment as Tier IIA through Tier IIIA, increase time by Academic tutors for building background knowledge, re-teaching, or providing additional hands-on activities in addition to providing guided instruction in groups ranging from one student to groups of five (outside of core instruction).	Other, Direct Instruction	Tier 1	Implement	09/01/2016	06/10/2017	\$10125	K-5 Teachers, Academic tutors, administrator
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	09/01/2016	06/10/2017	\$7500	All teachers, academic aides, and principal

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teaching Key Social Studies Vocabulary and Concepts	Teachers and paraprofessionals will focus on 10-15 key vocabulary words during each unit of study in Social Studies. Teachers and academic tutors will provide background and activate prior knowledge of key vocabulary and main concepts within the social studies curriculum with the students.	Professional Learning, Direct Instruction	Tier 1	Getting Ready	09/01/2016	06/10/2017	\$7675	Teachers, academic aides, principal

School Improvement Plan

Sheridan School

Extended Learning Time	Maintain daily teaching schedules to ensure the amount of core instruction devoted to mathematics for all students is at least 60 minutes a day. For students identified by the needs assessment as Tier IIA through Tier IIIA, increase time by Academic tutors for building background knowledge, re-teaching, or providing additional hands-on activities in addition to providing guided instruction in groups ranging from one student to groups of five (outside of core instruction).	Other, Direct Instruction	Tier 1	Implement	09/01/2016	06/10/2017	\$14485	K-5 Teachers, Academic tutors, administrator
Student resources	Use anchor charts, graphic organizers, and visual representation to expose students to new science vocabulary and offer students practice using the words.	Curriculum Development, Direct Instruction	Tier 1		09/01/2016	06/10/2017	\$10234	Planned staff responsible for implementing activity: K-5 teachers and academic tutors Actual staff responsible for implementing activity: K-5 teachers and academic tutors
Facilitate Instruction of Writing Strategies	Implement the workshop model during writing instruction to include intentional instruction, writing time, and individual and small group conferring.	Direct Instruction	Tier 1		09/01/2016	06/10/2017	\$7675	Teachers, academic aides, principal

School Improvement Plan

Sheridan School

Extended Learning Time	Maintain daily teaching schedules to ensure the amount of core instruction devoted to reading for all students is at least 90 minutes a day. For students identified by reading assessments as Tier IIA through Tier IIIA, increase time by academic tutors for building background knowledge, re-teaching, or providing additional hands-on activities or technology, in addition to providing guided instruction in groups ranging from one student to groups of three (outside of core instruction).	Other, Direct Instruction	Tier 1	Implement	09/01/2016	06/10/2017	\$12792	Planned staff responsible for implementing activity: Teachers, academic tutors, administrator Actual staff responsible for implementing activity: K-5 Teachers, academic tutors, administrator
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		09/01/2016	06/10/2017	\$10234	Planned staff responsible for implementing activity: Teachers and academic tutors Actual staff responsible for implementing activity: Teachers and academic tutors
Modeling	Use teacher and student models to demonstrate revision and editing of writing using Lucy Calkins and MAISA units to specifically address ideas, organization, and conventions.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/10/2017	\$7675	teachers, academic aides, principal
Modeling	Use teacher and student models to demonstrate revision and editing of writing using Lucy Calkins and MAISA units to specifically address ideas, organization, and conventions.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/10/2017	\$8606	teachers, academic aides, principal

School Improvement Plan

Sheridan School

Differentiated Instruction	Differentiated instruction will take place either individually or in small groups to address specific learning styles and needs. Teachers and tutors will implement a variety of activities using manipulatives, charts, visual aids, technology, and other resources (such as music or role-playing). This instruction will be planned by teachers and tutors during the collaboration meetings.	Other			09/01/2016	06/10/2017	\$12792	Planned staff responsible for implementing activity: K-5 teachers and academic tutors and administrator Actual staff responsible for implementing activity: K-5 teachers, tutors, and administrator
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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student resources	Use anchor charts, graphic organizers, and visual representation to expose students to new science vocabulary and offer students practice using the words.	Curriculum Development, Direct Instruction	Tier 1		09/01/2016	06/10/2017	\$2700	Planned staff responsible for implementing activity: K-5 teachers and academic tutors Actual staff responsible for implementing activity: K-5 teachers and academic tutors

School Improvement Plan

Sheridan School

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		09/01/2016	06/10/2017	\$1960	Planned staff responsible for implementing activity: Teachers and academic tutors Actual staff responsible for implementing activity: Teachers and academic tutors
Extended Learning Time	Maintain daily teaching schedules to ensure the amount of core instruction devoted to mathematics for all students is at least 60 minutes a day. For students identified by the needs assessment as Tier IIA through Tier IIIA, increase time by Academic tutors for building background knowledge, re-teaching, or providing additional hands-on activities in addition to providing guided instruction in groups ranging from one student to groups of five (outside of core instruction).	Other, Direct Instruction	Tier 1	Implement	09/01/2016	06/10/2017	\$2450	K-5 Teachers, Academic tutors, administrator
Grade Level Writing Expectations and 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	Getting Ready	09/01/2016	06/10/2017	\$1470	All teachers, academic aides, and principal
Facilitate Instruction of Writing Strategies	Implement the workshop model during writing instruction to include intentional instruction, writing time, and individual and small group conferring.	Direct Instruction	Tier 1		09/01/2016	06/10/2017	\$1470	Teachers, academic aides, principal

School Improvement Plan

Sheridan School

Differentiated Instruction	Differentiated instruction will take place either individually or in small groups to address specific learning styles and needs. Teachers and tutors will implement a variety of activities using manipulatives, charts, visual aids, technology, and other resources (such as music or role-playing). This instruction will be planned by teachers and tutors during the collaboration meetings.	Other			09/01/2016	06/10/2017	\$2450	Planned staff responsible for implementing activity: K-5 teachers and academic tutors and administrator Actual staff responsible for implementing activity: K-5 teachers, tutors, and administrator
Teaching Key Social Studies Vocabulary and Concepts	Teachers and paraprofessionals will focus on 10-15 key vocabulary words during each unit of study in Social Studies. Teachers and academic tutors will provide background and activate prior knowledge of key vocabulary and main concepts within the social studies curriculum with the students.	Professional Learning, Direct Instruction	Tier 1	Getting Ready	09/01/2016	06/10/2017	\$1470	Teachers, academic aides, principal
Student resources	Use anchor charts, graphic organizers, and visual representation to expose students to new science vocabulary and offer students practice using the words.	Curriculum Development, Direct Instruction	Tier 1		09/01/2016	06/10/2017	\$1960	Planned staff responsible for implementing activity: K-5 teachers and academic tutors Actual staff responsible for implementing activity: K-5 teachers and academic tutors

School Improvement Plan

Sheridan School

Professional Development	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	Getting Ready	09/01/2016	06/10/2017	\$2000	All teachers, academic tutors, and administrator
Extended Learning Time	Maintain daily teaching schedules to ensure the amount of core instruction devoted to reading for all students is at least 90 minutes a day. For students identified by reading assessments as Tier IIA through Tier IIIA, increase time by academic tutors for building background knowledge, re-teaching, or providing additional hands-on activities or technology, in addition to providing guided instruction in groups ranging from one student to groups of three (outside of core instruction).	Other, Direct Instruction	Tier 1	Implement	09/01/2016	06/10/2017	\$2450	Planned staff responsible for implementing activity: Teachers, academic tutors, administrator Actual staff responsible for implementing activity: K-5 Teachers, academic tutors, administrator
Share STEM materials and resources across grade levels	Store STEM 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 STEM units based on Next Generation Science Standards and district required curriculum.	Teacher Collaboration, Direct Instruction	Tier 1		09/01/2016	06/10/2017	\$3760	Planned staff responsible for implementing activity: All staff Actual staff responsible for implementing activity: All staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

Sheridan School

School Survey Analysis	Our TLC and other committees will review survey results and discuss specific actions we can take to improve in one or two areas of need	Other	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$0	Principal and Staff
Plan Instructional Strategies	During staff curriculum meetings (held once a month September through May), there will be a report from the Math Committee that addresses student weaknesses in the GLCEs and Common Core State Standards. During Sheridan Math Committee meetings, held monthly, building-wide decisions about best math practices are researched, reviewed, and shared, prior to adoption and implementation by the entire staff. In addition, district PLC's share information and teaching strategies using the Common Core standards and best practices.	Other			09/01/2016	06/10/2017	\$0	Planned staff responsible for implementing activity: K-5 teachers and academic tutors. Actual staff responsible for implementing activity: K-5 teachers and academic tutors.
5D+ training	All Public Schools of Petoskey teachers will be trained in the new evaluation system--5D+--in the areas of Classroom Culture and Environment and Student Engagement	Professional Learning	Tier 1	Implement	09/01/2016	06/10/2017	\$0	All instructional staff and principals
Making Math Visible Implementation	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	Getting Ready	09/01/2016	06/10/2017	\$0	All teaching and support staff and principal

School Improvement Plan

Sheridan School

Align Grammar/Convention Learning Targets	Staff will work together to build a K-5 continuum of grammar and conventions learning targets.	Direct Instruction	Tier 1	Getting Ready	09/01/2016	06/10/2017	\$0	All teachers, academic aides, and principal
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