



# **School Improvement Plan**

Chapman Elementary School

Gibraltar School District

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## **Introduction**

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Chapman Elementary school is located in one of the southernmost cities in Wayne county, Michigan. It services roughly 482 students. Chapman Elementary services these 482 students from 4 different communities: Brownstown Township, Rockwood, Gibraltar, and Flat Rock. The majority of are students come from middle income, caucasian families; however, there are some students who come from middle/high income homes and several students who come from low income homes. Our staff is made up of mostly women with 5 male teachers.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Chapman Elementary School's purpose is to build character, confidence, curiosity, and promote collaboration for all students.

Mission Statement: Character + Confidence + Curiosity + Collaboration = Learning 4 All!

Vision Statement: Chapman uses a collaborative approach to learning by promoting teamwork across grade levels, building partnerships with parents and community members and promoting cooperation among all staff. These elements are vital to our success and allow us to live the following beliefs within our daily practices:

We believe that educating the whole child, academically, socially, emotionally, artistically and physically is vital to preparing students for a successful living as well as a successful life.

We believe that our school must allow students to empower themselves in order to build the courage to take ownership of their own learning.

We believe that students have individual needs and we provide curriculum and instructional practices that are data driven and integrate academic, social, emotional and physical learning opportunities for each child.

We believe that curriculum and instruction should be rooted in the natural curiosity of each child and thus foster a heightened degree of enthusiasm for learning.

We believe that high expectations and a clear direction for learning must be shared between the student and everyone involved in their education.

Chapman Elementary School embodies these purposes, visions, and beliefs by providing an excellent education experience.



## **Notable Achievements and Areas of Improvement**

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

Chapman Elementary is continually revising and improving their processes (RTI, PLC, curriculum choices, stakeholders) to best fit our students' needs. Additionally, the school is designated as an Evergreen school through Michigan Green Schools. Chapman also finished 4th place statewide in the Jump Rope for Heart fundraiser.

As a school, Chapman Elementary strives to explore areas for improvement. We have identified three areas in which we would like to improve over the next three years.

- 1) All students will improve in writing.
- 2) All students will improve in reading.
- 3) All students will improve in math.
- 4) All students will adhere to the PBIS expectations (respect, responsibility, safety) for all areas of the school.

## **Additional Information**

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

District wide summer reading program voluntarily staffed by Chapman parents and teachers. Program includes accelerated reading and accelerated math.

Fifth grade overnight four day outdoor education camp.

First Grade and Kindergarten Life Cycle Programs including birth of chickens.

School wide recycling programs.

District participates in a STEM Fair (science, technology, engineering, and mathematics) designed to have students accomplish a task by manipulating and making changes to a model.

Chapman works collaboratively with Carlson High School to produce claymation videos for second grade students.

Chapman participates in the Mini Martian Marathon program.

District participates in the PBIS (positive behavior intervention and support) behavioral program which promotes positive behavior.

# **Improvement Plan Stakeholder Involvement**

**Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

All stakeholders are notified of school progress through the annual report, school webpage, district website, school Facebook page, monthly school district board and PTO meetings, teacher newsletters, Shutterfly, and Remind 101. PTO and District School Board Meetings are consistently scheduled each month with posted agendas. The open meetings act is followed and agendas are posted in advance. Parent/teacher Compact is signed with each parent and dated at the time of mandatory Parent Conferences. Parents regularly attend school improvement meetings every month, however we will be looking to increase parent involvement in this process.

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

Teachers and Principal construct the improvement plan through data analysis, including parent, teacher, and student surveys. The staff is working on engaging all stakeholders to assist in providing feedback on the improvement plan.

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

The staff continues to work on developing a plan to ensure that there are safeguards in place, and to include our stakeholders in our improvement plan process. (For example, including stakeholders in school improvement meetings.) Communication to stakeholders takes place via school/district web site, annual report, PTO meetings that discuss the annual report and goals monthly, district board meetings, and newsletters home.

# **School Data Analysis**

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

## **Demographic Data**

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

### **Student Demographic Data**

#### **1. In looking at the three year trend in student enrollment data, what challenges have been identified?**

When looking at the three year student enrollment data trends, Chapman Elementary has had consistent student numbers. Broken down by different demographics, our sub groups have also remained the same.

### **Student Demographic Data**

#### **2. In looking at the three year trend in student attendance data, what challenges have been identified?**

Chronically absent students remain a concern. Staff meeting time has been allocated to gather input.

### **Student Demographic Data**

#### **3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?**

This school year has shown an increase in office referrals from teachers and non-instructional staff. This increase has been due to a higher accountability from the school administrator. Non-instructional times produce the most infractions. These include the bus, lunchroom, and recess.

### **Student Demographic Data**

#### **4. What action(s) could be taken to address any identified challenges with student demographic data?**

Training lunch staff and bus drivers in our school wide Positive Behavior Intervention and Support system.

### **Teacher/School Leader(s) Demographic Data**

#### **5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?**

All teachers are tenured and a vast majority have taught more than 8 years. Our administrator is in his first year as a principal, but is coming off of 16 years of teaching experience. Due to the high level of experience among the teaching staff, the implementation of new programs are not hampered by issues such as classroom management. Therefore, new initiatives are more easily put into place.



**Teacher/School Leader(s) Demographic Data**

**6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?**

All teachers are tenured and a vast majority have taught more than 8 years. Due to the high level of experience among the teaching staff, the implementation of new programs are not hampered by issues such as classroom management. Therefore, new initiatives are more easily put into place.

**Teacher/School Leader(s) Demographic Data**

**7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?**

2014-2015 Is our school administrator's first year in the district as principal of Chapman Elementary. This coupled with several new initiatives have required substantial time away from Chapman for professional growth which will benefit the teachers and students in the future.

**Teacher/School Leader(s) Demographic Data**

**8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?**

This school year the district has formed building professional learning committees and guided reading committees, which has required several teachers to miss for professional learning. We believe that this time out of the room will benefit the teachers and students as we move forward with these new initiatives. One staff member missed several weeks due to an extended medical leave. Which may have impacted student achievement.

**Teacher/School Leader(s) Demographic Data**

**9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?**

The school administrator will ensure teachers are placed in an environment in which collaborative practices ensure student achievement even when faced with staff absences.

## **Process Data**

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

### **10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?**

I. Teaching for learning: Coherence, instructional design

II. Leadership for learning: learning environment, effective instructional practices

III. PLCs: shared understanding, data analysis and decision making, collaborative teams, collective responsibility, purposeful planning, impact of professional learning

IV. School, family and community relations: vision for learning, guidance and support for teaching and learning, results-focused, safe and supportive environment, shared leadership for learning, intentional practices, resource allocation

### **11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?**

I. Teaching for learning: curriculum alignment, reflection, student involvement in the assessment process, and assessment system

II. Leadership for learning: communication systems

IV. School, family and community relations: approaches and tools, engagement, learning opportunities, and partnerships

### **12. How might these challenges impact student achievement?**

As students progress through the school it is important for each of them to have the same instructional experiences in the different content areas. As a staff, we need to make sure that our curriculum is aligned so that all students receive the same instruction.

Another area where teachers can make improvements is by reflecting on their teaching practices and receiving support from peers.

### **13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.**

PLCs have allowed more collaborative time to focus on data driven math instruction and curriculum alignment. We will be focusing on other content areas in the future during PLC time.

**14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?**

Students with disabilities are identified and supported through our intervention process. This process is evaluated to ensure that all students needs are met through intervention.

**15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?**

Chapman Elementary runs a robotics program for students in grades 3-5. Several grade levels offer tutoring to students before and after school. Students can also earn certificates and awards through our Accelerated Reader program which encourages reading outside of school. Students also have access to our math curriculum website where they can play math games related to the concepts learned in class.

**16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?**

Chapman elementary utilizes a Google document that tracks each student's learning in the form of formative and summative assessment data and organizes the data in a way that allows students to be identified for extended support through interventions.

**17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?**

Math essential targets are aligned with both district and state curriculum. These targets are assessed throughout the year. Writing is being taught school wide using the MAISA units provided. Social studies is taught using the Michigan Citizenship Curriculum (MC3) across the district and assessed using common tests.

**18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.**

N/A

## **Achievement/Outcome Data**

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

### **19a. Reading- Strengths**

Students are assessed using the Fountas and Pinnell guided reading assessment system and placed into guided reading groups. Teachers have also received training in how to run guided reading groups by the district.

### **19b. Reading- Challenges**

Teachers are working towards aligning the curriculum consistently within the building so that all students receive similar high-quality instruction.

### **19c. Reading- Trends**

Data is showing an upward trend in reading achievement over a three year period.

### **19d. Reading- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

School improvement goals will be focused around strategies and activities that will enhance student learning. However aligning guided reading practices with MAISA units will be an issue that is addressed in the future.

#### **20a. Writing- Strengths**

All teachers are currently using the same curriculum. The MAISA units allow students to build upon their knowledge from previous grades to improve their writing. Furthermore, using the same curriculum allows for increased collaboration among grade level teachers.

#### **20b. Writing- Challenges**

Students are working on performing better on standardized testing. Using proper editing strategies and correct grammar and conventions could be approved across all grade levels.

#### **20c. Writing- Trends**

Writing scores are showing small improvements over the last three years. However this data does not cohort grouping and overall, we would like to see more growth.

#### **20d. Writing- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Editing strategies and conventions will be addressed in the activities and strategies in our school improvement plan.

**21a. Math- Strengths**

Students are working on a more rigorous curriculum that has been adopted by the district. Students are also scoring better on math facts.

**21b. Math- Challenges**

Students are having a difficult time with multiple step problems, performance tasks, and word problems.

**21c. Math- Trends**

Math scores on standardized tests show that cohort group scores are improving over the last three years.

**21d. Math- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

The strategies and activities that students will be engaged in through the school improvement plan will address our current challenges with performance tasks and multiple step problems.

**22a. Science- Strengths**

Students are engaged in hands on learning and inquiry based science.

## **22b. Science- Challenges**

Cohesiveness among teachers is a challenge. Some are using the Next Generation science standards from the national common core, while others are using Grade Level Content Expectations from the state of Michigan.

## **22c. Science- Trends**

Science scores on the state standardized test show a downward trend over the last three years.

## **22d. Science- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

NA

## **23a. Social Studies- Strengths**

Teachers are all utilizing the Michigan Citizenship Curriculum (MC3) and common assessments are being used to gauge student knowledge.

## **23b. Social Studies- Challenges**

Teaching the MC3 curriculum is challenging. The curriculum is very dense with information and content.

## **23c. Social Studies- Trends**

Social studies is currently tested at the middle school level. This testing is showing a downward trend for our social studies' scores.

## **23d. Social Studies- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Our strategies and activities in our school improvement plan will be aligned with the methodologies utilized in the MC3 curriculum.





## **Perception Data**

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

### **24a. Student Perception Data**

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

The two areas where students reported the highest level of satisfaction were: My teacher and principal want every student to learn and Teachers want me to do my best work and My school has computers to help me learn.

### **24b. Student Perception Data**

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

The areas which received the lowest score was: In my school, students treat adults with respect and My teacher asks my family to come to school activities and My principal and teachers ask me what I think about school.

### **24c. Student Perception Data**

**What actions will be taken to improve student satisfaction in the lowest area(s)?**

Our school is implementing new lunch procedures for students. This will establish expected behaviors for lunch and for treating lunch aides with respect. Teachers will also try to be more verbal about the reminders that are being sent to parents via email and remind 101.

### **25a. Parent/Guardian Perception Data**

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

The areas that scored the highest overall for our parents/guardians were: All of my children's teachers use a variety of teaching strategies and learning activities, all of my child's teacher help me to understand my child's progress and in easy to understand language, my child knows the expectations for learning in class, our school provides a safe learning environment.

### **25b. Parent/Guardian Perception Data**

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

The areas that indicate the overall lowest level of satisfaction among parents/guardians were: Our school ensures the effective use of financial resources, our school provides excellent support services, our school's purpose statement is formally reviewed and revised with involvement from parents.

### 25c. Parent/Guardian Perception Data

#### What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

As we revisit our mission, vision, and purpose statements parent's/guardian's feedback will be sought.

### 26a. Teacher/Staff Perception Data

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

The areas which indicate the highest level of satisfaction among teachers/staff were: Our school maintains facilities that contribute to a safe environment, our school's purpose statement is clearly focused on student success, our school's leaders expect teachers to hold students to high academic standards.

### 26b. Teacher/Staff Perception Data

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

The areas which indicate the lowest level of satisfaction among teachers/staff were: Our school provides a plan for the acquisition of technology to support student learning, our school provides high quality student support services

### 26c. Teacher/Staff Perception Data

#### What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Our building administrator along with intervention and resource room teachers and staff are revamping our intervention process so that students are receiving instruction at the appropriate level.

### 27a. Stakeholder/Community Perception Data

#### What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

The areas that scored the highest overall for our Stakeholder/Community were: All of my children's teachers use a variety of teaching strategies and learning activities, all of my child's teacher help me to understand my child's progress and in easy to understand language, my child knows the expectations for learning in class, our school provides a safe learning environment.

**27b. Stakeholder/Community Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?**

The areas that indicate the overall lowest level of satisfaction among Stakeholders/Community were: Our school ensures the effective use of financial resources, our school provides excellent support services, our school's purpose statement is formally reviewed and revised with involvement from parents.

**27c. Stakeholder/Community Perception Data**

**What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?**

As we revisit our mission, vision, and purpose statements Stakeholder/Community feedback will be sought.

## **Summary**

### **28a. Summary**

**Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.**

Consistent student numbers and a veteran teaching staff are two strengths for data-demographic. Challenges that our building faces are related to non-instructional times such as bus and lunch behaviors as well as teacher absences. Our process data shows that there is coherence in our instructional design and that best practices are being used. Our school is data driven and we have a vision for the learning we want our students to do. One of our challenges as a building/district is aligning curriculum so that each student will receive the same content. Another challenge is finding time to reflect on our teaching practices and getting support from peers. Reading and math are some of our academic strengths while writing and science remain challenges that are being addressed. Our perception data shows that students and parents believe that teachers and principal want students to achieve and that teachers use a variety of teaching strategies to help students do their best. A couple challenges are fiscal responsibility and student respect for others.

### **28b. Summary**

**How might the challenges identified in the demographic, process and perception data impact student achievement?**

Staff absences can hinder consistency in the classroom for students. Lack of communication and planning can impact the consistency of services that students are to receive. Fiscal responsibility and funding can affect the resources and opportunities that students are to receive.

### **28c. Summary**

**How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?**

School administrator will ensure teachers are placed in collaborative environments that ensure student success even when facing staff absences. The professional learning communities are addressing curriculum alignment and reflection on instruction. School improvement goals are focused around academic challenges that we are observing. Cohesiveness of what and how we are teaching is being addressed through professional learning teams. More feedback will be sought to ensure our mission, vision, and purpose statements are upheld.

# **School Additional Requirements Diagnostic**

## **Introduction**

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

## School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	Students in grades K-5 take the NWEA test three times per year in math and reading. Students in grades 3-5 test annually on the M-Step. MLPP K-3. Fountas and Pinnell / Reading Inventories K-5. Students are also tested throughout the year on Essential Targets for Math Expressions by their classroom teachers.	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	<a href="http://www.gibdist.net/gibdist/our-district/annual-reports/chapman">http://www.gibdist.net/gibdist/our-district/annual-reports/chapman</a>	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	N/A (Our school does not have grade 8)	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	NA	

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	The Gibraltar School District Board of Education has a district compliance officer that along with the Board of Education coordinates efforts to comply with and carry out nondiscrimination responsibilities.  19370 Vreeland Road, Woodhaven, MI 48183 Phone (734) 379-6350	

## School Improvement Plan

Chapman Elementary School

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	The Gibraltar School District has a district compliance officer that along with the Board of Education coordinates efforts to comply with and carry out nondiscrimination responsibilities.  19370 Vreeland Road, Woodhaven, MI 48183 Phone (734) 379-6350	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No	We are currently in the process of developing a plan that will address section 1118 activities.	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	School-Parent compacts are reviewed annually by each family and signed in the fall of every school year.	School Parent Compact

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes	School Improvement data is collected and analyzed.	



## **School Improvement Goals 2014-15**

# Overview

**Plan Name**

School Improvement Goals 2014-15

**Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Chapman Elementary School will become more proficient in Science.	Objectives: 1 Strategies: 4 Activities: 6	Academic	\$0
2	All students will adhere to the PBIS expectations (respect, responsibility, safety) for all areas of the school.	Objectives: 1 Strategies: 5 Activities: 7	Organizational	\$0
3	Students will become more proficient on Class A assessments using the MC3 curriculum.	Objectives: 1 Strategies: 4 Activities: 8	Academic	\$125
4	All students at Chapman will become more proficient in math.	Objectives: 2 Strategies: 4 Activities: 6	Academic	\$217000
5	All students will become more proficient readers.	Objectives: 2 Strategies: 4 Activities: 9	Academic	\$0

# Goal 1: All students at Chapman Elementary School will become more proficient in Science.

## Measurable Objective 1:

A 6% increase of All Students will demonstrate a proficiency using technology, engineering, and mathematics in Science by 05/31/2017 as measured by the mandated state assessment.

## Strategy 1:

Writing - The students will have science journals and write and draw their responses.

Research Cited: <http://www.ncte.org/library/NCTEFiles/Resources/Journals/CC/0203-mar2011/CC0203Policy.pdf>

<http://www.ericdigests.org/pre-9218/across.htm>

Tier: Tier 1

Activity - Think It, Write it, Share it	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student will have a think it, write it, share it notebook. Teacher will pose a question and students will draw or write their response. The students will then share their responses with a partner, small groups, or with the class. After sharing, misconceptions will be corrected in the notebook by the student.	Direct Instruction	Tier 1	Monitor	09/08/2014	04/03/2015	\$0	General Fund	all staff

## Strategy 2:

Hands On Learning - Students will conduct experiment, build models, and manipulate models when exploring scientific concepts.

Research Cited: <http://www.ncrel.org/sdrs/areas/issues/content/ntareas/science/eric/eric-2.htm>

Tier: Tier 1

Activity - Experiments and Models	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use the 5E model of inquiry based science learning to conduct experiments and manipulate models.	Academic Support Program	Tier 2	Monitor	09/08/2014	04/03/2015	\$0	No Funding Required	All teachers

## Strategy 3:

Vocabulary - Students will learn new terms and definitions that are related to their science units.

Research Cited: [http://aim.cast.org/learn/research/aimresearch/sr\\_vocabulary\\_support#.U27h-YFdVT4](http://aim.cast.org/learn/research/aimresearch/sr_vocabulary_support#.U27h-YFdVT4)

Tier: Tier 2

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Activity - Mnemonic devices and Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn mnemonic devices and use graphic organizers (semantic maps and word webs) to learn new terms and definitions for science.	Academic Support Program	Tier 2	Implement	09/08/2014	04/03/2015	\$0	No Funding Required	All teachers

Activity - White boards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will practice science vocabulary on their white boards and answer vocabulary questions from the teacher on their boards as well.	Academic Support Program	Tier 1	Implement	09/08/2014	04/03/2015	\$0	No Funding Required	All teachers grades 3-5

### Strategy 4:

Professional Learning Communities (PLC) - Teachers will meet weekly to discuss how the implementation of our science curriculum is going and also monitor how students are doing on assessments.

Research Cited: Many, T., & Schmidt, J. (2013). "All Together Now: Special and Regular Educators Prosper in PLCs." TEPSA News 70(2).

Tier: Tier 1

Activity - Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collect data on science assessments. Teachers will talk about consistency with testing.	Professional Learning	Tier 1	Implement	09/08/2014	04/03/2015	\$0	No Funding Required	All Teachers

Activity - Research and Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to review implementation of activities and research best practices for future activities.	Professional Learning	Tier 1	Implement	09/08/2014	04/03/2015	\$0	No Funding Required	All Teachers

## Goal 2: All students will adhere to the PBIS expectations (respect, responsibility, safety) for all areas of the school.

### Measurable Objective 1:

demonstrate a behavior safety, responsibility, and respect. by 04/03/2015 as measured by Office referrals, PBIS chart data, party percentages.

### Strategy 1:

PBIS behavior posters - Every month, teachers will focus on behavior expectations by reviewing PBIS posters geared toward certain locations (i.e hallways, lunchroom,

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busses, bathrooms, etc...)

Tier: Tier 1

Activity - Role Play	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will role play behavior expectations from the posters in the different areas of the school.	Behavioral Support Program	Tier 1	Getting Ready	09/08/2014	04/03/2015	\$0	No Funding Required	All staff

Activity - Think Sheet	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who move their name on the behavior chart multiple times a day have to fill out a "Think Sheet," reflecting on how their behavior did not follow the standards on our PBIS posters. The student also has to provide an alternative way to behave that would follow the rules.	Behavioral Support Program	Tier 1	Monitor	09/08/2014	04/03/2015	\$0	No Funding Required	All Staff

Activity - Behavior Charts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not follow the rules on our PBIS charts, move their name down the behavior chart, while students who exemplify the behaviors on our posters will move up the charts.	Behavioral Support Program	Tier 1	Monitor	09/08/2014	04/03/2015	\$0	No Funding Required	All staff

### Strategy 2:

Party Reminder Posters - PBIS monthly parties will be a bigger focus daily for each student. A poster with a catchy phrase will be hung by each behavior chart reminding the students what they are working hard for.

Research Cited: Cohen, R., Kincaid, D., & Childs, K. Measure school wide positive behavior support implementation: Development and validation of the "Benchmarks of Quality." Journal of Positive Behavior Interventions.

Tier: Tier 1

Activity - Monthly Reward	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly reward parties will be given to students exhibiting the behavior expectations that are expected. The poster reminders will help students stay focused on reaching the monthly party.	Behavioral Support Program	Tier 1	Getting Ready	09/08/2014	04/03/2015	\$0	No Funding Required	All Staff

### Strategy 3:

Transition to School - Students who are in tier 2 for behavior will fill out a check in and check out sheet daily with their teacher or other approved staff member.

Research Cited: Cohen, R., Kincaid, D., & Childs, K. Measure school wide positive behavior support implementation: Development and validation of the "Benchmarks

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of Quality." Journal of Positive Behavior Interventions.

Tier: Tier 2

Activity - Check in Check out	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have trouble following the PBIS rules are put on a check in check out program. This allows the student to meet before and throughout the day, as necessary, with their teacher or other approved staff member to monitor how his/her behavior is progressing.	Behavioral Support Program	Tier 2	Monitor	09/08/2014	04/03/2015	\$0	No Funding Required	All staff

### Strategy 4:

Response to Intervention - Teachers will refer students through the RTI process who exhibit constant negative behaviors impacting their learning.

Tier: Tier 3

Activity - Teacher/Staff support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with other staff to determine the best course of action to address student behavior.	Behavioral Support Program	Tier 3	Monitor	09/08/2014	04/03/2015	\$0	No Funding Required	All Staff

### Strategy 5:

Professional Learning Community (PLC) - Teachers will meet weekly to discuss how the implementation of PBIS is going and also monitor how students are doing on with activities.

Research Cited: Many, T., & Schmidt, J. (2013). "All Together Now: Special and Regular Educators Prosper in PLCs." TEPSA News 70(2).

Tier: Tier 1

Activity - Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collect data on from classrooms and office regarding student behavior.	Professional Learning	Tier 1	Implement	09/08/2014	04/03/2015	\$0	Other	All Staff

## Goal 3: Students will become more proficient on Class A assessments using the MC3 curriculum.

### Measurable Objective 1:

80% of All Students will demonstrate a proficiency on the MC3 Class A Assessments in Social Studies by 06/12/2015 as measured by Class A assessments.

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### Strategy 1:

Hands On Activities - Students will engage in more hands-on activities during Social Studies Instructions

Research Cited: Marcia Tate - "Worksheets Don't Grow Dendrites", MC3 Curriculum, History Alive series.

Tier: Tier 1

Activity - Role Playing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will assume the role of a historian, economist, political scientist, or geographer and play out, and understand, real life situations.	Direct Instruction	Tier 1	Implement	09/08/2014	04/03/2015	\$0	No Funding Required	Classroom Teachers, Resource Room Teachers, Support Staff.

Activity - Storytelling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate relevant stories, including trade books and primary sources, for the current unit of study.	Direct Instruction	Tier 1	Getting Ready	09/08/2014	04/03/2015	\$0	No Funding Required	Classroom Teachers, Resource Room Teachers, Support Staff.

### Strategy 2:

Writing - Students will reinforce their learning with a variety of writing activities.

Research Cited: <http://www.ericdigests.org/pre-9218/across.htm>

<http://www.ncte.org/library/NCTEFiles/Resources/Journals/CC/0203-mar2011/CC0203Policy.pdf>

Tier: Tier 1

Activity - Think it, Write it, Share it	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will periodically be asked to write short answers to questions posed by the teachers from the MC3 curriculum. The students will take time to think about an answer. The students will write down their response in their notebook. The teacher will then ask the students to share with their partner. Teachers can monitor by asking different students what their partner said.	Direct Instruction	Tier 1	Monitor	09/08/2014	04/03/2015	\$125	General Fund	Classroom Teachers, Resource Room Teachers, Support Staff.



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Activity - Note Taking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop a note taking sheet for each unit.	Direct Instruction	Tier 1	Getting Ready	09/08/2014	04/03/2015	\$0	No Funding Required	Classroom Teachers

### Strategy 3:

Vocabulary - Students will be exposed to and practice new vocabulary terms related to the different units of study.

Research Cited: Tate, M. Preparing Students for Success in School and Life. Corwin Press. 2011

Tier: Tier 2

Activity - White boards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will review terms and definitions on their white boards.	Academic Support Program	Tier 2	Monitor	09/08/2014	04/03/2015	\$0	No Funding Required	All teachers

Activity - Mnemonic devices and Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will practice movements and mnemonic devices along with graphic organizers (semantic maps and word webs) to help with new terms and definitions.	Academic Support Program	Tier 2	Implement	09/08/2014	04/03/2015	\$0	No Funding Required	All teachers

### Strategy 4:

Professional Learning Communities - Teachers will meet weekly to discuss how the implementation of MC3 is going and also monitor how students are doing on assessments.

Research Cited: Many, T., & Schmidt, J. (2013). "All Together Now: Special and Regular Educators Prosper in PLCs." TEPSA News 70(2).

Tier: Tier 1

Activity - Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collect data on social studies assessments from Class A.	Professional Learning	Tier 1	Implement	09/08/2014	04/03/2015	\$0	No Funding Required	All Teachers

Activity - Research and Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will meet weekly to review research on best practices including Marcia Tate strategies for social studies that goes along with the MC3 curriculum and the implementation of those strategies.	Professional Learning	Tier 1	Implement	09/08/2014	04/03/2015	\$0	No Funding Required	All Teachers
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## Goal 4: All students at Chapman will become more proficient in math.

### Measurable Objective 1:

57% of All Students will demonstrate a proficiency in math. in Mathematics by 06/05/2015 as measured by standardized test, pre/post test.

### (shared) Strategy 1:

Math Expressions - All teachers will use Math Expressions program to instruct students in math. The program will be used with fidelity in each grade level.

Research Cited: District exposure to several math curriculum wherein a decision was made to pilot the math expressions program.

Tier: Tier 1

Activity - Math Expressions Instructions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement Math Expression	Direct Instruction	Tier 1	Implement	09/08/2014	04/03/2015	\$217000	General Fund	All

### Strategy 2:

8 Mathematical Practices - All teachers will incorporate, in daily lessons, the 8 mathematical practices.

Research Cited: TIPM3, Common Core

Tier: Tier 1

Activity - Performance Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give 1 performance task per trimester to see if students are understanding and implementing the 8 mathematical practices.	Direct Instruction	Tier 1	Implement	09/08/2014	04/03/2015	\$0	No Funding Required	All classroom teachers

### (shared) Strategy 3:

Computational Fluency - Teachers will provide students opportunities to use activities to improve computational fluency.

Research Cited: [http://www.eyelevelwaldwick.com/E\\_nopi\\_MATH\\_Pilot\\_Study.pdf](http://www.eyelevelwaldwick.com/E_nopi_MATH_Pilot_Study.pdf)

[http://eps.schoolspecialty.com/downloads/other/acad-math/research\\_math\\_fluency.pdf](http://eps.schoolspecialty.com/downloads/other/acad-math/research_math_fluency.pdf)

<http://www.oci-sems.com/ContentHTML/pdfs/Research%20and%20Results.pdf>

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Tier: Tier 2

Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will present problems and give students time to figure out their answers, share their solution as well as their thinking and then decide on a shared class answer.	Direct Instruction	Tier 2	Implement	09/08/2014	04/03/2015	\$0	No Funding Required	All classroom teachers
Activity - Math Fact Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will also use the district math fluency program to improve math fact fluency. This will ensure consistent vocabulary and strategy usage from grade level to grade level.	Academic Support Program	Tier 1	Monitor	09/08/2014	04/03/2015	\$0	No Funding Required	All staff

### (shared) Strategy 4:

Professional Learning Communities (PLC) - Teachers will meet weekly to discuss how the implementation of Math Expressions is going and also monitor how students are doing on assessments.

Research Cited: Many, T., & Schmidt, J. (2013). "All Together Now: Special and Regular Educators Prosper in PLCs." TEPSA News 70(2).

Tier: Tier 1

Activity - Data collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collect data on math assessments from the Math Expressions series.	Professional Learning	Tier 1	Implement	09/08/2014	04/03/2015	\$0	No Funding Required	All teachers
Activity - Research and Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to review research on mathematical best practices and the implementation of those strategies.	Professional Learning	Tier 1	Implement	09/08/2014	04/03/2015	\$0	No Funding Required	All teachers

### Measurable Objective 2:

40% of Bottom 30% and Economically Disadvantaged students will demonstrate a proficiency in math. in Mathematics by 04/03/2014 as measured by MEAP.

### (shared) Strategy 1:

Math Expressions - All teachers will use Math Expressions program to instruct students in math. The program will be used with fidelity in each grade level.

Research Cited: District exposure to several math curriculum wherein a decision was made to pilot the math expressions program.

Tier: Tier 1

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Activity - Math Expressions Instructions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement Math Expression	Direct Instruction	Tier 1	Implement	09/08/2014	04/03/2015	\$217000	General Fund	All

### Strategy 2:

8 Mathematical Practices - All teachers will incorporate, in daily lessons, the 8 mathematical practices.

Research Cited: TIPM3, Common Core

Tier: Tier 1

Activity - Performance Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give 1 performance task per trimester to see if students are understanding and implementing the 8 mathematical practices.	Direct Instruction	Tier 1	Implement	09/08/2014	04/03/2015	\$0	No Funding Required	All classroom teachers

### (shared) Strategy 3:

Computational Fluency - Teachers will provide students opportunities to use activities to improve computational fluency.

Research Cited: [http://www.eyelelevelwaldwick.com/E\\_nopi\\_MATH\\_Pilot\\_Study.pdf](http://www.eyelelevelwaldwick.com/E_nopi_MATH_Pilot_Study.pdf)

[http://eps.schoolspecialty.com/downloads/other/acad-math/research\\_math\\_fluency.pdf](http://eps.schoolspecialty.com/downloads/other/acad-math/research_math_fluency.pdf)

<http://www.oci-sems.com/ContentHTML/pdfs/Research%20and%20Results.pdf>

Tier: Tier 2

Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will present problems and give students time to figure out their answers, share their solution as well as their thinking and then decide on a shared class answer.	Direct Instruction	Tier 2	Implement	09/08/2014	04/03/2015	\$0	No Funding Required	All classroom teachers

Activity - Math Fact Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will also use the district math fluency program to improve math fact fluency. This will ensure consistent vocabulary and strategy usage from grade level to grade level.	Academic Support Program	Tier 1	Monitor	09/08/2014	04/03/2015	\$0	No Funding Required	All staff

### (shared) Strategy 4:

Professional Learning Communities (PLC) - Teachers will meet weekly to discuss how the implementation of Math Expressions is going and also monitor how students

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are doing on assessments.

Research Cited: Many, T., & Schmidt, J. (2013). "All Together Now: Special and Regular Educators Prosper in PLCs." TEPSA News 70(2).

Tier: Tier 1

Activity - Data collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collect data on math assessments from the Math Expressions series.	Professional Learning	Tier 1	Implement	09/08/2014	04/03/2015	\$0	No Funding Required	All teachers

Activity - Research and Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to review research on mathematical best practices and the implementation of those strategies.	Professional Learning	Tier 1	Implement	09/08/2014	04/03/2015	\$0	No Funding Required	All teachers

## Goal 5: All students will become more proficient readers.

### Measurable Objective 1:

85% of All Students will demonstrate a proficiency in fiction and nonfiction in Reading by 05/05/2017 as measured by the mandated state assessment.

### Strategy 1:

Comprehension - Students will use activities that reinforce comprehension skills.

Tier: Tier 1

Activity - Reading and Analyzing nonfiction (RAN)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete RAN graphic organizers when reading nonfiction materials.	Academic Support Program	Tier 1	Implement	09/08/2014	04/03/2015	\$0	No Funding Required	All Teachers

Activity - Hand Retelling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work on retelling fiction texts using the hand retelling strategy.	Academic Support Program	Tier 2	Implement	09/08/2014	04/03/2015	\$0	No Funding Required	All Teachers

### Strategy 2:

Vocabulary - Students will work on vocabulary for new words in the books they are reading and terms that are related to the reading curriculum.

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Tier: Tier 1

Activity - Quizlet	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will go to the quizlet website and work on activities such as matching, timed tests, flash cards to help reenforce vocabulary in all content areas.	Academic Support Program	Tier 2	Implement	09/08/2014	04/03/2015	\$0	No Funding Required	All teachers grades 2-5.
Activity - Sight Words	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-2 will work on sight word vocabulary in all content areas.	Academic Support Program	Tier 1	Monitor	09/08/2014	04/03/2015	\$0	No Funding Required	All teachers grades K-2

### (shared) Strategy 3:

Writing - Students will write about their reading weekly.

Tier: Tier 1

Activity - Summarizing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be taught how to summarize text for both nonfiction and fiction reading and practice in their reading journals.	Direct Instruction	Tier 1	Monitor	09/08/2014	04/03/2015	\$0	No Funding Required	All teachers
Activity - Predicting and Inferring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn how to use nonfiction and fiction texts to make predictions and inferences about what they are reading. They will then write down those predictions and inferences in their reading journal and read on to see if they were correct.	Direct Instruction	Tier 1	Monitor	09/08/2014	04/03/2015	\$0	No Funding Required	All teachers.
Activity - Making Connections	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use their background knowledge and synthesize it with the reading they are doing to make connections to their life, other books, and the world around them and write them down in their reading journals.	Academic Support Program	Tier 1	Monitor	09/08/2014	04/04/2015	\$0	No Funding Required	All Teachers

### (shared) Strategy 4:

Professional Learning Community (PLC) - Teachers will meet weekly to discuss how the implementation of reading goal is going and also monitor how students are

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doing on assessments.

Research Cited: Many, T., & Schmidt, J. (2013). "All Together Now: Special and Regular Educators Prosper in PLCs." TEPSA News 70(2).

Tier: Tier 1

Activity - Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collect data from reading goal.	Professional Learning	Tier 1	Implement	09/08/2014	04/03/2015	\$0	No Funding Required	All teachers

Activity - Research and Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to review research on reading best practices and the implementation of those strategies.	Professional Learning	Tier 1	Implement	09/08/2014	04/03/2015	\$0	No Funding Required	All Teachers

### Measurable Objective 2:

65% of Bottom 30% and Economically Disadvantaged students will demonstrate a proficiency in fiction and nonfiction in Reading by 05/05/2017 as measured by the mandated state assessment.

### Strategy 1:

Comprehension - Students will use activities that reinforce comprehension skills.

Tier: Tier 1

Activity - Reading and Analyzing nonfiction (RAN)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete RAN graphic organizers when reading nonfiction materials.	Academic Support Program	Tier 1	Implement	09/08/2014	04/03/2015	\$0	No Funding Required	All Teachers

Activity - Hand Retelling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work on retelling fiction texts using the hand retelling strategy.	Academic Support Program	Tier 2	Implement	09/08/2014	04/03/2015	\$0	No Funding Required	All Teachers

### Strategy 2:

Vocabulary - Students will work on vocabulary for new words in the books they are reading and terms that are related to the reading curriculum.

Tier: Tier 1

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Activity - Quizlet	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will go to the quizlet website and work on activities such as matching, timed tests, flash cards to help reenforce vocabulary in all content areas.	Academic Support Program	Tier 2	Implement	09/08/2014	04/03/2015	\$0	No Funding Required	All teachers grades 2-5.

Activity - Sight Words	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-2 will work on sight word vocabulary in all content areas.	Academic Support Program	Tier 1	Monitor	09/08/2014	04/03/2015	\$0	No Funding Required	All teachers grades K-2

### (shared) Strategy 3:

Writing - Students will write about their reading weekly.

Tier: Tier 1

Activity - Summarizing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be taught how to summarize text for both nonfiction and fiction reading and practice in their reading journals.	Direct Instruction	Tier 1	Monitor	09/08/2014	04/03/2015	\$0	No Funding Required	All teachers

Activity - Predicting and Inferring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn how to use nonfiction and fiction texts to make predictions and inferences about what they are reading. They will then write down those predictions and inferences in their reading journal and read on to see if they were correct.	Direct Instruction	Tier 1	Monitor	09/08/2014	04/03/2015	\$0	No Funding Required	All teachers.

Activity - Making Connections	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use their background knowledge and synthesize it with the reading they are doing to make connections to their life, other books, and the world around them and write them down in their reading journals.	Academic Support Program	Tier 1	Monitor	09/08/2014	04/04/2015	\$0	No Funding Required	All Teachers



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Collection	Teachers will collect data on from classrooms and office regarding student behavior.	Professional Learning	Tier 1	Implement	09/08/2014	04/03/2015	\$0	All Staff

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Expressions Instructions	Implement Math Expression	Direct Instruction	Tier 1	Implement	09/08/2014	04/03/2015	\$217000	All
Think it, Write it, Share it	Students will periodically be asked to write short answers to questions posed by the teachers from the MC3 curriculum. The students will take time to think about an answer. The students will write down their response in their notebook. The teacher will then ask the students to share with their partner. Teachers can monitor by asking different students what their partner said.	Direct Instruction	Tier 1	Monitor	09/08/2014	04/03/2015	\$125	Classroom Teachers, Resource Room Teachers, Support Staff.
Think It, Write it, Share it	Each student will have a think it, write it, share it notebook. Teacher will pose a question and students will draw or write their response. The students will then share their responses with a partner, small groups, or with the class. After sharing, misconceptions will be corrected in the notebook by the student.	Direct Instruction	Tier 1	Monitor	09/08/2014	04/03/2015	\$0	all staff

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Mnemonic devices and Graphic Organizers	Students will practice movements and mnemonic devices along with graphic organizers (semantic maps and word webs) to help with new terms and definitions.	Academic Support Program	Tier 2	Implement	09/08/2014	04/03/2015	\$0	All teachers

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Research and Implementation	Teachers will meet weekly to review research on reading best practices and the implementation of those strategies.	Professional Learning	Tier 1	Implement	09/08/2014	04/03/2015	\$0	All Teachers
Number Talks	Classroom teachers will present problems and give students time to figure out their answers, share their solution as well as their thinking and then decide on a shared class answer.	Direct Instruction	Tier 2	Implement	09/08/2014	04/03/2015	\$0	All classroom teachers
Data Collection	Teachers will collect data on social studies assessments from Class A.	Professional Learning	Tier 1	Implement	09/08/2014	04/03/2015	\$0	All Teachers
Summarizing	Students will be taught how to summarize text for both nonfiction and fiction reading and practice in their reading journals.	Direct Instruction	Tier 1	Monitor	09/08/2014	04/03/2015	\$0	All teachers
Research and Implementation	Teachers will meet weekly to review research on best practices including Marcia Tate strategies for social studies that goes along with the MC3 curriculum and the implementation of those strategies.	Professional Learning	Tier 1	Implement	09/08/2014	04/03/2015	\$0	All Teachers
Quizlet	Students will go to the quizlet website and work on activities such as matching, timed tests, flash cards to help reinforce vocabulary in all content areas.	Academic Support Program	Tier 2	Implement	09/08/2014	04/03/2015	\$0	All teachers grades 2-5.
Monthly Reward	Monthly reward parties will be given to students exhibiting the behavior expectations that are expected. The poster reminders will help students stay focused on reaching the monthly party.	Behavioral Support Program	Tier 1	Getting Ready	09/08/2014	04/03/2015	\$0	All Staff
Teacher/Staff support	Teachers will meet with other staff to determine the best course of action to address student behavior.	Behavioral Support Program	Tier 3	Monitor	09/08/2014	04/03/2015	\$0	All Staff
Experiments and Models	Students will use the 5E model of inquiry based science learning to conduct experiments and manipulate models.	Academic Support Program	Tier 2	Monitor	09/08/2014	04/03/2015	\$0	All teachers
Mnemonic devices and Graphic Organizers	Students will learn mnemonic devices and use graphic organizers (semantic maps and word webs) to learn new terms and definitions for science.	Academic Support Program	Tier 2	Implement	09/08/2014	04/03/2015	\$0	All teachers
Hand Retelling	Students will work on retelling fiction texts using the hand retelling strategy.	Academic Support Program	Tier 2	Implement	09/08/2014	04/03/2015	\$0	All Teachers
White boards	Students will review terms and definitions on their white boards.	Academic Support Program	Tier 2	Monitor	09/08/2014	04/03/2015	\$0	All teachers
Check in Check out	Students who have trouble following the PBIS rules are put on a check in check out program. This allows the student to meet before and throughout the day, as necessary, with their teacher or other approved staff member to monitor how his/her behavior is progressing.	Behavioral Support Program	Tier 2	Monitor	09/08/2014	04/03/2015	\$0	All staff

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Behavior Charts	Students who do not follow the rules on our PBIS charts, move their name down the behavior chart, while students who exemplify the behaviors on our posters will move up the charts.	Behavioral Support Program	Tier 1	Monitor	09/08/2014	04/03/2015	\$0	All staff
Making Connections	Students will use their background knowledge and synthesize it with the reading they are doing to make connections to their life, other books, and the world around them and write them down in their reading journals.	Academic Support Program	Tier 1	Monitor	09/08/2014	04/04/2015	\$0	All Teachers
Math Fact Fluency	Teacher will also use the district math fluency program to improve math fact fluency. This will ensure consistent vocabulary and strategy usage from grade level to grade level.	Academic Support Program	Tier 1	Monitor	09/08/2014	04/03/2015	\$0	All staff
Data Collection	Teachers will collect data from reading goal.	Professional Learning	Tier 1	Implement	09/08/2014	04/03/2015	\$0	All teachers
Note Taking	Teachers will develop a note taking sheet for each unit.	Direct Instruction	Tier 1	Getting Ready	09/08/2014	04/03/2015	\$0	Classroom Teachers
Research and Implementation	Teachers will meet weekly to review research on mathematical best practices and the implementation of those strategies.	Professional Learning	Tier 1	Implement	09/08/2014	04/03/2015	\$0	All teachers
Research and Implementation	Teachers will meet weekly to review implementation of activities and research best practices for future activities.	Professional Learning	Tier 1	Implement	09/08/2014	04/03/2015	\$0	All Teachers
Reading and Analyzing nonfiction (RAN)	Students will complete RAN graphic organizers when reading nonfiction materials.	Academic Support Program	Tier 1	Implement	09/08/2014	04/03/2015	\$0	All Teachers
Data Collection	Teachers will collect data on science assessments. Teachers will talk about consistency with testing.	Professional Learning	Tier 1	Implement	09/08/2014	04/03/2015	\$0	All Teachers
Think Sheet	Students who move their name on the behavior chart multiple times a day have to fill out a "Think Sheet," reflecting on how their behavior did not follow the standards on our PBIS posters. The student also has to provide an alternative way to behave that would follow the rules.	Behavioral Support Program	Tier 1	Monitor	09/08/2014	04/03/2015	\$0	All Staff
Role Play	Students will role play behavior expectations from the posters in the different areas of the school.	Behavioral Support Program	Tier 1	Getting Ready	09/08/2014	04/03/2015	\$0	All staff
Storytelling	Teachers will incorporate relevant stories, including trade books and primary sources, for the current unit of study.	Direct Instruction	Tier 1	Getting Ready	09/08/2014	04/03/2015	\$0	Classroom Teachers, Resource Room Teachers, Support Staff.
White boards	Students will practice science vocabulary on their white boards and answer vocabulary questions from the teacher on their boards as well.	Academic Support Program	Tier 1	Implement	09/08/2014	04/03/2015	\$0	All teachers grades 3-5

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Data collection	Teachers will collect data on math assessments from the Math Expressions series.	Professional Learning	Tier 1	Implement	09/08/2014	04/03/2015	\$0	All teachers
Performance Tasks	Teachers will give 1 performance task per trimester to see if students are understanding and implementing the 8 mathematical practices.	Direct Instruction	Tier 1	Implement	09/08/2014	04/03/2015	\$0	All classroom teachers
Role Playing	Students will assume the role of a historian, economist, political scientist, or geographer and play out, and understand, real life situations.	Direct Instruction	Tier 1	Implement	09/08/2014	04/03/2015	\$0	Classroom Teachers, Resource Room Teachers, Support Staff.
Predicting and Inferring	Students will learn how to use nonfiction and fiction texts to make predictions and inferences about what they are reading. They will then write down those predictions and inferences in their reading journal and read on to see if they were correct.	Direct Instruction	Tier 1	Monitor	09/08/2014	04/03/2015	\$0	All teachers.
Sight Words	Students in grades K-2 will work on sight word vocabulary in all content areas.	Academic Support Program	Tier 1	Monitor	09/08/2014	04/03/2015	\$0	All teachers grades K-2