School Improvement Plan

Rose Pioneer Elementary School

Holly Area School District

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TABLE OF CONTENTS

School Additional Requirements Diagnostic

2016 2017 School Improvement Plan

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?

Rose Pioneer is an NCA/AdvanceEd Accredited pre K-5 elementary school situated on 20 acres of rural/wooded property in northwest Oakland County, Michigan. Rose Pioneer has approximately 340 students and is the southern most elementary school (1 of 4) in the Holly Area School District.

Demographic diversity is mainly the result of variations in socio-economic status. Approximately forty-six percent of students qualify for free or reduced cost lunch. Over the past few years, we have experienced an increase in the amount of students who qualify for a lunch subsidy. Rose Pioneer was previously a Title 1 building but will not qualify for that status in 2016/2017. Anecdotally, the increase in free/reduced lunch population (26% in 2007 and 46% in 2016) is attributable to situational poverty.

Another challenge we are addressing is a larger than predicted percentage of students receiving special education services. The district averages near 19% of students with an Individual Education Plan. Over the past several years, Rose Pioneer has developed a multi-tiered system of support in exhaust targeted general education interventions (RtI model) prior to evaluation for special education services. This has resulted in a slight decrease and Rose Pioneer current serves a population of approximately 17% special education. Rose Pioneer also services the district's emotionally impaired population who require basic classroom supports. Over the past 5 years, we have worked diligently as a staff to include at least 80 percent of our basic classroom students in the least restrictive general education setting a minimum of 80 percent of their day.

The staff at Rose Pioneer works diligently to implement best practice instructional strategies in or to increase student achievement. We work continuously to narrow achievement gaps with our special education and economically disadvantaged students, while increasing rigor and providing challenges for our students who excel. As our demographics continue to shift, the staff continues leverage the professional learning communities model and research based best practice in order to meet the needs of all students.

One unique feature we are proud of at Rose Pioneer is our push to cultivate student-leadership opportunities and the development of 21st century learners. We use the Workshop Model in reading, writing, and mathematics which provides students with opportunities to engage in meaningful collaborative dialogue, while also receiving needed targeted intervention and differentiated instruction.

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.

Vision Statement
Together We GROW!

Mission Statement
The community of Rose Pioneer is dedicated to developing respectful lifelong learners in a dynamic learning environment where all students are challenged to achieve their potential.

Beliefs Statement
~All members of our learning community bear a personal responsibility for learning.
~We are responsible for using best practice strategies in our classrooms so that all students achieve high standards of learning.
~We are responsible for differentiating instruction so that all learners are challenged and supported.
~We are responsible for communicating with parents so that they can understand the expectations and support their children's learning.
~We are responsible for providing a safe learning environment, free from distractions that inhibit student learning. To this end, we incorporate the tenets of Positive Behavior Interventions and Support.
~We are responsible for continual student achievement data review and collaborative action planning. During these collaborative meetings, we develop intervention support plans for students across the achievement continuum.

Rose Pioneer is a data driven school. We pride ourselves on using assessment data to drive instruction. The staff at Rose Pioneer actively participate in an ongoing analysis of collected data in order to reflect on student achievement and school effectiveness.

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.

Using a strategic and targeted School Improvement Planning process, we have continued to increase our standing on Michigan's Top to Bottom list. In 2010, Rose Pioneer was ranked at approximately the 50th percentile of all K-12 schools in the state of Michigan. In 2012, that ranking had climbed to the 76th percentile. Rose Pioneer was ranked at the 73rd percentile in 2013 and at the 71st percentile in 2014. Although the state suspended the use of Top to Bottom rankings in 2015 while shifting from the MEAP to the MSTEP state assessment systems, we remain committed to remaining in the top quartile of all elementary schools in the state.

We will continue to focus on our PBIS goals and strategies to cultivate respectful, responsible, safe learners. We understand that developing and maintaining relationships with our families in order to meet their social and emotional needs is foundational to our success. Emotionally safe and empathetic learners are necessary in order for teachers to increase rigor and support student academic needs. We are pleased with the results of our work so far and will continue to analyze our achievement data and adjust instruction to meet the needs of all learners.

Additional Information

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

Rose Pioneer is keenly focused on respectful, responsible, safe learning for ALL students. Our business model is based on the work of many researchers, both inside and outside of education. We wholeheartedly believe that our families are our customers and without them we would cease to exist. Because of this collective belief and school culture, increased rigor, increasing academic achievement and other factors, approximately 8 percent of our student body is comprised of out-of-district school of choice students. In the past, we have had people travel from as far away as Rochester Hills (35 miles) to attend school at Rose Pioneer. We are very proud of our culture and reputation and we work diligently in a competitive education market to continue retaining our current students and attracting others from surrounding areas.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

We include stakeholders in school improvement plan development, evaluation, and implementation through interviews, surveys, newletter and invitations to School Improvement Planning Meetings and PTO (Pioneer Parents) meetings, which are held before and after school hours. Roles are delineated on a volunteer basis.

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

The vast majority of direct involvement in school data analysis and improvement planning comes from our staff. However, many staff member also are parents in our school. Additionally, the school community does provide feedback through surveys, focus group conversations, and participation on our SIP team and at PTO (Pioneer Parents) meetings.

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

Our school improvement plan and progress updates are communicated through PTO meetings (monthly), newsletters (weekly), board meetings (monthly), and our school web-page (on-going).

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?

A cohort survival study is undertaken to assess enrollment trends. Using county live birth statistics, straight line projections are made year to year. We staff based upon class size target numbers of no more than 26 students in grades K - 3 and a target maximum of 30 students in grades 4 - 5. Decreases in enrollment, of course, necessitate educator "lay offs." As enrollment increases, staff are screened, interviewed and hired to service where needed. As enrollment changes from one building to another, we have researched ways to balance numbers through changes in district boundaries, particularly in "swing areas." In 2015/2016, for example, we redistricted the southwestern corner of the district in order to balance school sizes and decrease transportation costs.

We also have implemented a Young Fives program at the district elementary level. This strategy has bolstered our "feeder" program as over 90% of the students who enter our buildings for the Y5 program tend to enroll in Kindergarten.

Another strategy that has bolstered our enrollment is bringing our pre-school programs into the school buildings. Previously, many of our Pre K programs resided in a "center" building. We noted that a larger than acceptable percentage of those students were not enrolling in our kindergarten classes. Moving the preschools into the school buildings has also netted a retention rate in excess of 90%.

Student Demographic Data

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

Our student attendance rates remain relatively stable. We continue to monitor student attendance and intervene when necessary. However, a closer look at attendance data suggest that economic disadvantage does see to correlate with higher amounts of absenteeism. We will continue to implement the following as it relates to our attendance policy: parent attendance letters for students with excessive absences; parent meetings and attendance intervention plan development; Holly Youth Assistance referrals and Oakland County Truancy Intervention protocol (Truancy Officer referral), when necessary. Another challenge for us has been a relatively higher absentee rate for students who access Rose Pioneer as schools of choice students. Students from other districts who apply to attend Rose Pioneer also agree to our attendance policy and we are diligent in discussing the importance of attendance with these families, as well.

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?

The staff at Rose Pioneer prides itself on being a school with excellent behavior among its students. Most behavior challenges occur during unstructured times (bus, playground, transitions). We have used the our positive behavior interventions and supports (PBIS) to ensure all expectations are collaboratively developed, taught and reviewed with students throughout the school year. We have a Rose Pioneer pledge that is recited each morning with the Pledge of Allegiance and culture building monthly activities coordinate with our "Team Work Makes the

Dream Work!" theme.

Challenges that have been identified have to do with ensure adequate supervision at all times. This year, we realigned our staff morning supervision to free up more funds for an additional playground supervisor at lunch.

Student Demographic Data

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

~Continued focus on PBIS strategies and monthly themes/celebrations of success
~Continued and enhances parent involvement strategies
~Enhanced use of school social work educational services

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?

Our building principal has twenty-four (24) years in education. Thirteen (13) years as a building principal, five (5) years as an assistant principal, and six (6) years as a teacher. Teacher leaders in the building range from approximately ten (10) to twenty (20) years of teaching experience. This relatively "sage" group of educational leaders has a lot of experience to draw upon when selecting strategies for increased student achievement.

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?

Our school has a staff of primarily veteran staff members (more than 15 years of experience). This has a positive impact on achievement as teachers drawn on both their experience, as well as new pedagogical approaches founded in research. Team building initiatives have taught us to draw on members of the staff with particular strengths when solving a problem and to listen to all voices in the room when discussing new strategies. We are fortunate to have a group of teachers who are "life long learners" and who also understand that shifts in students demographics and changing educational outcomes and needs require us to continue using data and research based best practice strategies to meet the needs of our students.

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?

The majority of time that our principal missed school was due to 5D+ training on teacher evaluation and other educational opportunities at Oakland Schools. Given the depth of knowledge and rigor of both the 5d+ and OS training, the impact on student achievement should be beneficial.

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?

Relative to professional learning, our teachers missed a majority of time vertically aligning curriculum using the Atlas Rubicon platform and writing more rigorous and aligned common assessments at each grade level. This has been difficult work and we have reworked the schedule this year to minimize time out of the classroom. However, the benefits of this new electronic structure, and common assessment data, will benefit student achievement in all grades (pre K - 12).

Teacher/School Leader(s) Demographic Data

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

Because we are in the third year of implementation (final phase) the number of days relative to 5D+ trainings, as well as Atlas Rubicon curriculum development and alignment has been nearly eliminated for 2016/2017. This will allow teachers to remain in their classrooms and provide less strain on the district budget to provide guest teachers.

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?

Based upon the results of our Interim Self Assessment, Governance and Leadership scored highest (3.33 rating), followed by Purpose and Direction and Teaching and Assessing for Learning (both at 3.0 rating).

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?

Based upon the results of our Interim Self Assessment, Using Results for Continuous Improvement was our weakest area with an overall score of (2.4 rating), followed by Resources and Support Systems with a score of (2.57 rating).

12. How might these challenges impact student achievement?

Better use of data and results for achievement aligned with resources and support systems will increase student achievement in a positive direction.

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.

It will be necessary to building data review and action planning strategies into our SIP plan for this year.

Additionally, we will need to be more deliberate and efficient in providing resources and support systems for our students. This could be accomplished through and aligned Multi Tiered Systems of Support (MTSS) across the building.

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?

Our mission statement and culture ensures that all students are integrated into the general education setting to the largest degree possible. All students have access to intervention programs, regardless of disability or other factors. We are moving toward a defined assessment system that allows for the disaggregation of data to determine action plans for students who are not reaching academic proficiency. Our teachers also volunteer their time for after school tutoring and enrichment programs to bolster student achievement.

We have a documented and implemented student assistance process that uses formative and summative data to tier students for intervention support. If problems persist, collaborative meetings are held to develop action plans at home and school. Once all general

education interventions have been exhausted, special education or other testing is administered, where needed.

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

After school enrichment activities, before school online academic program time, free after school tutoring, summer enrichment packets and check ins, iPad check out for home use.

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

Our extended learning opportunities are voluntary. We communicate through our home/school newsletter, website, Skylert, PA announcements, school sign, and parent meetings (PTO). These opportunities are extremely popular among our students.

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?

Our school and district uses a digital platform for curriculum development and archiving called Atlas Rubicon. Our school also requires all teachers to use an electronic, web-based, lesson planning platform that is accessible by the building principal. Our 5D+ teacher evaluation system houses all teacher observation data and requires a review of lesson plans at each formal observation time (announced or unannounced). Lastly, teachers schedule formal peer to peer observations with one another. They observe the teaching of a pre-derminded lesson and provide feedback through PLC or common prep time.

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

 iReady reading assessment data show a 5% reduction in the number of students who are one year behind grade level in reading (54% during 2015/16 window 1 and 47% during window 3). Being targeted in our instructional approach to addressing student's reading needs as defined by iReady assessment data has contributed to this decrease.

2016 MSTEP data show Rose Pioneer 3rd grade ELA scores outpacing the district proficiency average, coming in slightly below the proficiency average for Oakland County and outpacing the state average. RP = 48%; HAS district = 45%; Oakland County = 54%; State = 46%.

19b. Reading- Challenges

Overall, too many students are at least one year below grade level as measured by the iReady assessment. The 3rd (last) window of iReady measured 47% of students reading below grade level. The 2016 MSTEP aggregated building results show a similar number of approximately 43% not proficient.

19c. Reading- Trends

When looking at Reading Score Distribution Reports by grade level, informational reading and narrative text are consistent areas of challenge in all three grades (3, 4, and 5).

Positive trends--

3rd graders have broken a pattern and beginning to outperforming their district colleagues, versus a former trend at 4th and 5th grade. Having better readers earlier on should allow us to build on this foundation.

Negative trends--

~males tend to underperform females significantly across all grade levels.

~special education and economically disadvantaged students significantly underperform their grade level colleagues.

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.

~Focused MTSS tier 2 reading remediation in all grades to assist students with fluency and/or comprehension problems.

~Better data desegregation and protocols to build actions plans that result in reading achievement gains among boys, special education and social economically disadvantaged students.

~Use of formative assessment strategies and the Workshop model to provide targeted tier 1 instructional strategies to enhance reading achievement among all students.

20a. Writing- Strengths

Rose Pioneer writing scores have consistently been competitive in terms of district, county and state averages.

20b. Writing- Challenges

Rose students have challenges communicating ideas using relevant details in their writing. Skill development in supporting the main idea,

claim or thesis statement is challenging. Staff continue to focus on providing instruction to assist student with organization, voice and proper conventions in their writing.

20c. Writing- Trends

Economically disadvantaged students, special education students, and boys tend to score lower in writing proficiency than their comparison groups.

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.

Teachers will closely follow the ELA curriculum in Atlas Rubicon, ensuring adequate time is spent developing students writing ability to support the main idea, organize their writing, using appropriate voice, and proper conventions.

21a. Math- Strengths

According the 2016 MSTEP results:

Rose third graders were on par with their HAS district colleagues: (50 proficient)

Rose third graders outpaced their state level colleagues by a margin of 5% (50% versus 45%)

Rose fourth grade students outpaced their district colleagues by a margin of 8% (44% proficient versus 36%)

Rose fourth grade socio-economically disadvantaged students outpaced all fourth grade district students (38% versus 29%) and only lagged their Rose grade level colleagues by 6 percentage points.

21b. Math- Challenges

Overall, 62% of Rose Pioneer students are not proficient as measured by the 2016 MSTEP results in mathematics. Although there are bright spots, the overall proficiency rate is not acceptable and well below the county average. Our iReady result closely correlated with the MSTEP results, further giving credibility to our need to continue addressing the issue. Overall, both special education and economically disadvantaged students don't score as well as their grade level colleagues.

21c. Math- Trends

Although this year marked an improvement in a 3rd and 4th grade, Rose Pioneer students scored at or below the district average in mathematics proficiency in two out of three grade levels. This is a step in the right direction after the previous two years (14 and 15) showed scores in math below the district average on grade level math state assessments.

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.

Our Eureka math curriculum will help ensure that teachers are developing students math fluency and computation, as well as a strong foundation in the base 10 system. The Math Exchanges portion of our math workshop models allows for student exploration, discussion and a deeper connection with mathematics.

~Focused MTSS tier 2 math remediation in all grades to assist students with mathematical reasoning and fluency.

~Better data desegregation and protocols to build actions plans that result in math achievement gains among special education and social economically disadvantaged students.

~Use of formative assessment strategies and the math workshop model to provide targeted tier 1 instructional strategies that enhance math achievement among all students.

22a. Science- Strengths

When looking at science score distributions, students tend to score highest in the life science area.

22b. Science- Challenges

As measured by the 2016 MSTEP, Rose Pioneer students lagged in science proficiency behind their grade level peers in the district, county and state. Rose Pioneer = 12%; HAS = 14%; Oakland County = 18%; State = 15% of students proficient.

We have an outdated curriculum that is not aligned to the NGSS standards.

22c. Science- Trends

Rose Pioneer students have scored at or below their district grade level peers during the last 4 consecutive years we have data.

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.

The development and alignment (vertical and horizontal aligned to the NGSS) of a Holly Area Schools curriculum is addressed in our SIP. Additionally, we continue to add fun and engaging strategies to teach the scientific process to all students. The diary mapping process as well as blueprinted common assessments will also provide us with timely data to make informed decisions on needed adjustments. We will have science specialists teaching at the 3rd, 4th and 5th grades, as well.

23a. Social Studies- Strengths

According the 2016 MSTEP Expectation Analysis Report, Rose Pioneer student scored best on Expectation C, Civics and Government, as compared to the other standards that were assessed in social studies.

23b. Social Studies- Challenges

According the 2016 MSTEP data, Rose Pioneer students perform below their district, county and state grade level colleagues in terms of social studies proficiency.

23c. Social Studies- Trends

Overall, our students have scored low consistently in social studies over the past 3 years as measured by MEAP and MSTEP data.

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.

The development and alignment (vertical and horizontal) of a Holly Area Schools curriculum is addressed in our SIP. Additionally, the diary mapping process as well as blueprinted common assessments will also provide us with timely data to make informed decisions on needed adjustments.

We will have Social Studies Specialists teaching all students in grades 3, 4, and 5.

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?

Students indicate satisfaction with their teacher.

24b. Student Perception Data

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

The amount of time in exploratory class offerings and recess are offered.

24c. Student Perception Data

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

We have increased the amount of both recess and co-curricular time, hired subject area specialists for openings in co-curriculars, and have explored extended opportunities for physical exercise through extra curricular offerings and time for movement for students during the school day. We've also added many after school offerings specifically designed to increase the amount of time students have access to art, music and physical activities.

25a. Parent/Guardian Perception Data

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

Parents cite the culture of the school's PBIS strategies, the ability to give input to students placement, and the teachers within the school.

25b. Parent/Guardian Perception Data

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

Parents cite displeasure in the amount of co-curricular time for students, particularly physical education.

25c. Parent/Guardian Perception Data

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

We continue to make strides to increase co-curricular offerings and time available to students. In areas of the budget outside of our direct control, we have been creative in finding revenue neural solutions.

26a. Teacher/Staff Perception Data

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

The overall school culture is something teachers believe is foundational to our success.

26b. Teacher/Staff Perception Data

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

Increased grade level and cross grade level collaboration time is something teachers consistently cite as an area of needed improvement.

26c. Teacher/Staff Perception Data

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

A very targeted approach to scheduling consistent and frequent collaborative time has been developed. This includes both common preparation and planning time, in addition to a common grade level lunch hour, and PLC time. We will continue to implement peer to peer observation and feedback cycles to give teachers job embedded professional development opportunities using our in house expert staff.

27a. Stakeholder/Community Perception Data

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

We have no perception data in this area.

27b. Stakeholder/Community Perception Data

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

We have no perception data in this area.

27c. Stakeholder/Community Perception Data

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

We will need to collect data in order to plan for this area.

Summary

28a. Summary

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

Rose Pioneer implements a documented and aligned curriculum in grade Pre K through 5th grade. Our vision for learning and cultural elements provide a safe, inviting and master taught environment for our students. We value parent input and provide academic interventions to assist student in need of remediation, as well as stretching those students who are ready to move past grade level curriculum initiatives.

28b. Summary

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

Challenges include balancing academic rigor with opportunities for exploration in non-core curricular areas. Balancing these things provides students with well-rounded experiences and allows them to reach their full potential.

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?

While our perceptual challenges lie primarily in non-core areas, we believe that the most potential for student achievement lies in our plans for curriculum alignment, delivery and the development of common assessments in all curriculum areas.

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
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://holly.rpes.schoolfusion.us/?sessionid=14c5af5f41f10a9e148d8699ca6a05f7&t	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	N/A as we are a pre K - 5 building.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	N/A as we are a K - 5 school	

Label	Assurance	Response	Comment	Attachment
5.	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		

Label	Assurance	Response	Comment	Attachment
6.	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	Dave Nuss--Superintendent 920 Baird St. Holly, MI 48442 248.328.3800	

Label	Assurance	Response	Comment	Attachment
7.	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.	Yes		

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No	This is an optional requirement	

2016 2017 School Improvement Plan

Overview

Plan Name

2016 2017 School Improvement Plan

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 will be proficient in mathematical reasoning and fluency.	Objectives: 1 Strategies: 2 Activities: 9	Organizational	$3180
2	All students will be proficient in reading comprehension when engaged in both narrative and expository text, including topics within the science and social studies curricula.	Objectives: 1 Strategies: 2 Activities: 12	Organizational	$2090
3	All Students will be proficient in science	Objectives: 1 Strategies: 1 Activities: 5	Organizational	$4090

Goal 1: All students will be proficient in mathematical reasoning and fluency.

Measurable Objective 1:

demonstrate a proficiency --85% of Rose Pioneer students will be proficient in math by 06/28/2024 as measured by the state assessment..

Strategy 1:

Data Access and Analysis - Teachers will engage in professional learning throughout the school year to access new data (iReady, MSTEP and Common Assessments) through our Illuminate DnA data warehouse. Data meetings will be held throughout the year using a district protocol and action planning format to make instructional adjustments and targeted intervention plans for students.

Category: Mathematics

Research Cited: Jacobs, H.H. (1997). Mapping the big picture: Integrating curriculum and assessment K - 12. Alexandria, VA: ASCD James-Ward, C., Fischer, D. Frey, N., Lapp, D. (2013) Using Data to Focus Instructional Improvement. Alexandria, VA. ASCD

Tier: Tier 1

Activity - Data Access and Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training in order to access and analyze data reports in Illuminate DnA, iReady and BAA (MSTEP).	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/16/2017	$0	No Funding Required	Building Administrator and K - 5 teachers

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade-level teachers will attend collaborative data meetings with their grade level colleague in order to analyze data, make instructional shifts based upon the data, and tier students for focused instruction.	Teacher Collaboration	Tier 1	Implement	10/28/2016	05/05/2017	$0	No Funding Required	Building principals, data advisors, and grade level teachers.

Activity - Teacher Observation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The building principal will use walkthroughs and the 5D+ Teacher Evaluation Model to ensure implementation of activities.	Monitor	Tier 1		09/06/2016	06/16/2017	$500	General Fund	Building principal

Activity - Evaluation of Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review of common assessment data, report cards, iReady and MSTEP scores will provide feedback on strategy effectiveness.	Evaluation	Tier 1	Evaluate	06/16/2017	06/30/2017	$590	General Fund	Building principal, data advisors, SIP advisors.

Strategy 2:

Multi-Tiered Systems of Support - Rose Pioneer staff will construct a multi tiered systems of support (MTSS) daily block at each grade level to provide flexible grouping and data driven targeted reading intervention time for students across the learning continuum.

Category: Mathematics

Research Cited: Newman-Gonchar, R., Clarke, B., & Gersten, R. (2009). A summary of nine key studies: Multi-tier intervention and response to interventions for students struggling in mathematics. Retrieved May 25, 2010, from Center on Instruction: http://www.centeroninstruction.org/files/Summary%20of%209%20studies%20on%20RTI%20math%20and%20struggling%20math%20students.pdf

Tier: Tier 2

Activity - Preparing Instructional Schedules	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use district expectations for content delivery to draft a daily instructional schedule for each core content area, library, technology and MTSS block.	Getting Ready	Tier 1	Getting Ready	09/01/2016	09/06/2016	$0	No Funding Required	All core content teachers

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade-level teachers will attend collaborative data meetings with their grade level colleague in order to analyze data, make instructional shifts based upon the data, and tier students for focused instruction during the MTSS block.	Implementation	Tier 2	Implement	10/03/2016	10/05/2016	$1500	General Fund	Building principal, data advisors, and core teachers.

Activity - PLC Collaboration/progress monitoring data review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will meet to review formative student data and student progress in the classroom and within the MTSS block. Based on student needs reported in the data, teachers will make necessary shifts in instruction, groupings, etc.	Academic Support Program	Tier 1	Implement	10/31/2016	06/02/2017	$0	No Funding Required	Building principal, data advisors, core area teachers.

Activity - Teacher Observation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The building principal will use walkthroughs and the 5D+ Teacher Evaluation Model to ensure implementation of activities.	Monitor	Tier 1	Monitor	09/19/2016	05/12/2017	$0	No Funding Required	Building Principal

Activity - Evaluation of MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review of common assessment data, report cards, iReady and MSTEP scores will provide feedback on strategy effectiveness.	Evaluation	Tier 1	Evaluate	06/16/2017	06/30/2017	$590	General Fund	Building principal, data advisors, SIP advisors.

Goal 2: All students will be proficient in reading comprehension when engaged in both narrative and expository text, including topics within the science and social studies curricula.

Measurable Objective 1:

demonstrate a proficiency --85% of Rose Pioneer students will be proficient in reading by 06/24/2024 as measured by the State Assessement.

Strategy 1:

Understand the collection, interpretation, and analysis of data sets to improve student achievement. Use data to impact instruction, revise assessments and improve curriculum. - Teachers will engage in professional learning throughout the school year to access new data (iReady, MSTEP and Common Assessments) through our Illuminate DnA data warehouse. Data meetings will be held throughout the year using a district protocol and action planning format to make instructional adjustments and targeted intervention plans for students.

Category: English/Language Arts

Research Cited: Jacobs, H.H. (1997). Mapping the big picture: Integrating curriculum and assessment K - 12. Alexandria, VA: ASCD

James-Ward, C., Fischer, D. Frey, N., Lapp, D. (2013) Using Data to Focus Instructional Improvement. Alexandria, VA. ASCD

Tier: Tier 1

Activity - Data Access and Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training in order to access and analyze data reports in Illuminate DnA, iReady and BAA (MSTEP).	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/16/2017	$0	No Funding Required	Administrators and K - 5 teachers

School Improvement Plan
Rose Pioneer Elementary School

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade-level teachers will attend collaborative data meetings with their grade level colleague in order to analyze data, make instructional shifts based upon the data, and tier students for focused instruction.	Teacher Collaboration	Tier 1	Implement	10/28/2016	05/05/2017	$0	No Funding Required	Building principal, data advisors, and grade level teachers.

Activity - Instructional Strategies for Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will teach reading strategies for constructing meaning in narrative and expository texts using differentiated instruction through small group instruction, targeted to one-on-one lessons, and the workshop instructional model.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	$0	No Funding Required	Teachers

Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will determine important academic vocabulary in content areas. Teachers will create a common vocabulary list in content areas and embed vocabulary development strategies into instruction. This will include Construct Relevant Vocabulary for ELA and Literacy by grade level.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	$0	No Funding Required	All teachers

Activity - Visible Thinking Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use classroom routines that make thinking visible (Thinking Maps, student displays, bulletin boards, etc.) and externalize the process used to comprehend text, as well as use higher-level thinking questioning to enhance understanding. Teachers will use the thinking routines to help differentiate the classroom content to meet the needs of learners. Students will engage in the use of the routines to learn strategies to structure their thinking and make their thinking visible to all.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	$0	No Funding Required	All teachers

Activity - Teacher Observation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The building principal will use walkthroughs and the 5D+ Teacher Evaluation Model to ensure implementation of activities.	Walkthrough	Tier 1	Monitor	09/06/2016	06/16/2017	$0	No Funding Required	Building Principal

Activity - Evaluation of Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review of common assessment data, report cards, iReady and MSTEP scores will provide feedback on strategy effectiveness.	Evaluation	Tier 1	Evaluate	06/16/2017	06/30/2017	$0	No Funding Required	Building Principal data, advisors and SIP advisory team.

Strategy 2:

Multi-Tiered Systems of Support - Rose Pioneer staff will construct a multi tiered systems of support (MTSS) daily block at each grade level to provide flexible grouping and data driven targeted reading intervention time for students across the learning continuum.

Category: English/Language Arts

Research Cited: Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Edu- cation Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/

Tier: Tier 2

Activity - Preparing Instructional Schedules	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use district expectations for content delivery to draft a daily instructional schedule for each core content area, library, technology and MTSS block.	Getting Ready	Tier 1	Getting Ready	09/01/2016	09/06/2016	$0	No Funding Required	All core content teachers

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade-level teachers will attend collaborative data meetings with their grade level colleague in order to analyze data, make instructional shifts based upon the data, and tier students for focused instruction during the MTSS block.	Academic Support Program	Tier 2	Implement	10/03/2016	10/05/2016	$1500	General Fund	Building principal, data advisors, and core teachers

Activity - PLC Collaboration/progress monitoring data review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Grade level teachers will meet to review formative student data and student progress in the classroom and within the MTSS block. Based on student needs reported in the data, teachers will make necessary shifts in instruction, groupings, etc.	Academic Support Program	Tier 2	Implement	10/31/2016	06/02/2017	$0	No Funding Required	Building principal, data advisors, core area teachers.

Activity - Teacher Observation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The building principal will use walkthroughs and the 5D+ Teacher Evaluation Model to ensure implementation of activities.	Monitor	Tier 1	Monitor	09/19/2016	05/12/2017	$0	No Funding Required	Building Principal

Activity - Evaluation of MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review of common assessment data, report cards, iReady and MSTEP scores will provide feedback on strategy effectiveness.	Evaluation	Tier 2	Evaluate	06/16/2017	06/30/2017	$590	General Fund	Building principal, data advisors, SIP advisors.

Goal 3: All Students will be proficient in science

Measurable Objective 1:

demonstrate a proficiency --85% of Rose Pioneer students will be proficient in science by 06/28/2024 as measured by the state assessment..

Strategy 1:

Understand the collection, interpretation, and analysis of data sets to improve student achievement. Use data to impact instruction, revise assessments and improve curriculum. - Teachers will engage in professional learning throughout the school year to access new data (iReady, MSTEP and Common Assessments) through our Illuminate DnA data warehouse. Data meetings will be held throughout the year using a district protocol and action planning format to make instructional adjustments and targeted intervention plans for students.

Category: Science

Research Cited: Jacobs, H.H. (1997). Mapping the big picture: Integrating curriculum and assessment K - 12. Alexandria, VA: ASCD James-Ward, C., Fischer, D. Frey, N., Lapp, D. (2013) Using Data to Focus Instructional Improvement. Alexandria, VA. ASCD

Tier: Tier 1

Activity - Data Access and Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will receive training in order to access and analyze data reports in Illuminate DnA, iReady and BAA (MSTEP).	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/16/2017	$0	No Funding Required	Administrators and K - 5 teachers

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade-level teachers will attend collaborative data meetings with their grade level colleague in order to analyze data, make instructional shifts based upon the data, and tier students for focused instruction.	Teacher Collaboration	Tier 1	Implement	10/28/2016	05/05/2017	$0	No Funding Required	Building principal, data advisors, and grade level teachers.

Activity - Supporting New NGSS Science Curriculum and Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Holly Area Schools is cultivating a partnership with Battle Creek Area Math and Science Center. Over the next three year, we will purchase K-5 Physical, Earth and Life Science NGSS Units and teacher training. This year, we are will purchase and implement the new NGSS Physical science units.	Curriculum Development	Tier 1	Implement	09/06/2016	08/30/2018	$3500	General Fund	K- 2 core teachers, 3 - 5 science teachers, central office curriculum department , building principal

Activity - Teacher Observation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The building principal will use walkthroughs and the 5D+ Teacher Evaluation Model to ensure implementation of activities.	Walkthrough	Tier 1	Monitor	09/06/2016	06/16/2017	$0	No Funding Required	Building principal

Activity - Evaluation of Data Analysis and new Physical Science Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review of common assessment data, report cards, iReady and MSTEP scores will provide feedback on strategy effectiveness.	Curriculum Development, Evaluation	Tier 1	Evaluate	06/16/2017	06/30/2017	$590	General Fund	Building Principal data, advisors and SIP advisory team.

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
Data Meetings	Grade-level teachers will attend collaborative data meetings with their grade level colleague in order to analyze data, make instructional shifts based upon the data, and tier students for focused instruction during the MTSS block.	Implementation	Tier 2	Implement	10/03/2016	10/05/2016	$1500	Building principal, data advisors, and core teachers.
Teacher Observation	The building principal will use walkthroughs and the 5D+ Teacher Evaluation Model to ensure implementation of activities.	Monitor	Tier 1		09/06/2016	06/16/2017	$500	Building principal
Evaluation of MTSS	Review of common assessment data, report cards, iReady and MSTEP scores will provide feedback on strategy effectiveness.	Evaluation	Tier 2	Evaluate	06/16/2017	06/30/2017	$590	Building principal, data advisors, SIP advisors.
Data Meetings	Grade-level teachers will attend collaborative data meetings with their grade level colleague in order to analyze data, make instructional shifts based upon the data, and tier students for focused instruction during the MTSS block.	Academic Support Program	Tier 2	Implement	10/03/2016	10/05/2016	$1500	Building principal, data advisors, and core teachers
Evaluation of Data Analysis	Review of common assessment data, report cards, iReady and MSTEP scores will provide feedback on strategy effectiveness.	Evaluation	Tier 1	Evaluate	06/16/2017	06/30/2017	$590	Building principal, data advisors, SIP advisors.
Evaluation of Data Analysis and new Physical Science Implementation	Review of common assessment data, report cards, iReady and MSTEP scores will provide feedback on strategy effectiveness.	Curriculum Development, Evaluation	Tier 1	Evaluate	06/16/2017	06/30/2017	$590	Building Principal data, advisors and SIP advisory team.

Supporting New NGSS Science Curriculum and Instruction	Holly Area Schools is cultivating a partnership with Battle Creek Area Math and Science Center. Over the next three year, we will purchase K-5 Physical, Earth and Life Science NGSS Units and teacher training. This year, we are will purchase and implement the new NGSS Physical science units.	Curriculum Development	Tier 1	Implement	09/06/2016	08/30/2018	$3500	K- 2 core teachers, 3 - 5 science teachers, central office curriculum department , building principal
Evaluation of MTSS	Review of common assessment data, report cards, iReady and MSTEP scores will provide feedback on strategy effectiveness.	Evaluation	Tier 1	Evaluate	06/16/2017	06/30/2017	$590	Building principal, data advisors, SIP advisors.

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC Collaboration/progress monitoring data review	Grade level teachers will meet to review formative student data and student progress in the classroom and within the MTSS block. Based on student needs reported in the data, teachers will make necessary shifts in instruction, groupings, etc.	Academic Support Program	Tier 1	Implement	10/31/2016	06/02/2017	$0	Building principal, data advisors, core area teachers.
Teacher Observation	The building principal will use walkthroughs and the 5D+ Teacher Evaluation Model to ensure implementation of activities.	Walkthrough	Tier 1	Monitor	09/06/2016	06/16/2017	$0	Building Principal
Data Meetings	Grade-level teachers will attend collaborative data meetings with their grade level colleague in order to analyze data, make instructional shifts based upon the data, and tier students for focused instruction.	Teacher Collaboration	Tier 1	Implement	10/28/2016	05/05/2017	$0	Building principals, data advisors, and grade level teachers.
PLC Collaboration/progress monitoring data review	Grade level teachers will meet to review formative student data and student progress in the classroom and within the MTSS block. Based on student needs reported in the data, teachers will make necessary shifts in instruction, groupings, etc.	Academic Support Program	Tier 2	Implement	10/31/2016	06/02/2017	$0	Building principal, data advisors, core area teachers.
Preparing Instructional Schedules	Teachers will use district expectations for content delivery to draft a daily instructional schedule for each core content area, library, technology and MTSS block.	Getting Ready	Tier 1	Getting Ready	09/01/2016	09/06/2016	$0	All core content teachers

Academic Vocabulary	Teachers will determine important academic vocabulary in content areas. Teachers will create a common vocabulary list in content areas and embed vocabulary development strategies into instruction. This will include Construct Relevant Vocabulary for ELA and Literacy by grade level.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	$0	All teachers
Teacher Observation	The building principal will use walkthroughs and the 5D+ Teacher Evaluation Model to ensure implementation of activities.	Monitor	Tier 1	Monitor	09/19/2016	05/12/2017	$0	Building Principal
Teacher Observation	The building principal will use walkthroughs and the 5D+ Teacher Evaluation Model to ensure implementation of activities.	Walkthrough	Tier 1	Monitor	09/06/2016	06/16/2017	$0	Building principal
Evaluation of Data Analysis	Review of common assessment data, report cards, iReady and MSTEP scores will provide feedback on strategy effectiveness.	Evaluation	Tier 1	Evaluate	06/16/2017	06/30/2017	$0	Building Principal data, advisors and SIP advisory team.
Data Access and Analysis	Teachers will receive training in order to access and analyze data reports in Illuminate DnA, iReady and BAA (MSTEP).	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/16/2017	$0	Administrators and K - 5 teachers
Data Access and Analysis	Teachers will receive training in order to access and analyze data reports in Illuminate DnA, iReady and BAA (MSTEP).	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/16/2017	$0	Building Administrator and K - 5 teachers
Preparing Instructional Schedules	Teachers will use district expectations for content delivery to draft a daily instructional schedule for each core content area, library, technology and MTSS block.	Getting Ready	Tier 1	Getting Ready	09/01/2016	09/06/2016	$0	All core content teachers
Data Meetings	Grade-level teachers will attend collaborative data meetings with their grade level colleague in order to analyze data, make instructional shifts based upon the data, and tier students for focused instruction.	Teacher Collaboration	Tier 1	Implement	10/28/2016	05/05/2017	$0	Building principal, data advisors, and grade level teachers.
Data Access and Analysis	Teachers will receive training in order to access and analyze data reports in Illuminate DnA, iReady and BAA (MSTEP).	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/16/2017	$0	Administrators and K - 5 teachers
Teacher Observation	The building principal will use walkthroughs and the 5D+ Teacher Evaluation Model to ensure implementation of activities.	Monitor	Tier 1	Monitor	09/19/2016	05/12/2017	$0	Building Principal

Data Meetings	Grade-level teachers will attend collaborative data meetings with their grade level colleague in order to analyze data, make instructional shifts based upon the data, and tier students for focused instruction.	Teacher Collaboration	Tier 1	Implement	10/28/2016	05/05/2017	$0	Building principal, data advisors, and grade level teachers.
Instructional Strategies for Reading	Teaching staff will teach reading strategies for constructing meaning in narrative and expository texts using differentiated instruction through small group instruction, targeted to one-on-one lessons, and the workshop instructional model.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	$0	Teachers
Visible Thinking Routines	Teachers will use classroom routines that make thinking visible (Thinking Maps, student displays, bulletin boards, etc.) and externalize the process used to comprehend text, as well as use higher-level thinking questioning to enhance understanding. Teachers will use the thinking routines to help differentiate the classroom content to meet the needs of learners. Students will engage in the use of the routines to learn strategies to structure their thinking and make their thinking visible to all.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	$0	All teachers