



# **School Improvement Plan**

**Oakview Elementary School**

**St. Johns Public Schools**

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**2020-2021 Oakview School Improvement Plan**

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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.

# **Improvement Plan Assurance**

## **Introduction**

During the 2019-2020 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

**Improvement Plan Assurance**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	"See Goals and Plans in ASSIST"	

# **Title I Schoolwide Diagnostic**



## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## Component 1: Comprehensive Needs Assessment

### 1. How was the comprehensive needs assessment process conducted?

Each school year our building reviews perception, demographic, achievement, and process data.

#### Perception Data:

Our building utilizes separate perception surveys for students, parents, and staff through an online survey. These surveys are shared out electronically to all parents via email and our student information system. In addition, we set up computer kiosks at our parent-teacher conferences for parents to use. For our students, each teacher utilizes their classroom set of chromebooks to have students complete the online survey.

#### Demographic Data:

To gather our demographic data we utilized SWIS (School Wide Information System) for behavior, collaborated with our Data Management Specialist, our Infinite Campus consultant and the Center for Educational Performance and Information-Michigan Student Data System. We also reviewed demographic information in our data analytics tool, Eidex Focus.

#### Some reports we utilized were:

- School Enrollment Summary (Ethnicity)
- Enrollment by Grade (Gender)
- Program Participation Count (English proficient/Title I /Special Education)
- Exit Status count for Transitory Rates
- Free and Reduced lunch percentages
- Attendance Day Count Report (Average daily attendance)
- SWIS Data (discipline)

#### Student Achievement Data:

Our district requires all elementary schools to collect student achievement data three times a year in the subject areas of reading and math. All assessments were administered by classroom teachers, as well as our Title I or Special Education teachers. In September, January, and May we administer the i-Ready Reading and Math Diagnostics in grades K-5. Additionally, student academic data from multiple sources were analyzed and disaggregated into various sub-groups. The following sources of data were utilized: M-STEP reports, i-Ready reports, and building and grade level assessments in writing, reading and math. We also reviewed achievement data information in our data analytics tool, Eidex Focus. We compared our building data against other similar buildings and our neighboring school districts.

#### Process Data:

Our building school improvement team completed the School Systems Review diagnostic in ASSIST.

### 2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

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Each year staff, parents and students are provided an opportunity to provide feedback in a perception survey. Perception data indicates that overall staff rated survey items positively. No comments were lower than 3.5 on a 5 point scale with one being the lowest score and five being the highest.

Teachers feel that learning can be fun and that they love to teach. In addition, teachers feel that all students can learn and that they enjoy seeing the results of their work with students. Overall, 11 staff members felt communication between staff was positive, while only 3 indicated a need for improved communication amongst staff. Staff feel they have close personal relationships with students and feel every student can learn.

Student survey data showed that students feel that they have adults (parents and teachers) that believe in them. Students rated that they are treated fairly on the playground higher than last year at 3.8. Overall, students feel positive about school. Almost all categories surveyed were rated as 3.5 or higher. The student perception is very similar to the 2018-2019 data, showing consistency from year to year. There is not much discrepancy between male and female students' perceptions of school.

Parent survey data indicates parents feel that adults at school respect students. All categories surveyed are rated above a 3.5 overall on a scale of 1-5. Parents are noticing and valuing the collaboration between teachers. In addition, they are appreciating the set-up, frequency and appropriateness of homework given. Some challenges were noted in the parent survey and several of the survey items have a slight downward trend over the last three years. Parents feel that students do not always respect one another, with a rating slightly higher than three. Mothers rated items on the survey more positively than fathers. The biggest drop in score was for the items that read "my child's teacher helps me help my child at home" and "the school's assessment practices are fair", dropping from a score of 4.3 to a score of 3.8.

The district requires that benchmark achievement data is collected three times per year on each student, as communicated in the district-wide assessment calendar. A variety of assessment measures are utilized, including I-Ready and the DRA (Developmental Reading Inventory). All students are assessed in reading and math. Assessments are conducted by the classroom teachers with support from the Reading and Math Instructional Coaches. Accommodations are provided to students with identified disabilities from a certified Special Education Teacher and/or other highly qualified staff member for students with 504 plans. Student achievement data analysis includes reports from building and district level achievement data, M-STEP data, and comparative cohort data from data warehouses, such as Illuminate and Eidex Focus.

Student achievement data were analyzed and results indicate that the number of students that were on grade level in math stayed consistent in each cohort as they progressed to the next grade. The fifth grade math M-Step scores improved 4% overall from 2017-2018 to 2018-2019. 5th grade Social Studies proficiency on the M-STEP increased, with an additional 11% passing of students passing. As a building, 83% of students were proficient in phonics this year, while 86% of students last year were proficient according to district benchmark assessments. The fourth grade cohort grew in phonics this year, with 70% being proficient at the middle of the year in 2018-2019 compared to 82% scoring proficient at the middle of the year in 2019-2020. The third grade cohort grew in phonics this year also, with 49% students demonstrating proficiency last year compared to 71% of students demonstrating proficiency this year. This cohort also improved in high frequency words proficiency from 86% to 98% proficient and in vocabulary from 48% to 63% proficient. This was implementation year one for the Fountas and Pinnell Phonics, Spelling and Word Study program.

Some challenges with academic data noted were that our overall percentage of students at grade level in the building (middle of the year 2018-2019 to middle of the year for 2019-2020) went down from 52% to 42% in math as indicated by i-Ready, district benchmark assessment. (Note: Middle of the year data was analyzed due to the early closure of face-to-face instruction during the COVID-19 pandemic.) The third grade math M-Step scores dropped by 11% from 2017-2018 to 2018-2019.

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This year, middle of the year benchmark reading scores for the building indicated 57% of students were on grade level, 31% of students were one year below grade level and 12% of students were two or more years below grade level. Last year, the middle of the year reading scores for the building indicated 63% of students were on grade level, 25% of students were one year below grade level and 12% of students were two or more years below grade level. This was a decrease of 6% at grade level from the previous school year. The fourth grade cohort decreased in vocabulary proficiency from 64% proficiency last year to 41% proficiency this year. When compared to our same SES peers in EIDEX, Oakview performs a few percentage points higher than other schools with similar low-SES status students. Prior to 2018, we were trending lower than same SES peers, however we are now performing higher than those peers, indicating that our lower SES students are benefitting from instructional opportunities provided in our school.

Our school-wide systems and processes are reviewed using the School Systems Review in ASSIST. Results of that analysis indicate the following strengths and weaknesses:

Overall, Leadership for Learning is an area of strength with a rating of 2.5 for indicators in that category. The area in need of most growth is Professional Learning Culture with a rating of 2.0.

The following indicators were rated as fully implemented based on available evidence: instructional design, learning environment, reflection, data analysis and decision making, vision for learning, guidance and support for teaching and learning, results-focused, safe and supportive environment, approach and tools for communication, and cultural responsiveness. The following indicators were rated as beginning implementation based on available evidence: student involvement in assessment and community partnerships. All other indicators were rated as partial implementation. Evidence suggests that some areas of the curriculum are further developed than others; for example the new math curriculum purchase of Investigations creates full alignment and coherence for mathematics, while our shift to the Comprehensive Literacy Model is not fully aligned until all units of study have been written by the curriculum team. Areas to target for improvement include involving students in the assessment process and developing partnerships with community stakeholders.

Results of the school-wide comprehensive needs assessment indicate that our student demographics for total student enrollment was 335 students in 2019-2020, 331 students for 2018-2019 school year and 323 students in 2017-2018. Student enrollment overall is trending up in our building, creating larger class sizes. Individual cohorts are growing each subsequent year. Less than 10 students left the building for the 2018-2019 school year. There were less mobile students for the 2018-2019 school year, than for the 2017-2018 school year indicating that our student population is relatively stable. Our number of chronically absent students is staying the same or slowly decreasing and chronically absent students are now supported with a home school liaison.

### **3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.**

Each year our goals are created in the largest areas of need based on the Comprehensive Needs Assessment. For the 2020-2021 School Year, we will have school improvement goals in the areas of English Language Arts, Math and Behavior. During this process, we examined M-Step data, i-Ready data, SWIS behavior data, district administered assessments and perception data collected from parents, students and staff. The data that supports each of these goals is detailed below.

Math: When looking at the i-Ready results for 2019-2020, the percentage of students that were proficient in each cohort remained the same as they progressed to the next grade. However, the overall number of students at grade level on the i-Ready assessment decreased in the building from 52% to 42% from the 2018-2019 school year to the 2019-2020 school year. The 5th grade M-Step results increased slightly, with a 4% gain in proficiency, from 2018-2019 to 2019-2020, but the third grade M-Step results showed a decrease in proficiency of 11% in

that same time frame. For the 2017-2018 school year, the 3rd grade M-Step results were above the state average with 61% of students demonstrating proficiency, as compared to 47% for the state. There was a similar result in 4th grade, with 51% of students demonstrating proficiency, as compared to 42% at the state level. In 5th grade, the results were about the same as the state level at 35% of students demonstrating proficiency. When looking at the 2018-2019 school year, 50% of the third graders were proficient on the math M-Step, compared to 46% at the state level. 50% of the fourth graders were proficient, compared to 42% at the state level, while 39% of the fifth grade students at the fifth grade level, compared to 34% at the state level. Although Oakview's number of proficient students often is above the state average, there's been a decrease in proficiency as students progress in school and the building is still quite a ways away from having the majority of the students reach proficiency.

Reading: As a building, the I-Ready data from 2019-2020 indicates that 83% of students were on grade level in phonics this year compared to 86% last year. The 4th grade cohort grew in phonics this year, with 70% being proficient during the middle of the year in 2018-2019 and 82% scoring proficient at the middle of the year in 2019-2020. The 3rd grade cohort also grew in phonics proficiency this year, with 49% proficiency last year to 71% proficiency this year. They also improved in high frequency words proficiency from 86% to 98% and in vocabulary from 48% to 63%.

This was implementation year 1 for Fountas and Pinnell Phonics, Spelling and Word Study program. This program was selected for implementation as previous achievement data indicated this as an area of need district-wide. This year's middle of the year reading scores for overall reading skills measured (phonemic awareness, phonics, high frequency words, vocabulary and comprehension of literature and informational text) indicate that for the building 57% of students are on grade level, 31% are within one year below grade level and 12% are two or more years below grade level, which was a decrease of 6% at grade level from the previous year. Compared to the state average, Oakview performs higher than the state average on the M-Step English Language Arts assessment. In 2018, Oakview students were 67.4% proficient in third grade, 63% proficient in fourth grade and 68% in fifth grade. The state averages for students scoring proficient were 44.4% in third grade, 45% in fourth grade and 46.5% in fifth grade. While Oakview consistently scores above that state average for proficiency, that is still well below a goal of 80% (or more) of students at grade level as shown through benchmark assessments and proficiency on the M-Step assessment.

Trend data from the last three years of M-STEP data indicate that as a building there was a decrease in the number of students proficient on M-Step in reading. In 2017-2018, Oakview combined with another building in the district to reconfigure to K-2 and grade 3-5 buildings. When this reconfiguration year occurred, the percentage of students proficient in reading dropped from 70% to 67.4% to 56% in third grade. Fourth grade performance dropped from 71.9%, to 63% to 56.9% in 2018-2019 after the transition to a grades 3-5 building. Fifth grade performance changed from 2016-2017 from 65.2%, up to 68% and back down to 65.5% in 2018-2019. During this transition and reconfiguration of the building, a new literacy initiative was implemented and implementation dips can occur when transitioning between curriculums. This change of data over time is being monitored as part of a demographic change in population due to the building reconfiguration, in conjunction with the implementation of the new English Language Arts curriculum.

Behavior: When examining the data from SWIS, Oakview averaged 1 minor referral a day and 1 major referral a day, with the most frequent areas of exhibited behavior being defiance and physical aggression. Slightly more than half of all referrals are happening in the classroom. The next highest area where referrals occur is on the playground, which accounts for about 20% of all referrals.

**4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?**

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Each year our goals address needs as determined at the school level, as well as goals to address Tier II and Tier III instruction for students who are disadvantaged.

All students receive core instruction in academic subjects.

**Reading:** All students receive whole group instruction using the Comprehensive Literacy Model. They also receive small group targeted skill instruction. For students not meeting benchmark goals, they receive Tier II instruction in a variety of ways that could include extra time, differentiated skill groups (using evidence-based interventions), smaller group size that may be delivered in or out of the classroom by the classroom teacher or by Title 1 staff. For students far below benchmark, Tier III intervention is administered in smaller groups, using an evidence-based intervention by specialized Title 1 or Special Education staff for longer times and/or increased frequency.

**Math:** All students receive core math instruction using Investigations. For students below benchmark, they receive additional time, differentiated skill specific learning groups in the classroom, and/or Tier II research based interventions within or outside of the classroom with the teacher or Title I staff. Tier III intervention is administered in smaller groups using an evidence-based intervention such as Add-Vantage Math Recovery or targeted Number Talks by specialized Title or Special Education staff for longer times and/or increased frequency.

**PBIS:** All students receive building wide positive behavior instruction and support. For students struggling with behavior, Tier II research-based interventions, determined by the school behavior team, are administered in and outside of the classroom by available staff. Students needing Tier III support receive a Functional Behavior Assessment and additional research based behavior instruction and support as determined by the school behavior team.

## **Component 2: Schoolwide Reform Strategies**

### **1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.**

Math: Teachers work collaboratively and with a math coach to implement Investigations with fidelity to all students. The teachers will continue to have professional development on the implementation of Investigations, the 5 Practices for Orchestrating Productive Math Discussions, and the Launch, Explore, Summary format for instruction. This professional development helps teachers improve their Tier I instruction to help all students reach the State's standards. All teachers will continue to utilize number talks with students at least two times per week. The math coach and the instructional support staff will also continue to utilize number talks at least two times per week with students who receive intervention support. Students will also continue to participate in the Week of Inspirational Math during the first month of school. It includes videos and messages that encourage a growth mindset in students and lays a foundation to empower students to see themselves as strong mathematicians.

English Language-Arts: All classrooms will have a robust library with a variety of reading levels and genres to help support all students in the classroom. Students will also receive direct instruction from Fountas and Pinnell: Phonics, Spelling, and Word Study in a daily Language Foundation block. The Literacy Coach will help support this program in each classroom so all students receive the instruction. Teachers are receiving professional development in the Comprehensive Literacy Model (CLM). The CLM utilizes literacy best practice in a workshop model format with reading, writing, and content area workshops built on a foundation of whole group Language Workshop instruction.

Behavior: Student behavior will improve by implementing a school-wide positive behavior and intervention support system.

### **2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).**

By providing learning targets auditorily and visually, students will know each lesson's expected outcomes. This will help students to stay motivated and focused on lesson content. Through differentiation, students receive instruction at their zone of proximal development, which allows them to better grasp subject concepts. In addition, they are afforded choices, which helps to increase student motivation. Graphic organizers are used in all subjects to help students visualize concepts. Along with auditory explanations, this helps reach a variety of learning styles. By helping students to become fluent in math, using Number Talks, skills become automatic, which allows more time for students to focus on problem-solving and other higher-order thinking skills. A focus on teaching comprehension strategies for informational text will improve reading in all content areas, while simultaneously strengthening science and social studies knowledge. Similarly, explicitly teaching subject vocabulary will help increase students' working vocabulary, content understanding, and reading comprehension. By continuing to monitor and adjust the school-wide positive behavior plan, there will be less interruptions to instructional time, which will help students stay focused and grasp more from the lessons. The strategies will also increase the quality of instruction. Student motivation and focus increases when teachers utilize differentiated instruction to accommodate student learning levels and interests.

### **3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.**

Support will continue to be given to teachers with teaching Investigations for Math. Professional development will focus on proper questioning techniques to strengthen instruction. In addition, the district is currently implementing a new English Language Arts program called the Comprehensive Literacy Model (CLM). Teachers will continue to receive support through professional development on mini-lessons, language workshops, and guiding reading groups. The district will be working on developing lessons that align to the ten features of the CLM.

#### **4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.**

Reading Interventions: Students who are below grade level in reading receive additional small group support in the classroom, where instruction is differentiated to meet specific needs. These students are also regularly met with during whole group instruction to help them master grade level concepts. Many of these students receive additional support in small groups from the Title I staff and others receive special education support. Group size and the amount of instructional time in these Title I and special education groups are varied according to student needs.

Writing Interventions: Students who are below grade level in writing will receive additional small group support in the classroom, where instruction is differentiated to meet specific needs. These students are also regularly met with during whole group instruction to help them master grade level concepts. Some of these students receive additional support from the Title 1 and special education staff. Title 1 staff pushes into the classroom to support writing instruction.

Math Interventions: Students who are below grade level in math, receive additional support in the classroom, where instruction is differentiated to meet specific needs. These students are also regularly met with during whole group instruction to help them master grade level concepts. Some of these students receive additional support in small groups from the Title I staff and others receive special education support. Group size and the amount of instructional time in these Title I and special education groups are varied according to student needs.

#### **5. Describe how the school determines if these needs of students are being met.**

Students take I-Ready at the beginning, middle, and end of the year for Math and English Language Arts. Progress monitoring occurs in reading and math as necessary. Regular grade level team meetings are held to review interventions, analyze student data, and revise supports as necessary.



### Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	Yes. All our instructional paraprofessionals meet the highly qualified requirements.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	Yes. All our teachers meet the highly qualified requirements.	

## Component 4: Strategies to Attract Highly Qualified Teachers

### 1. What is the school's teacher turnover rate for this school year?

The teacher turnover rate is low. For the 2019-2020 school year, Oakview had only one teacher who was new to the building staff, out of a total of nineteen teachers in the building.

### 2. What is the experience level of key teaching and learning personnel?

The experience of the certified staff ranges from 2 to 26 years. The average years of experience in the building is 13.5 years.

### 3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

Oakview South Elementary, a preschool and 3rd-5th grade population, is one of two buildings found in-town in St. Johns. The other serves the K-2nd grade population of students. Both of these buildings have the highest free/reduced lunch rates within the district. This often leads to additional challenges both academically, but also socially and emotionally. The teaching staff is committed to helping the students learn, while also addressing the needs of the whole child. This is evidenced in the lack of teacher turnover. So far, a need for recruitment has not been demonstrated. If a need was felt for recruitment, we would look to partner with Central Michigan University and Michigan State University, who currently partner with Oakview for the placement of teacher candidates. One potential draw for teachers new to the building is the ability to partner with grade level teams. Each grade level has four teachers, allowing many opportunities for co-planning, co-teaching and problem solving together. The building staff is known for mentoring and working collaboratively. The staff is close knit and has a high level of dedication to students, which has helped consistently attract high-quality teachers over the years.

### 4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

St. Johns is a tight knit community, which is appealing to people who want to settle down in a small town, but also be near larger cities. St. Johns Public Schools is known for its academic programs, as well as the many opportunities offered for students to participate in the arts and on sports teams. The high school had a graduation rate of 97% for the 2018-2019 school year. The elementary schools are several years into new academic initiatives, which are well-received and already showing instructional promise. The reputation, location and opportunities for students attract high-quality teachers to St. Johns.

### 5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

We do not have a high turnover rate for teachers.



## **Component 5: High Quality and Ongoing Professional Development**

### **1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.**

Staff are receiving professional learning on the Comprehensive Literacy Model, which includes best practice/research in reading and writing instruction, foundational skills, such as phonemic awareness and phonics, and vocabulary. Teachers are learning how to integrate content area instruction into the literacy workshop. Professional learning opportunities are provided through professional book studies, on-going embedded professional learning communities, district provided professional development days and summer workshops. Teachers have received training on new purchases made to support the Comprehensive Literacy Model, including Fountas and Pinnell's Phonics, Spelling and Word Study program and the Literacy Continuum. Additional professional texts have been purchased for all elementary teachers to build a core understanding of sound literacy instruction theory. Professional learning is tied directly to the literacy goals outlined in the school improvement plan.

In the area of mathematics, teachers have been learning more about inquiry-based instruction and Number Talks. For the 2019-2020 school year, the district adopted Investigations, an inquiry-based mathematics program, as the main instructional tool in this area. Looking ahead to the coming years, professional development will continue to focus on implementing Investigations in a way that keeps the tasks implemented at a high level. There will be a focus on the types of questions asked, both assessing and advancing, as well as about how to continue to support students through productive struggle. In addition, there will be practice and discussions about learning how to adjust a task to meet the needs of all learners. There will be a continued emphasis on implementing Number Talks, which will include teachers observing and teaching amongst a group of their peers. Finally, there will be opportunities for groups of staff members to attend trainings that support the district work in the area of mathematics. A third cohort of teachers will be able to attend the Add+Vantage Math Recovery training, courses 1 and 2, this year, while a few others will continue to join a district level team attending a High Quality Mathematics Training series, provided by two professors from Michigan State University and Clinton County RESA.

### **2. Describe how this professional learning is "sustained and ongoing."**

The professional learning is sustained and ongoing as reflected by our district professional learning community (PLC) calendar, district-wide professional development schedule, and agendas from team meetings. Professional learning communities meet once a week by grade level. Each week there is a specific focus, which rotates between literacy, math, building or student specific problem solving, and work unique to each grade level.

Professional learning is supported at the building level through literacy and math coaches, in addition to building principals. Teachers have the opportunity to co-plan and co-teach with content area coaches, which provides additional time for discussions and questions related to our school improvement goals.

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Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	The school's professional learning plan is complete as it reflects actionable steps for staff and students to make progress toward our identified school improvement goals.	2020-2021 Oakview Professional Learning Calendar

## **Component 6: Strategies to Increase Parental Involvement**

### **1. Describe how parents are (will be) involved in the design of the schoolwide plan.**

Oakview South Elementary believes that strong partnerships between parents and school staff are imperative for high student achievement. On May 18, 2020, a group of parents met with the school team to help generate ideas and provide input for both the Parent/Teacher/Student compact, as well as the Parent Involvement Policy. An agenda was shared, which included the process and outcomes for the meeting. Then, staff and parents worked together to examine each area of the Parent Involvement Policy and Parent/Teacher/Student compact, providing input and feedback through discussion together.

### **2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.**

The feedback received from parents through the annual perception survey was an instrumental tool in guiding parts of the schoolwide plan. Opportunities will be provided several times each year for parents to participate in academic activities with their child, as well as to learn new ways about how to support their child at home. In addition, Oakview will provide information about supporting students at the open house/curriculum night, as well as information about the School-Wide Title 1 program.

A group of parents were instrumental in helping to develop the Parent/Teacher/Student compact and the Parent Involvement Policy. Both of these documents will be shared twice a year at PTO meetings, where parents will have additional opportunities to provide feedback. Oakview's PTO provides additional supplies and funding for supplemental learning materials and experiences.

Parents are also involved in implementing the schoolwide plan by partnerships with the school through the Parent-Teacher Organization and invitations to participate in classroom. Regular communication is shared with parents through the website, newsletters, emails and social media allowing parents to remain informed of involvement opportunities.

### **3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.**

Parents representative of our school population are invited to contribute to the evaluation of the schoolwide plan and offer feedback and suggestions in face to face or virtual meetings, surveys and/or written input such as email. The plan will be shared at the fall open house/curriculum night, and will also be shared mid-year for parents new to the building. The plan will also be visible at parent-teacher conferences and on Oakview's website. Parents representative of our school population are invited to contribute to the evaluation of the schoolwide plan and offer feedback and suggestions in face to face or virtual meetings, surveys and/or written input such as email.

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Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		Parent Involvement Policy

### 5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

Oakview will hold a fall curriculum night and open house for the purpose of sharing the Common Core State Standards, M-Step proficiency levels, and local assessment data, as well as instruction on how to interpret this data. In addition, brochures about the schoolwide program will be available. Title 1 staff will offer additional opportunities to learn more about the schoolwide Title 1 program at parent/teacher conferences, as well as to answer questions and share data with parents. Oakview will also provide information to parents through a parent-friendly curriculum guide.

To ensure that all parents have access to information in a timely manner, Oakview South Elementary will provide weekly take-home folders and monthly school/class newsletters in parent-friendly language. Translators will be available for parent/school communication as needed. Finally, parents may request additional conferences as desired, and Oakview will provide accommodations as appropriate, including early arrival, preferential seating, flexible meeting times and the use of a variety of communication tools.

### 6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

Parents will be given the opportunity to review the Parent/Teacher/Student compact at Oakview's fall open house/curriculum night, at parent-teacher conferences and on the school's website. Suggestions can be left through email, the suggestion box or the regular perception survey. Each year, a group of parents will be invited to meet to review the plan and make changes as needed. Teachers will have the opportunity to review the compact at staff and/or school improvement meetings each year, providing suggestions and feedback during that process.

### 7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

Oakview South Elementary staff will review feedback provided by parents. The feedback will be used to strengthen the schoolwide program. New ideas may be added to the schoolwide program, or existing ideas may be refined to be more effective and purposeful. In addition, feedback may be used to identify new areas of need to be addressed in the schoolwide program.

### 8. Describe how the school-parent compact is developed.

The school-parent compact was developed with a committee of parents, teachers, and school improvement members on May 18, 2020. The compact was written to reflect the educational values Oakview South Elementary holds for students, as well as the district's mission and vision statements.

**9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.**

The compact will be introduced at the Fall open house/curriculum night as part of an informational meeting. It is then used at parent teacher conferences to remind one another (parents, teachers and students) of our commitment to the learning process and the role each of us plays in student success.

**10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?**

Middle school and high school grade spans do not apply to our grades preschool and 3-5 elementary building.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Parent, Teacher, Student Compact

**11. Describe how the school provides individual student academic assessment results in a language the parents can understand.**

Instructional coaches, administrators and teachers work to help parents understand student assessment results in jargon-free, everyday language at parent-teacher conferences. In lieu of reporting scores in a numeric or labeled way (standardized scores, on grade level, below grade level, etc), teachers work to describe the skills the student demonstrated on the assessments, what skills they need to work on next and what students are expected to do for grade level work. For example, when explaining a reading assessment, a teacher might say; Your child is able to decode predictable, patterned text and retell stories with a simple plot structure from beginning, middle to end. Next, your child will begin working on text with more complex sentence structure, more sentences on a page and an increased number of words variety. By the end of the year, we will expect your child to be able to read text with a variety of words that do and do not follow regular phonics patterns, complex sentence structure and to retell a simple story from beginning, middle to end without support from an adult.

Oakview has access to an interpreter when needed. At this time Spanish is the only other language that needs to be considered. In addition, assessment data will be presented in a variety of formats, including auditory and visual formats, so that the information is accessible for all parents.



## **Component 7: Preschool Transition Strategies**

### **1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?**

Oakview South Elementary houses grades 3-5 for which Title I funding is utilized. In addition, Oakview South Elementary does house three preschool classrooms that are GSRP and Head Start blend classrooms. The preschool classrooms work with our kindergarten teachers at our feeder school on transition activities.

Each year, the district hosts a Kindergarten registration event, where students can come and meet a kindergarten teacher and building principal. They also receive a hearing and vision test, as well as a dental screening from the local health department. Students participate in some conversation and activities 1-on-1 with the kindergarten teacher, while the parent engages with the principal.

Each year our kindergarten teachers host transition days for local preschool programs. During these transition days, students and families receive a tour of classrooms and the building. Students also learn how to utilize the school lunch program by eating lunch in our cafeteria. They also learn about the playground equipment, how to play safely, and about bus safety through riding on a school bus.

In addition, each of the kindergarten classrooms host a "Meet the Teacher" night before school starts where students and families can learn about their specific classroom and teacher.

### **2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?**

Each preschool family receives a packet of resources. These packets of resources have information and activities for both parents and students. Information includes: kindergarten curriculum information, nursery rhymes, books, bus safety information, handwriting exercises, kindergarten readiness information, and tips for parents to help prepare and support their child's transition to kindergarten. Parents also learn how to use the "Alphabet Linking Chart" with their child through the use of a locally made instructional video housed on YouTube with the URL information in their printed packets.

## Component 8: Teacher Participation in Making Assessment Decisions

### 1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Teacher participation in making assessment decisions for students at Oakview South Elementary, as well as for the district of St. Johns Public Schools, is evident in a number of ways. Teachers attend staff meetings focused on reviewing data, as well as district grade level meetings. At Oakview, once a month, teachers also attend building grade level teamings. These teamings include teachers from a given grade level, members of the Title I staff, Special Education Resource Room teachers, as well as administrators. The teams review student achievement data to identify students for intervention groups and classroom instructional needs. Those in attendance present new data, such as I-Ready scores, DRA scores, and writing samples. During this time, teachers also use data to adjust their own instruction and to assess the effectiveness of the interventions currently being used. Teachers communicate with parents about student needs as determined by the data. For students who are identified for intervention groups, parents receive notification of this determination and concerns are discussed.

### 2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

At Oakview, teachers and administration devote a portion of the School Improvement and/or Staff Meetings to data analysis. The purpose of this is to analyze various data at the building level, as well as district level. Through this analysis, teachers are able to identify instructional concerns, as well as curricular strengths and weaknesses, and build on that knowledge to make necessary adjustments. Teachers also attend grade level meetings, which include all teachers from a given grade level across the district and an administrator. At these meetings, teachers analyze curriculum to ensure it continues to meet state standards. Then, teachers analyze assessments to verify that they are assessing current standards effectively. Grade level teachers share resources and strategies with each other to strengthen student achievement. Teachers regularly analyze formative and summative assessments to make decisions about the pace and delivery of instruction in their classrooms.

## **Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

### **1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.**

Students are identified for additional support using a variety of indicators. The primary source of data, including the benchmarking assessment, is i-Ready, which provides an indicator of progress toward proficiency and can predict student performance on state assessments. Students are benchmarked in i-Ready on the following skills: phonemic awareness, phonics, high-frequency words, vocabulary, comprehension of narrative and informational text, as well as the mathematical strands of number and operations, algebra and algebraic thinking, geometry and measurement and data. Additional data sources considered when identifying students include the DRA (Developmental Reading Assessment) to further describe a students' strengths and weaknesses in reading, spelling inventories, writing samples, and one-on-one Math Recovery assessments. Student work and teacher observations are also included in the identification of students. All of these pieces work together to help identify students who need additional support.

Students are benchmarked three times per year. Data analysis is conducted both building-wide and in grade level teams after each benchmark period. Additional student data-review is conducted monthly with each grade level to make ongoing adjustments based on student performance on classroom tasks, progress monitoring data, and teacher observations. New incoming students are assessed and provided additional supports as data indicates a need.

### **2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

Students are provided timely additional instruction with initial intervention groups beginning within 30 days of fall assessments. Often interventions begin before that time frame using intervention and benchmark data from the previous spring to make initial fall groups, which are then adjusted based on current fall data. Students who begin to demonstrate difficulty outside of the initial group determination are added regularly based on monthly data review meetings with each grade level. Students that are newly enrolled in the building are assessed and placed into additional instructional supports as needed.

Additional assistance is offered to students within the school day via a tiered system of support; interventions are available at Tier I,II and III. Students are provided effective instruction by certified teachers and/or paraprofessionals under the supervision of certified teachers. Intervention instruction is designed to align with classroom instruction and uses effective teaching practices and happens for 20-30 minutes each day for each group.

In mathematics, intervention instruction focuses on understanding and using whole number place value to solve problems in the four operations. Number Talks are utilized, in addition to activities designed to meet a specific need from Math Recovery and/or the core program, Investigations. Classroom supports for students who need additional assistance include modifying the task, largely through changing the range of numbers and settings utilized, as well as offering conceptual manipulatives to help students visualize the mathematics.

Assistance is offered to families through family math/literacy involvement nights, after-school reading clubs, and subject area celebrations.

### **3. How are students' individual needs being addressed through differentiated instruction in the classroom?**

Students' individual needs are being addressed in a variety of ways in the classroom. Literacy instruction includes whole class, grade level instruction in the Language Foundation and Language Workshop blocks. Interactive read-alouds by the teacher allow below-level students to access grade level text with support. The Reading Workshop and/or Literature Discussion Groups allow students to read a variety of text within the grade level band of text complexity, as well as text at their independent levels. Students have access to devices to read e-texts with audio support as needed. Teachers confer with students during the reading and writing blocks to meet individual student needs and differentiate tasks. Paraprofessional support is strategically scheduled in the classroom during key instructional blocks to support readers and writers at all levels, primarily at Tier I and II, freeing up the certified teacher to work with students in the most need of support.

Utilizing an inquiry-based mathematics program has allowed students to have choice and be more flexible in how they solve problems. The tasks are designed so that there are multiple entry points and many possible strategies for solving each task. This allows students to choose a strategy that fits with their current understanding of mathematics. Students also have the opportunity to share their own work and ask questions of their peers to help deepen their personal understanding of a given concept. Additionally, because the tasks are considered low-floor, high-ceiling, they can be easily adapted to meet the needs of any given student. The range of numbers can be modified, to be either more simple or complex, while still keeping the concept the lesson is focusing on intact. Also, the setting can be changed, based on student need, to support where a student is on the conceptual, representational, abstract (CRA) continuum. Finally, the option of providing different or additional conceptual supports, such as a variety of manipulatives, is always present. This can support students who still need to visualize what is happening with any given mathematical concept.

## **Component 10: Coordination and Integration of Federal, State and Local Programs and Resources**

### **1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.**

Title I, Part A: This funding is used to provide a Math Interventionist position by a highly qualified certified teacher. The Math Interventionist provides math intervention support to small groups of students through push in and pull out methods.

Title II, Part A: This funding source has helped provide professional learning opportunities for targeted staff to receive needed training to improve their knowledge and understanding of the latest research in high quality literacy and math instructional practices.

Section 31: This funding is used to provide an Instructional Math Coach, as well as an Instructional Literacy Coach and Literacy Interventionist position. Each position is filled by highly qualified certified teachers. These positions provide instructional support to the classroom teachers utilizing coaching practices. The Literacy Interventionists also provide literacy intervention support to small groups of students through push in and pull out settings. Interventions are delivered by a highly qualified certified teacher, as well as highly-qualified paraprofessional staff that are overseen by the certified teacher. In addition, this funding helps provide access to a licensed School Social Worker. The School Social Worker position is a K-12 role and is shared across the district buildings.

Section 35a: This funding source is used to help provide additional instructional time after school for specific, targeted K-3 students.

### **2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.**

As exemplified above, programs will be coordinated and integrated with the schoolwide goals of Oakview Elementary.

#### Federal Funds:

Teachers are working diligently to implement the Partnerships in Comprehensive Literacy Model, which is a research-based integrated workshop instructional framework. The staff is working directly with some of the nation's leading literacy experts. The literacy team is part of a Comprehensive Literacy Learning Network. This network meets regularly, through video conferencing, connecting hundreds of literacy leaders from across the nation providing ongoing professional learning.

Teachers are also working on leading math instruction through the use of an inquiry-based approach, allowing students to have a deeper conceptual understanding of mathematics, before learning the procedural understanding of mathematics. The teachers are implementing the Investigations 3.0 math series as an instructional resource. Teachers are also learning how to implement "Number Talks," an evidence-based practice developed by leading math experts. The depth of student knowledge is emphasized over breadth. Teachers work to develop higher level questioning techniques that develop the students' conceptual understanding.

Staff work together to assess and report students' understanding and progress through an aligned standards-based report card. District funds have been used to purchase the Investigations 3.0 math curriculum, along with supporting instructional materials. Standards and assessments aligned to standards guide student instruction. Federal funds are used to help further teachers' knowledge and understanding  
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## School Improvement Plan

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of high quality mathematics instructional practices. Teachers are supported by a coach to provide feedback to their teaching practice. Teachers also participate in a weekly Professional Learning Community of their grade level peers, connecting through video conferencing to continue their learning and receive support and guidance.

### State Funds

This funding is used to allow our literacy coaches to be part of the Comprehensive Literacy Learning Network, as well as receive high quality professional learning opportunities.

### General Funds:

The Illuminate web based program provides Oakview South Elementary School an opportunity to view, sort, and analyze school data.

Illuminate is a data warehousing system that the school district supports.

Kindergarten Open Houses are opportunities for families to attend school with their child to ease the transition from home to school.

District Bond Funds have provided updated technology for administrator and teacher laptops, as well as data projectors and screens. Bond funds will also be supplying the school with student devices in the fall for students to access related material that is tied to the school improvement plan.

School Fundraising (Internal Account): Our Internal Account is funded through our parent teacher organization. This organization is parent-led and is coordinated with the school. This fund is utilized to support classroom instruction when appropriate, and includes opportunities such as purchasing classroom manipulatives, providing funds for off-site classroom experiences and transportation, and sponsoring family nights and other special events.

Oakview has numerous partnerships with businesses within the St. Johns community. These partnerships include the Clinton County Regional Educational Services Agency (CCRESA), local police and fire department, local churches, 4-H Mentoring Program, Kiwanis, Consumers Energy, Meemic Insurance, the Foundation for Excellence, the National Honor Society of St. Johns Public High School, Clinton County Waste Management and area restaurants and department stores. These partnerships support the school community in a variety of ways by offering direct instruction for science and social studies, free services, extra curricular programs and grant monies to support instruction in the classroom. In addition, they bring support in human resources for events held at the school and provide funding (PTO) to support instruction, field trips, and necessary instructional tools in the classrooms.

It takes a consolidated effort coordinating all federal, state, and local resources in order for Oakview South Elementary to reach its academic goals. The staff is constantly seeking opportunities to utilize and coordinate resources both in the school system and within the community. The population of at-risk children is served through several programs, including Title I, state, and system funds to serve children who are below expected achievement levels. Supplemental services for traditionally underserved children and their families, including homeless and migratory children, are provided through system social workers, and through other St. Johns Public Schools resources. The school counselor and the principal coordinate these services as student needs arise.

This school-wide plan will be updated annually. All parents and staff are invited to participate in the update of the plan and all Title I documents, including the school parent involvement plan, the compact, and the district parent involvement plan. The plan will be posted on the website and parents may request a copy of the plan at any time. The plan is sent to the LEA for review and approval. When necessary, the plan is translated into any language requested. The School-wide Title I Plan is subject to the school improvement provisions of Section 1116. St. Johns Public Schools System works with multiple agencies to ensure coordination efforts on behalf of migrant students, homeless students, immigrant students, ELL students, neglected and delinquent students, at-risk students, and early childhood students.

**3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

1 Comprehensive Needs Assessment: General Funds, Title IA, CCRESA

2 Schoolwide Reform Strategies: Title IA, General Funds, School Fundraising, Title III

3 Highly Qualified Staff: Title IA, General Funds, Title IIA, IDEA

4 Attract and Retain Highly Qualified Staff: Title IA, General Funds, Title IIA, CCRESA and SRESA, Meemic Insurance, Kiwanis Club, Local churches

5 Professional Development: General Funds, Title IIA, Title IA, Section 31, School Fundraising, St. Johns Schools Foundation for Excellence grants, CCRESA, SRESA, Clinton County Waste Management,

6 Parental Involvement: Title IA, General Funds, PTO funds, Police, MSU Extension

7 Preschool Transition: Title IA, Great Start Readiness Program

8 Assessment Decisions: General Funds, Title IIA, School Fundraising

9 Timely & Additional Assistance: Title I, Title III, PTO funds, 4-H Mentoring

10 Coordination & Integration of Federal, State & Local Resources: School-Wide Status allows us to utilize all funds

Not all resources listed in box two fit neatly into one of the above categories.

## **Evaluation:**

### **1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.**

Oakview staff will conduct ongoing evaluation of the Schoolwide Title I program. At school improvement meetings, components of the plan will be analyzed for fidelity of implementation. Teachers and parents participating in these meetings will strategically evaluate components of the plan. Feedback will be collected from all parents during the fall curriculum night and at parent/teacher conferences. The parent team will meet in the spring of each school year to review the compact and parent involvement policy. The Perception Survey will continue to be given each year. In addition, there will be a suggestion box available in the school office for use anytime, as well as on the website.

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

Monthly grade level team meetings (professional learning communities) are held, where teachers analyze current data and plan for instruction. In addition, M-Step data and other indicators of academic achievement such as I-Ready, DRA and classroom assessments are used to evaluate the results of the schoolwide program and to identify areas of need and those instructional implications.

### **3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.**

Students who are the furthest from achieving the standards are progress monitored more frequently. As a result, instruction is adjusted by changing the group size, the materials or the amount of time spent in intervention. For those students having difficulty making academic progress, an Instructional Support Team meeting is held for the purpose of designing a plan to support the student. These meetings include teachers, parents, administration, the school psychologist and other itinerant staff as needed.

On a larger scale, program effectiveness is determined for students farthest from achieving the standards by looking for improvements in the following types of data: decrease in the number of referrals for special education, increase in the number of students able to exit intervention, decrease in the number of students identified for intervention, increase in student achievement on benchmark assessments such as I-Ready and DRA, increase in student achievement on M-STEP.

### **4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?**

Each year, the School Leadership Team (SLT) meets regularly to monitor school implementation of the plan and ongoing action items toward the achievement of the goals and activities outlined in the plan. All staff participate in monthly school improvement focused meetings to work on activities, learning and reflection around the goals and activities in the plan. The School Improvement Chairs along with the Elementary Administrators and Curriculum Director coordinate regularly to ensure alignment of goals across the District at the elementary level as well as SY 2020-2021



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vertical alignment for the achievement of District goals. Process data and forms reflecting this work are housed in ASSIST such as School Systems Review, Program Evaluation Review, Progress Notes on the School Improvement Plan, etc.

In addition, evaluation data will be used to make changes to improve the plan. Data from surveys will be analyzed and suggestions from parents will be considered and implemented when reasonable. The Parent Involvement Committee will also review the plan yearly to provide feedback.

# **2020-2021 Oakview School Improvement Plan**

## Overview

### Plan Name

2020-2021 Oakview 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	Oakview South Elementary will maintain or decrease the amount of office referrals for each grade level cohort of students for minor and major issues.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$2300
2	All students at Oakview South Elementary School will become proficient in mathematics.	Objectives: 1 Strategies: 5 Activities: 14	Academic	\$119350
3	2018-2022 All students will be proficient in English Language Arts	Objectives: 1 Strategies: 2 Activities: 10	Academic	\$195000
4	Career Awareness- Third Grade	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$6000
5	Career Awareness- Fourth Grade	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$6000
6	Career Awareness-Fifth Grade	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$6000

## **Goal 1: Oakview South Elementary will maintain or decrease the amount of office referrals for each grade level cohort of students for minor and major issues.**

### **Measurable Objective 1:**

collaborate to implement new proactive, PBIS-related strategies to improve student behavior and reduce office referrals. by 06/11/2021 as measured by minor and major referrals..

### **Strategy 1:**

Proactive PBIS-Supports - At this point, we have completed one year of our building reconfiguration, which includes the revised PBIS components.

The PBIS plan has been completed, which includes the identification of school wide behavior expectations, the creation of a behavior matrix, and written lesson plans to teach expected behaviors. Teachers will add to the PBIS plan through the implementation of a new social/emotional program and an analysis of the tiered behavior systems of support.

In 2017-2018, there were 56 major office discipline referrals resulting in 2 out of school suspensions and 7 in school suspensions. In 2018-2019, 52 major office discipline referrals. In 2019-2020 there were 125 major office discipline referrals. It should be noted that only five students had three or more major referrals. One student accounted for 55 of the majors.

Category: School Culture

Research Cited: STEPHEN R. LASSEN, MICHAEL M. STEELE, AND WAYNE SAILOR

University of Kansas

An emerging literature on school-wide Positive Behavior Support (PBS) in urban settings suggests the utility of PBS in addressing student social development while decreasing the need for disciplinary actions (i.e., office disciplinary referrals [ODRs] ). This research represents a significant addition to, and expansion of, this literature by examining the relationship of school-wide PBS-induced reductions in out-of-class referrals to student academic achievement. School-wide PBS was implemented in an urban, inner-city middle school in the Midwest over a 3-year period. Data on ODRs, suspensions, standardized test scores, and treatment fidelity were gathered and analyzed. Results demonstrated significant reductions in ODRs and suspensions and increases in standardized math and reading scores. Additionally, regression analyses suggested a significant relationship between student problem behavior and academic performance. Treatment adherence to PBS procedures was significantly correlated with reductions in problem behavior. These findings are discussed in terms of helping urban schools address challenging behavior. © 2006 Wiley Periodicals, Inc.

Tier: Tier 1

## School Improvement Plan

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Activity - Social/Emotional Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our behavioral interventionist and school social worker will implement additional instruction using Superheroes Social Skills in order to proactively teach positive social and emotional skills to students.	Behavioral Support Program	Tier 1	Implement	08/27/2018	06/11/2021	\$300	General Fund	Principal, Teachers, Behavioral Interventionist, School Leadership Team

Activity - Behavior Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will analyze and evaluate current tier 3 behavior supports, in order to determine program effectiveness, as well as if any additions or changes need to occur to the supports offered.	Behavioral Support Program, Direct Instruction	Tier 3	Monitor	08/27/2018	06/11/2021	\$500	General Fund	Principal, Behavioral Interventionist, School Leadership Team, Teachers

Activity - Grade Level Behavior PLC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate together monthly to review student behavior data and to determine what behavioral supports are needed for specific groups of students within the classroom.	Professional Learning, Behavioral Support Program, Direct Instruction, Teacher Collaboration	Tier 2	Implement	08/27/2018	06/11/2021	\$500	General Fund	Teachers, Principal, Behavioral Interventionist, Math/Literacy Coaches

## School Improvement Plan

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Activity - Attendance Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will recognize students each trimester and at the end of the year for positive attendance. Students will be recognized for three different tiers of positive attendance, and will be offered an incentive for being present at school.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/27/2018	06/30/2021	\$1000	General Fund	Principal, School Leadership Team, Classroom Teachers, Behavioral Interventionist

## Goal 2: All students at Oakview South Elementary School will become proficient in mathematics.

### Measurable Objective 1:

85% of All Students will demonstrate a proficiency in the area of mathematics in Mathematics by 06/30/2022 as measured by state summative assessments.

### Strategy 1:

Analysis of Assessments - Teachers will do an item analysis of the math scores to determine where our instruction and understanding is missed on the M-STEP, district and classroom assessments.

Category: Mathematics

Research Cited: Why Teachers Must Be Data Experts, Jennifer Morrison, Educational Leadership, December 2008/January 2009 | Volume 66 | Number 4

Tier: Tier 1

Activity - Disaggregation of Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Oakview Elementary School

Teachers will use the data of student scores to determine how to improve instruction and understanding.	Direct Instruction, Teacher Collaboration	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	No Funding Required	Teachers, Math Coach, Administration, Instructional Support Staff
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Activity - Data Review Days	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct monthly problem solving meetings to review student performance data, make instructional programming decisions, monitor progress, and make instructional revisions to Tiered intervention supports.	Curriculum Development, Academic Support Program, Teacher Collaboration	Tier 1	Monitor	07/01/2019	06/30/2020	\$1000	General Fund	Teachers, Instructional Support Staff, Math Coach, Administrator

### Strategy 2:

Number Talks - Teachers were provided with professional learning about Number Talks during the 2017-2018 school year. We will continue to utilize Number Talks in all classrooms, so that students have opportunities to strengthen their understanding of numbers, number relationships and how to flexibly and efficiently use strategies to solve problems in the four main operations. In addition, we will expand our classroom Number Talks to include operating with decimals and fractions.

Category: Mathematics

Research Cited: Number Talks: Whole Number Computation, by Sherry Parrish, Published by Math Solutions, 2014.; Number Talks: Fractions, Decimals, and Percentages, by Sherry Parrish and Ann Dominick, Published by Math Solutions, 2016.

Tier: Tier 1

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

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All teachers will utilize number talks with students at least two times per week. The math coach and the instructional support staff will also utilize number talks at least two times per week with students who receive intervention support.	Direct Instruction, Academic Support Program	Tier 1	Implement	08/27/2018	06/11/2021	\$750	General Fund	Teachers, Instructional Support Staff, Math Coach
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Activity - Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and instructional support staff have the opportunity to work with the math coach (other teachers or administrators) for support when utilizing Number Talks. They can model how to use a Number Talk, work together to co-teach a number talk, or the teacher can lead a number talk with support as needed.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	07/01/2019	06/11/2021	\$0	No Funding Required	Math Coach, Teachers, Instructional Support Staff

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>We will continue to support teachers utilizing Number Talks through grade level professional learning community (PLC) meetings. Our professional development will focus on recordings of teachers within the district leading Number Talks, with the intent to share those videos at PLC meetings. Other members of the grade level will document noticing and wonderings while watching the recordings. Finally, the group will share and continue to strengthen our collective understanding of Number Talks.</p> <p>In addition, administration will participate in professional development around Number Talks together. They will work to come to a common understanding of what Number Talks look like at various grades to help promote consistency across buildings and grade levels.</p>	Professional Learning	Tier 1	Monitor	07/01/2019	06/11/2021	\$0	No Funding Required	Teachers, Math Coach, Instructional Support Staff, Administrators

### Strategy 3:

Investigations - We will fully transition to using Investigations as our core math program. One of the reasons for this transition is because we are looking to use a more

## School Improvement Plan

Oakview Elementary School

problem-based math curriculum, rather than a procedural-based curriculum.

Category: Mathematics

Research Cited: Principles to Actions - Ensuring Mathematical Success for All, by National Council for Teaching Mathematics, Published by NCTM, 2014; Mathematical Mindsets, by Jo Boaler, Published by Jossey-Bass, 2016

Tier: Tier 1

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will make the switch from Envisions to Investigations for the 2019-2020 school year. Time will be provided for teacher collaboration needed to prepare to teach these units, as well as time for reflection after the units are completed.	Direct Instruction, Curriculum Development, Teacher Collaboration	Tier 1	Implement	07/01/2019	06/30/2020	\$0	No Funding Required	Teachers, Math Coach, Administrators

Activity - Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity to have ongoing support from the math coach during the transition from Envisions to Investigations. This will include being able to co-plan for instruction and also co-teach mathematics in the classroom.	Professional Learning, Teacher Collaboration	Tier 1	Implement	07/01/2019	06/30/2020	\$110000	Section 31a	Teachers, Math Coach, Administrators

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

Oakview Elementary School

Teachers will continue to receive professional learning that focuses on the implementation of a math lesson, including the 5 Practices for Orchestrating Productive Math Discussions and the Launch, Explore, Summary format for instruction. This will happen through monthly PLC meetings, district provided professional development days, and summer workshops.	Professional Learning	Tier 1	Implement	07/01/2019	06/01/2020	\$0	No Funding Required	Teachers, Instructional Support Staff, Administrator, Math Coach
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Activity - High Quality Mathematics Instruction with MSU	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A district team, with members from each elementary building, will attend the High Quality Instruction Training series provided by Michigan State University. The focus of the training series is on math instruction, which includes Number Talks, 5 Practices for Orchestrating Productive Math Discussions, and instructional techniques.	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Implement	07/01/2019	06/30/2020	\$200	Title II Part A	Teachers, Administrator, Math Coach

### Strategy 4:

Mathematical Growth Mindset Culture - Teachers will have the opportunity to learn more about how to improve students' mathematical growth mindset and to then try some of those strategies in the classroom.

Category: Mathematics

Research Cited: Mathematical Mindsets, by Jo Boaler, Published by Jossey-Bass, 2016

Tier: Tier 1

Activity - Visuals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classrooms will be encouraged to incorporate growth mindset visuals, such as posters and presentations, into the classroom. Some visuals may be student created.	Direct Instruction, Materials	Tier 1	Implement	07/01/2019	06/30/2020	\$0	No Funding Required	Teachers, Administrators, Instructional Support Staff, Math Coach

## School Improvement Plan

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Activity - Week of Inspirational Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in the Week of Inspirational Math during the first month of school. The Week of Inspirational Math includes videos and messages that encourage a growth mindset in students and lays a foundation to empower students to see themselves as strong mathematicians.	Direct Instruction	Tier 1	Implement	07/01/2019	06/30/2020	\$0	No Funding Required	Teachers, Math Coach, Instructional Support Staff

### Strategy 5:

Math Group Instructional Time - Each student will be part of a math group for 30 minutes a day. Depending on the needs of the student, they may be seen in an intervention group or they may participate in a problem-solving extension group. Each grade level will have all students meeting at the same time during Math Group Instructional Time. Some students will be with classroom teachers, while others will be with the math interventionists.

Category: Mathematics

Research Cited: Teaching Number in the Classroom, by Robert Wright, Published by Sage Publications, 2015; Principles to Actions: Ensuring Mathematical Success for All, by National Council for Teaching Mathematics, Published by NCTM, 2014. 5 Practices for Orchestrating Productive Mathematics Discussions, by Margaret Smith, Published by NCTM, 2018.

Tier: Tier 1

Activity - Problem Solving	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During Math Group Instructional Time, some students will participate in extension groups that focus on low floor, high ceiling tasks. These tasks will promote productive struggle, finding many different ways to solve a problem, and mathematical discourse between students.	Direct Instruction	Tier 1	Implement	07/01/2019	06/30/2020	\$0	No Funding Required	Teachers, Math Coach

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Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During Math Group Instructional Time, some students will receive math interventions. These intervention groups will focus on building students' understanding of numbers and number relationships, as well as strategies for thinking flexibly and efficiently about the four main operations.	Academic Support Program	Tier 3	Monitor	07/01/2019	06/30/2020	\$0	No Funding Required	Math Coach, Teachers, Instructional Support Staff

Activity - Add+Vantage Math Recovery Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Several teachers in the building have received Add+Vantage Math Recovery training and additional teachers will receive the training during the 2019-2020 school year. This training is being used as a support to implement student interventions in mathematics.	Professional Learning, Academic Support Program	Tier 3	Implement	07/01/2019	06/30/2020	\$7400	Title II Part A	Teachers, Administrators, Math Coach

### Goal 3: 2018-2022 All students will be proficient in English Language Arts

Status	Progress Notes	Created On	Created By
N/A	While we have notable concerns with our reading program (Rigby Literacy By Design), we continue to see improvement in reading, even in our cohort in 5th grade. While they are lower than the classes of 5th grade in prior years, they are higher than they were in 3rd grade. This class had several years of high needs students from grades K-4, and those students, over the years, have been placed in programs where they can get appropriate academic support for identified need.	May 19, 2014	Mrs. Kerry M Beal

#### Measurable Objective 1:

85% of All Students will demonstrate a proficiency in assessments in English Language Arts by 06/30/2022 as measured by state summative assessments.

Status	Progress Notes	Created On	Created By
Met	Students show demonstrated proficiency and growth in reading. It is an area of strength for us.	May 19, 2014	Mrs. Kerry M Beal

## School Improvement Plan

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### Strategy 1:

Implementation of the Comprehensive Literacy Model - The ten features of the Partnerships in Comprehensive Literacy (PCL) model provide a structure for implementing, coordinating, and assessing a comprehensive literacy design for continuous school improvement. The features are based on evidence from best literacy practices, effective school reform, school-embedded professional development, and research-based interventions. Ten Features of the Partnerships in Comprehensive Literacy Model include the following:

Feature 1: Framework for literacy that includes whole group, small group and 1:1 conferencing within a workshop framework

Feature 2: Coaching and Mentoring to increase teacher expertise

Feature 3: Model classrooms that collaborate with instructional coaches to implement best practices in literacy

Feature 4: High standards/benchmarks set for all students

Feature 5: Comprehensive assessment system

Feature 6: Systematic Interventions in tiered layers of support

Feature 7: Collaborative learning communities (PLCs)

Feature 8: Well Designed Literacy plan

Feature 9: Includes technology and reasearch

Feature 10: Advocacy and Spotighting

Category: English/Language Arts

Research Cited: Dorn, Forbes, Popard & Schubert (2015) Changing Minds, Changing Schools, Changing Systems: A Comprehensive Literacy Design for School Improvement

Lyons & Pinnell (2001) Systems for Change in Literacy Education: A Guide to Professional Development

Dorn & Soffos (2012) Interventions that Work: A Comprehensive Intervention Model for Preventing Reading Failure in Grades K-3

Tier: Tier 1

Activity - Classroom Libraries	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher will have a robust classroom library of a variety of reading levels and genres	Supplemental Materials, Academic Support Program	Tier 1	Implement	06/30/2018	06/30/2022	\$8000	General Fund	Principal and Classroom Teachers

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Activity - Model Classrooms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will work with teachers in instructional coaching cycles to develop model classrooms that implement the ten features of the PCL model, specifically working to develop classroom libraries and deliver instruction within a workshop setting.	Professional Learning, Direct Instruction, Curriculum Development, Teacher Collaboration, Class Size Reduction	Tier 1	Implement	08/27/2018	06/10/2022	\$10000	General Fund	Principal, Instructional Coach, Classroom Teachers

Activity - Implement Language Workshop, Mini Lessons and Workshop Framework for Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will work with instructional coaches to implement new learning from district provided professional development in the areas of delivering instruction using both mini lesson and language workshop formats for whole group direct instruction as well as planning for guided reading groups in a reading workshop structure. This work will occur in coaching relationships and grade level PLC groups.	Professional Learning, Direct Instruction, Curriculum Development, Materials, Teacher Collaboration	Tier 1	Implement	08/27/2018	06/14/2019	\$3000	General Fund	Principal, Instructional Coach and Classroom Teachers

Activity - Oakview Book Room	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Instructional coach will work with classroom teachers to use the book room for guided reading instruction. Instructional coach will work with media center staff to continue the work of leveling and cataloging texts. Instructional coach will work with classroom teachers, curriculum coordinator, other literacy coaches and media center staff to purchase additional texts for Literature Discussion Groups.	Professional Learning, Supplemental Materials, Curriculum Development, Materials	Tier 1	Implement	08/27/2018	06/12/2020	\$10000	General Fund	Principal, Instructional Coach, Classroom Teachers, Media Center Staff, Curriculum Coordinator
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Activity - Comprehensive Intervention Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will work with interventionists and special education teachers to begin initial implementation of the Comprehensive Intervention Model and follow up from the June 2018 training provided. Follow up activities include: planning for interventions, layering of supports with classroom instruction, procurement of additional materials needed for intervention, ongoing training via CLLN dates.	Professional Learning, Supplemental Materials, Direct Instruction, Curriculum Development, Academic Support Program, Materials, Teacher Collaboration	Tier 2	Implement	08/27/2018	06/12/2020	\$10000	General Fund	Curriculum Coordinator, Principal, Instructional Coach, Classroom Teachers, Interventionists, Special Education Teachers

Activity - Data Problem Solving Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers, principals, instructional coaches, interventionists and special education teachers will engage in data problem solving meetings once per month for purposes of problem solving, making instructional changes, early identification of students in need of support, etc.	Professional Learning, Teacher Collaboration	Tier 2	Implement	08/27/2018	06/12/2020	\$1000	General Fund	Principal, Teachers, Instructional Coaches, Interventionists, Special Education Teachers
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Activity - Language Foundation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in Kindergarten through Fifth Grade will be implementing a direct instruction program from Fountas and Pinnell: Phonics, Spelling and Word Study. Literacy Coaches will be supporting implementation through PLCs, model classrooms and coaching relationships throughout the year.	Direct Instruction, Curriculum Development	Tier 1	Implement	07/01/2019	07/30/2021	\$142000	General Fund, Section 31a, Title I Part A	Classroom Teachers, Literacy Coaches, Principals and Curriculum Coordinator

Activity - Units of Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy coaches will work with a K-5 teacher committee to begin foundational work for aligning standards across curricular areas, cluster the standards into possible units of study and to begin to identify universal themes for instruction.	Curriculum Development	Tier 1	Getting Ready	07/01/2019	06/30/2024	\$10000	General Fund	Literacy Coaches, Classroom Teachers, Principals, Curriculum Coordinator

### Strategy 2:

Benchmark Assessments - Students are screened using a universal screener three times per year (I-Ready). Students who are at benchmark on the universal screening assessment have their reading level benchmarked at least two times per year using the Developmental Reading Assessment (DRA2). Students who are "below" or "well below" benchmark on the universal screener have their reading level benchmarked at least three times per year. Students in the upper grades who are

## School Improvement Plan

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reading below grade level are monitored more frequently than those reading at grade level to monitor their progress toward grade level goals.

Category: English/Language Arts

Research Cited: Fuchs, L. Fuchs, D., & Hosp., M. (2001). Oral reading fluency as an indicator of reading competence: A theoretical, empirical, and historical analysis. *Scientific Studies of Reading*, 5(3), 239-256.

Hudson, R.F., Lane, H. B, & Pullen, P. C. (2004). Reading fluency assessment and instruction: What, why, and how? *The Reading Teacher*, August.

Kuhn, M.R. & Stahl, S.A. (2000). CIERA Report #2-008. Fluency: A review of developmental and remedial practices. Washington, DC: US Department of Education. Retrieved February 2, 2006, from <http://www.ciera.org/library/reports/inquiry-2/2-008/2-008.pdf>

Tier: Tier 1

Activity - DRA Bridge Pack	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DRA2 kit supplements, specifically the Bridge Pack titles will need to be purchased to supplement teacher benchmark assessment kits. Previously, teachers borrowed from lower elementary teacher's kits. With the standardization of our benchmark procedures, teachers will not have access to these titles nor would children be able to read them again if previously read. Having the Bridge pack supplements to the DRA 2 kits will ensure benchmark assessment fidelity as well as provide adequate access to titles when assessing below grade level students. Teachers will require brief training overview in the use of the supplemental pack	Professional Learning, Supplemental Materials, Materials	Tier 1	Getting Ready	08/21/2017	06/22/2018	\$1000	General Fund	Principal, Building Literacy Coach, Teachers

Activity - I-Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be assessed with I-Ready as our initial benchmark assessment and growth targets will be determined for individual students, classes and at the building level.	Professional Learning, Technology	Tier 1	Implement	08/27/2018	06/14/2019	\$0	No Funding Required	Principal, Instructional Coaches, Classroom Teachers

## Goal 4: Career Awareness- Third Grade

### Measurable Objective 1:

collaborate to increase awareness of a variety of careers by 06/30/2023 as measured by career related literature displays in the libraries, participation in career related field trips and topics integrated into science and/or social studies content.

### Strategy 1:

Career Awareness - All students will be exposed and have increased awareness of a variety of careers by participating in the following: access to career related literature in the school and classroom libraries, career related field trips connected to science and/or social studies fields.

Category: Career and College Ready

Research Cited: Michigan Career Development Model

Tier: Tier 1

Activity - Career Awareness: Career Related Literature	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school library will display a variety of fiction and nonfiction literature demonstrating a variety of careers in Natural Resources and Agricultural Sciences.	Career Preparation /Orientation	Tier 1	Getting Ready	08/26/2019	06/30/2023	\$1000	General Fund	Classroom Teachers, School Librarian, Principals

Activity - Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will have an opportunity to participate in grade level field trips related to science and/or social studies content and a variety of career paths.	Career Preparation /Orientation	Tier 1	Getting Ready	08/26/2019	06/30/2023	\$5000	General Fund	Classroom Teachers, Principals and Curriculum Coordinator
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## Goal 5: Career Awareness- Fourth Grade

### Measurable Objective 1:

collaborate to increase awareness of a variety of careers by 06/30/2023 as measured by career related literature displays in the libraries, participation in career related field trips and topics integrated into science and/or social studies content.

### Strategy 1:

Career Awareness - Students will have access to a variety of fiction and nonfiction texts related to a variety of careers related to grade level science and /or social studies content in the school and classroom libraries. Students will participate in field trips related to Science and/or Social Studies curriculum related to Engineering, Manufacturing and Industrial Technology Careers.

Category: Career and College Ready

Research Cited: Michigan Career Development Model

Tier: Tier 1

Activity - Career Awareness: Career Related Literature	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School and classroom libraries will have a variety of fiction and nonfiction texts related to careers in Engineering, Manufacturing and Industrial Technologies.	Career Preparation /Orientation	Tier 1	Getting Ready	08/26/2019	06/30/2023	\$1000	General Fund	Classroom Teachers, School Librarians, Principals

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Activity - Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in a variety of field trips connected to Science and/or Social Studies curriculum to build awareness of careers in Engineering, Manufacturing and Industrial Technology.	Career Preparation /Orientation	Tier 1	Getting Ready	08/26/2019	06/30/2023	\$5000	General Fund	Classroom Teachers, Principals, Curriculum Coordinator

## Goal 6: Career Awareness-Fifth Grade

### Measurable Objective 1:

collaborate to increase awareness of a variety of careers by 06/30/2023 as measured by career related literature displays in the libraries, participation in career related field trips and topics integrated into science and/or social studies content.

### Strategy 1:

Career Awareness - Students will have access to a variety of fiction and nonfiction literature in the school and classroom libraries to increase awareness of a variety of careers in the Health Sciences fields. Students will participate in grade level field trips connected to Science and/or Social Studies content to increase awareness of Health Sciences careers.

Category: Career and College Ready

Research Cited: Michigan Career Development Model

Tier: Tier 1

Activity - Career Awareness: Career Related Literature	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fiction and nonfiction text related to Health Sciences will be on display in school and classroom libraries.	Career Preparation /Orientation	Tier 1	Getting Ready	08/26/2019	06/30/2023	\$1000	General Fund	Classroom Teachers, School Librarians, Principals

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Activity - Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in a variety of field trips related to Science and/or Social Studies content that will increase awareness of Health Science related careers.	Career Preparation /Orientation	Tier 1	Getting Ready	08/26/2019	06/30/2023	\$5000	General Fund	Classroom Teachers, Principals and Curriculum Coordinator

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
High Quality Mathematics Instruction with MSU	A district team, with members from each elementary building, will attend the High Quality Instruction Training series provided by Michigan State University. The focus of the training series is on math instruction, which includes Number Talks, 5 Practices for Orchestrating Productive Math Discussions, and instructional techniques.	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Implement	07/01/2019	06/30/2020	\$200	Teachers, Administrator, Math Coach
Add+Vantage Math Recovery Training	Several teachers in the building have received Add+Vantage Math Recovery training and additional teachers will receive the training during the 2019-2020 school year. This training is being used as a support to implement student interventions in mathematics.	Professional Learning, Academic Support Program	Tier 3	Implement	07/01/2019	06/30/2020	\$7400	Teachers, Administrators, Math Coach

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Language Foundation	Teachers in Kindergarten through Fifth Grade will be implementing a direct instruction program from Fountas and Pinnell: Phonics, Spelling and Word Study. Literacy Coaches will be supporting implementation through PLCs, model classrooms and coaching relationships throughout the year.	Direct Instruction, Curriculum Development	Tier 1	Implement	07/01/2019	07/30/2021	\$30000	Classroom Teachers, Literacy Coaches, Principals and Curriculum Coordinator

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Behavior Interventions	We will analyze and evaluate current tier 3 behavior supports, in order to determine program effectiveness, as well as if any additions or changes need to occur to the supports offered.	Behavioral Support Program, Direct Instruction	Tier 3	Monitor	08/27/2018	06/11/2021	\$500	Principal, Behavioral Interventionist, School Leadership Team, Teachers
Instruction	All teachers will utilize number talks with students at least two times per week. The math coach and the instructional support staff will also utilize number talks at least two times per week with students who receive intervention support.	Direct Instruction, Academic Support Program	Tier 1	Implement	08/27/2018	06/11/2021	\$750	Teachers, Instructional Support Staff, Math Coach
Career Awareness: Career Related Literature	School and classroom libraries will have a variety of fiction and nonfiction texts related to careers in Engineering, Manufacturing and Industrial Technologies.	Career Preparation /Orientation	Tier 1	Getting Ready	08/26/2019	06/30/2023	\$1000	Classroom Teachers, School Librarians, Principals
Data Review Days	Conduct monthly problem solving meetings to review student performance data, make instructional programming decisions, monitor progress, and make instructional revisions to Tiered intervention supports.	Curriculum Development, Academic Support Program, Teacher Collaboration	Tier 1	Monitor	07/01/2019	06/30/2020	\$1000	Teachers, Instructional Support Staff, Math Coach, Administrator
Comprehensive Intervention Model	Instructional coaches will work with interventionists and special education teachers to begin initial implementation of the Comprehensive Intervention Model and follow up from the June 2018 training provided. Follow up activities include: planning for interventions, layering of supports with classroom instruction, procurement of additional materials needed for intervention, ongoing training via CLLN dates.	Professional Learning, Supplemental Materials, Direct Instruction, Curriculum Development, Academic Support Program, Materials, Teacher Collaboration	Tier 2	Implement	08/27/2018	06/12/2020	\$10000	Curriculum Coordinator, Principal, Instructional Coach, Classroom Teachers, Interventionists, Special Education Teachers
Field Trips	Students will participate in a variety of field trips related to Science and/or Social Studies content that will increase awareness of Health Science related careers.	Career Preparation /Orientation	Tier 1	Getting Ready	08/26/2019	06/30/2023	\$5000	Classroom Teachers, Principals and Curriculum Coordinator



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Career Awareness: Career Related Literature	Fiction and nonfiction text related to Health Sciences will be on display in school and classroom libraries.	Career Preparation /Orientation	Tier 1	Getting Ready	08/26/2019	06/30/2023	\$1000	Classroom Teachers, School Librarians, Principals
Classroom Libraries	Each teacher will have a robust classroom library of a variety of reading levels and genres	Supplemental Materials, Academic Support Program	Tier 1	Implement	06/30/2018	06/30/2022	\$8000	Principal and Classroom Teachers
Oakview Book Room	Instructional coach will work with classroom teachers to use the book room for guided reading instruction. Instructional coach will work with media center staff to continue the work of leveling and cataloging texts. Instructional coach will work with classroom teachers, curriculum coordinator, other literacy coaches and media center staff to purchase additional texts for Literature Discussion Groups.	Professional Learning, Supplemental Materials, Curriculum Development, Materials	Tier 1	Implement	08/27/2018	06/12/2020	\$10000	Principal, Instructional Coach, Classroom Teachers, Media Center Staff, Curriculum Coordinator
Language Foundation	Teachers in Kindergarten through Fifth Grade will be implementing a direct instruction program from Fountas and Pinnell: Phonics, Spelling and Word Study. Literacy Coaches will be supporting implementation through PLCs, model classrooms and coaching relationships throughout the year.	Direct Instruction, Curriculum Development	Tier 1	Implement	07/01/2019	07/30/2021	\$12000	Classroom Teachers, Literacy Coaches, Principals and Curriculum Coordinator
Field Trips	Students will participate in a variety of field trips connected to Science and/or Social Studies curriculum to build awareness of careers in Engineering, Manufacturing and Industrial Technology.	Career Preparation /Orientation	Tier 1	Getting Ready	08/26/2019	06/30/2023	\$5000	Classroom Teachers, Principals, Curriculum Coordinator
Social/Emotional Program	Our behavioral interventionist and school social worker will implement additional instruction using Superheroes Social Skills in order to proactively teach positive social and emotional skills to students.	Behavioral Support Program	Tier 1	Implement	08/27/2018	06/11/2021	\$300	Principal, Teachers, Behavioral Interventionist, School Leadership Team

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DRA Bridge Pack	DRA2 kit supplements, specifically the Bridge Pack titles will need to be purchased to supplement teacher benchmark assessment kits. Previously, teachers borrowed from lower elementary teacher's kits. With the standardization of our benchmark procedures, teachers will not have access to these titles nor would children be able to read them again if previously read. Having the Bridge pack supplements to the DRA 2 kits will ensure benchmark assessment fidelity as well as provide adequate access to titles when assessing below grade level students. Teachers will require brief training overview in the use of the supplemental pack	Professional Learning, Supplemental Materials, Materials	Tier 1	Getting Ready	08/21/2017	06/22/2018	\$1000	Principal, Building Literacy Coach, Teachers
Implement Language Workshop, Mini Lessons and Workshop Framework for Instruction	Classroom teachers will work with instructional coaches to implement new learning from district provided professional development in the areas of delivering instruction using both mini lesson and language workshop formats for whole group direct instruction as well as planning for guided reading groups in a reading workshop structure. This work will occur in coaching relationships and grade level PLC groups.	Professional Learning, Direct Instruction, Curriculum Development, Materials, Teacher Collaboration	Tier 1	Implement	08/27/2018	06/14/2019	\$3000	Principal, Instructional Coach and Classroom Teachers
Units of Study	Literacy coaches will work with a K-5 teacher committee to begin foundational work for aligning standards across curricular areas, cluster the standards into possible units of study and to begin to identify universal themes for instruction.	Curriculum Development	Tier 1	Getting Ready	07/01/2019	06/30/2024	\$10000	Literacy Coaches, Classroom Teachers, Principals, Curriculum Coordinator
Field Trips	Students will have an opportunity to participate in grade level field trips related to science and/or social studies content and a variety of career paths.	Career Preparation /Orientation	Tier 1	Getting Ready	08/26/2019	06/30/2023	\$5000	Classroom Teachers, Principals and Curriculum Coordinator
Grade Level Behavior PLC Meetings	Staff will collaborate together monthly to review student behavior data and to determine what behavioral supports are needed for specific groups of students within the classroom.	Professional Learning, Behavioral Support Program, Direct Instruction, Teacher Collaboration	Tier 2	Implement	08/27/2018	06/11/2021	\$500	Teachers, Principal, Behavioral Interventionist, Math/Literacy Coaches

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Data Problem Solving Meetings	Teachers, principals, instructional coaches, interventionists and special education teachers will engage in data problem solving meetings once per month for purposes of problem solving, making instructional changes, early identification of students in need of support, etc.	Professional Learning, Teacher Collaboration	Tier 2	Implement	08/27/2018	06/12/2020	\$1000	Principal, Teachers, Instructional Coaches, Interventionists, Special Education Teachers
Attendance Recognition	Staff will recognize students each trimester and at the end of the year for positive attendance. Students will be recognized for three different tiers of positive attendance, and will be offered an incentive for being present at school.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/27/2018	06/30/2021	\$1000	Principal, School Leadership Team, Classroom Teachers, Behavioral Interventionist
Career Awareness: Career Related Literature	The school library will display a variety of fiction and nonfiction literature demonstrating a variety of careers in Natural Resources and Agricultural Sciences.	Career Preparation /Orientation	Tier 1	Getting Ready	08/26/2019	06/30/2023	\$1000	Classroom Teachers, School Librarian, Principals
Model Classrooms	Instructional coaches will work with teachers in instructional coaching cycles to develop model classrooms that implement the ten features of the PCL model, specifically working to develop classroom libraries and deliver instruction within a workshop setting.	Professional Learning, Direct Instruction, Curriculum Development, Teacher Collaboration, Class Size Reduction	Tier 1	Implement	08/27/2018	06/10/2022	\$10000	Principal, Instructional Coach, Classroom Teachers

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Coaching	Teachers will have the opportunity to have ongoing support from the math coach during the transition from Envisions to Investigations. This will include being able to co-plan for instruction and also co-teach mathematics in the classroom.	Professional Learning, Teacher Collaboration	Tier 1	Implement	07/01/2019	06/30/2020	\$110000	Teachers, Math Coach, Administrators

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Language Foundation	Teachers in Kindergarten through Fifth Grade will be implementing a direct instruction program from Fountas and Pinnell: Phonics, Spelling and Word Study. Literacy Coaches will be supporting implementation through PLCs, model classrooms and coaching relationships throughout the year.	Direct Instruction, Curriculum Development	Tier 1	Implement	07/01/2019	07/30/2021	\$100000	Classroom Teachers, Literacy Coaches, Principals and Curriculum Coordinator
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### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Problem Solving	During Math Group Instructional Time, some students will participate in extension groups that focus on low floor, high ceiling tasks. These tasks will promote productive struggle, finding many different ways to solve a problem, and mathematical discourse between students.	Direct Instruction	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Teachers, Math Coach
Interventions	During Math Group Instructional Time, some students will receive math interventions. These intervention groups will focus on building students' understanding of numbers and number relationships, as well as strategies for thinking flexibly and efficiently about the four main operations.	Academic Support Program	Tier 3	Monitor	07/01/2019	06/30/2020	\$0	Math Coach, Teachers, Instructional Support Staff
Professional Learning	<p>We will continue to support teachers utilizing Number Talks through grade level professional learning community (PLC) meetings. Our professional development will focus on recordings of teachers within the district leading Number Talks, with the intent to share those videos at PLC meetings. Other members of the grade level will document noticing and wonderings while watching the recordings. Finally, the group will share and continue to strengthen our collective understanding of Number Talks.</p> <p>In addition, administration will participate in professional development around Number Talks together. They will work to come to a common understanding of what Number Talks look like at various grades to help promote consistency across buildings and grade levels.</p>	Professional Learning	Tier 1	Monitor	07/01/2019	06/11/2021	\$0	Teachers, Math Coach, Instructional Support Staff, Administrators

## School Improvement Plan

Oakview Elementary School

Week of Inspirational Math	All students will participate in the Week of Inspirational Math during the first month of school. The Week of Inspirational Math includes videos and messages that encourage a growth mindset in students and lays a foundation to empower students to see themselves as strong mathematicians.	Direct Instruction	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Teachers, Math Coach, Instructional Support Staff
Visuals	Classrooms will be encouraged to incorporate growth mindset visuals, such as posters and presentations, into the classroom. Some visuals may be student created.	Direct Instruction, Materials	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Teachers, Administrators, Instructional Support Staff, Math Coach
Coaching	Teachers and instructional support staff have the opportunity to work with the math coach (other teachers or administrators) for support when utilizing Number Talks. They can model how to use a Number Talk, work together to co-teach a number talk, or the teacher can lead a number talk with support as needed.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	07/01/2019	06/11/2021	\$0	Math Coach, Teachers, Instructional Support Staff
Disaggregation of Data	Teachers will use the data of student scores to determine how to improve instruction and understanding.	Direct Instruction, Teacher Collaboration	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Teachers, Math Coach, Administration, Instructional Support Staff
I-Ready	All students will be assessed with I-Ready as our initial benchmark assessment and growth targets will be determined for individual students, classes and at the building level.	Professional Learning, Technology	Tier 1	Implement	08/27/2018	06/14/2019	\$0	Principal, Instructional Coaches, Classroom Teachers
Professional Learning	Teachers will continue to receive professional learning that focuses on the implementation of a math lesson, including the 5 Practices for Orchestrating Productive Math Discussions and the Launch, Explore, Summary format for instruction. This will happen through monthly PLC meetings, district provided professional development days, and summer workshops.	Professional Learning	Tier 1	Implement	07/01/2019	06/01/2020	\$0	Teachers, Instructional Support Staff, Administrator, Math Coach
Implementation	All teachers will make the switch from Envisions to Investigations for the 2019-2020 school year. Time will be provided for teacher collaboration needed to prepare to teach these units, as well as time for reflection after the units are completed.	Direct Instruction, Curriculum Development, Teacher Collaboration	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Teachers, Math Coach, Administrators