

Stone Elementary School
Improvement Plan 2014-2015

Stone School
Saginaw City School District

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Overview

Plan Name

Stone Elementary School Improvement Plan 2014-2015

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Stone Elementary School will increase in proficiency in math.	Objectives: 1 Strategies: 4 Activities: 12	Academic	\$40500
2	All students at Stone Elementary School will be proficient in writing.	Objectives: 1 Strategies: 4 Activities: 12	Academic	\$22320
3	Stone Elementary School will become a stable and high performing organization to promote the success of all students.	Objectives: 1 Strategies: 4 Activities: 12	Organizational	\$121267
4	All students at Stone Elementary School will increase in proficiency in reading.	Objectives: 1 Strategies: 4 Activities: 12	Academic	\$238642

Goal 1: All students at Stone Elementary School will increase in proficiency in math.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency of Grade Specific Common Core Critical Areas in Mathematics by 06/05/2015 as measured by state and local assessments.

Strategy 1:

Professional Learning - Staff engaged in weekly PLC and strategically designed PD to address achievement gaps and support student learning. All staff will schedule at least one meeting per marking period with the Math Coach to discuss teaching strategies of the critical math areas of the CCSS.

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>

This practice guide presents specific and coherent evidence-based recommendations for reducing the number of children who struggle with mathematics.

Moseley B. & Brenner, M. (1997). Using multiple representations for conceptual change in pre-algebra: A comparison of variable usage with graphic and text based problems, Office of Educational Research and Improvement (ED), Washington, DC.

<http://eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED413184>

Analysis of the pre- and post-interviews indicate that students receiving a multiple representations curriculum are significantly more likely to show signs of algebraic reasoning than their traditionally taught peers when integrating variables into the equations they write.

Tier: Tier 1

Activity - PD Opportunities in Mathematics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend Math PD, through District Coaches and Math Consultants, to improve understanding of critical math areas of CCSS as related to their grade level teaching assignment to present and apply within weekly PLCs. All staff will schedule at least one meeting per marking period with the Math Coach to discuss teaching strategies of the critical math areas of the CCSS. (including the Institute for Excellence in Education)	Professional Learning	Tier 1	Monitor	08/01/2014	09/30/2015	\$6000	Title II Part A, Title I Part A	Principal, Title Staff, Pre-K-5 staff

Activity - Mathematics Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will engage in research-based math strategies (such as Power Standards, math journals, learning centers, etc.) to promote number sense through and aligned materials. and the integration of technology (including SMART Response System PD).	Direct Instruction	Tier 1	Implement	08/01/2014	09/30/2015	\$18500	Title I Part A, Title II Part A	PreK-5 instructional staff, Administrator, Title I
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Activity - Monitor and Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will maintain records to document dates and activities of participation within PLCs and PD. Evaluation will be based on PLC/PD documentation, math scores of AIMSweb and MEAP, summative assessments and student work. The building administrator, along with SQT, will use results to determine effectiveness of PLC/PD and impact on student achievement	Professional Learning	Tier 1	Monitor	08/01/2014	09/30/2015	\$1000	Title I Part A	PreK-5 instructional staff, Administrator, Title I

Strategy 2:

Best Practices for all students - Staff will provide research/evidence-based Common Core instruction; specific to grade level for all students.

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics:

Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional

Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>

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Analysis of the pre- and post-interviews indicate that students receiving a multiple representations curriculum are significantly more likely to show signs of algebraic reasoning than their traditionally taught peers when integrating variables into the equations they write.

Tier: Tier 1

Activity - Best Practice Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will focus on number sense, including Grade Specific Common Core Critical Areas as listed: Kindergarten - representing/comparing with sets of objects; First - develop understanding of +/- strategies to 20 whole number relationships 1-10; Second - understand base 10 and fluency of +/-; Third - multiplication/division with strategies up to 100; Fourth - fluency of multiplication and division multi-digit strategies; Fifth - fluency of addition/subtraction of fractions and decimals. Staff will provide differentiated instruction, formative assessment, daily Power Standards, progress monitoring and participation in ongoing PLC discussions and data reviews and technology integration.	Academic Support Program	Tier 1	Implement	08/01/2014	09/30/2015	\$1000	Title I Part A	Principal, Title I Staff, Pre-K-5 staff
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Activity - Math Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in research-based best practice lessons/activities (such as Power Standards, math journals, learning centers, etc.) to promote number sense through the integration of technology and aligned materials.	Direct Instruction	Tier 1	Implement	08/01/2014	09/30/2015	\$2000	Title I Part A	PreK-5 instructional staff, Administrator, Title I

Activity - Monitor and Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student progress will be monitored by classroom teachers through classroom walk-throughs, assessment results (summative assessments, AIMSweb and MEAP math scores, Power Standards results and student work.) Staff will use PLC time to evaluate by analyzing and discussing student learning. Instructional decisions will be based on data analysis, student products and professional dialogue to evaluate it's impact on student learning of the CCSS.	Direct Instruction	Tier 1	Monitor	08/01/2014	09/30/2015	\$2000	Title I Part A	PreK-5 instructional staff, Administrator

Strategy 3:

MTSS for subgroups - Stone PreK-5 staff will implement the MTSS framework to ensure the academic success of all students to include economically disadvantaged, Special Ed. and ELL. Teachers will utilize the data (MEAP, AIMSweb, demographic data) to identify and close the achievement gap.

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>

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Analysis of the pre- and post-interviews indicate that students receiving a multiple representations curriculum are significantly more likely to show signs of algebraic reasoning than their traditionally taught peers when integrating variables into the equations they write.

Tier: Tier 2

Activity - Flexible Small Group Instruction/Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers/interventionists/Title I Instructor will use instructional resources with fidelity to increase student achievement. Individual student progress will be tracked through intervention plans, formative and summative assessments and progress monitoring. Materials will include student tools, student iPads, manipulatives and technology.	Direct Instruction	Tier 2	Implement	08/01/2014	09/30/2015	\$2000	Title I Part A	Principal, Title I staff, Pre-K-5 staff and Interventionists

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will increase understanding of number sense through differentiated, flexible small group instruction through the use of integration of technology. Identified Tier 2 and 3 students, as well as Special Education students, will receive individualized strategies using aligned materials to increase and accelerate skill development, including Tier 2 and 3 intervention materials.	Academic Support Program	Tier 3	Implement	08/01/2014	09/30/2015	\$2500	Title I Part A	PreK-5 instructional staff, Interventionists, Administrator, Title I teacher

Activity - Monitor and Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student progress will be monitored by teachers through classroom walk-throughs, assessment results (summative assessments, AIMSweb and MEAP math scores and student products.) Staff will use PLC time to analyze, discuss and evaluate student learning. Instructional decisions will be based on data analysis, student products and professional dialogue to evaluate it's impact on student learning of the CCSS.	Direct Instruction	Tier 2	Monitor	08/01/2014	09/30/2015	\$1000	Title I Part A	Principal, Title I, PreK-5 staff, Special Ed. staff

Strategy 4:

Parent Engagement - Staff will engage and include parents to support student learning in math both within and outside school.

Research Cited: Epstein, J. (2002). School, Family and Community Partnerships: Your Handbook for Action. Thousand Oaks, CA. Corwin Press, Inc.

Tier: Tier 1

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Activity - Family Engagement to Support Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will create opportunities for parents to learn about helping students succeed through Family Math/Technology Activities, instructional take-home resources and tools, mentors and DHS staff member support.	Parent Involvement	Tier 1	Implement	08/01/2014	09/30/2015	\$2500	Title I Part A	Principal, Title I staff, PreK-5 staff, Special Education staff.
Activity - Student Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents will be invited to attend orientations, curriculum nights/events, family math activities, etc.	Parent Involvement	Tier 1	Implement	08/01/2014	09/30/2015	\$1000	Title I Part A	PreK-5 instructional staff, Administrator, Title I teacher, Parent Liaison
Activity - Monitor and Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor and evaluation will be done with student and parent sign-in sheets, agendas and surveys.	Parent Involvement	Tier 1	Monitor	08/01/2014	09/30/2015	\$1000	Title I Part A	PreK-5 instructional staff, Administrator, Title I and Parent Liaison

Goal 2: All students at Stone Elementary School will be proficient in writing.

Measurable Objective 1:

8% of All Students will demonstrate a proficiency in assessments in Writing by 09/30/2015 as measured by formative and summative assessments, including Write Steps and state required assessments..

Strategy 1:

Professional Learning - Stone PreK-5th grade staff will engage in PLCs and strategically designed Professional Development to address achievement gaps and support student learning in writing.

Research Cited: Snow, C., Burns, M., Griffin P. (Eds). (1998). Preventing Reading Difficulties in Young

Children. Washington, D.C.: National Academy Press.

Snow, 1998, p. 3-4 Download pdf of Executive Summary <http://www.nap.edu/catalog/6023.html>

Excerpt: Once children learn to write letters, they should be encouraged to write them, use them to begin writing words or parts of words, and to use words to begin writing sentences. Instruction should be designed with the understanding that the use of invented spelling is not in conflict with teaching correct spelling. Beginning writing with inventive spelling can be helpful for developing understanding of phoneme identity, phoneme segmentation, and sound-spelling relationships. Conventionally correct spelling should be developed through focused instruction and practice. Primary grade children should be expected to spell previously studied words and spelling patterns correctly in their final writing products. Writing should take place on a daily basis to encourage children to become more comfortable and familiar with it (Snow, 1998).

Roberts, K. L., & Wibbens, E. N. (2010). Writing first: What research says about writing instruction in the primary years. In G. A. Troia (Ed.), Writing Research in Classroom Practice: Applications for Teacher Professional Development. New York: Guilford.

Excerpt: Teachers who regularly read their students' writing and discuss it with them are in a much better position to select appropriate strategies for whole-group, small-group, or individual instruction than teachers who are less familiar with their students' current writing habits or patterns. ...The complex nature of writing lends to a recursive process approach in which students are motivated to develop their own ideas and to develop those ideas into coherent text while building a "writing vocabulary" within a community of authors (Roberts and Wibbens, 2010).

Writing to Read: Evidence of How Writing Can Improve Reading

http://carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdf

Writing to Read builds on Writing Next by providing evidence for how writing can improve reading. It describes the ability to read, comprehend, and write—the ability to organize information into knowledge—as tantamount to a survival skill and recommends a cluster of closely related writing practices shown to be effective in improving students' reading.

Learning to Read and Write: Developmentally Appropriate Practices for Young Children

<http://www.naeyc.org/files/naeyc/file/positions/PSREAD98.PDF>

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Stone PreK-5 grade teachers will receive training from the District coaches and ELA Consultants in the implementation of the MAISA writing workshop.	Professional Learning	Tier 1	Getting Ready	08/01/2014	09/30/2015	\$4000	Title II Part A, Title I Schoolwide	PreK-5 teachers, administrator, District Coaches

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Activity - Student Writing Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will analyze their writing utilizing strategies from the Write Steps program and MAISA workshop.	Academic Support Program	Tier 1	Monitor	08/01/2014	09/30/2015	\$1000	Title I Schoolwide	PreK-5 teachers, administrator, students

Activity - Monitoring and Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring and evaluation will include students self-monitoring the writing progress by graphing scores utilizing Write Steps Rubrics. It will also include teachers charting individual student progress, per Write Steps protocols and District Coaches. Evaluation will include scores on state and local assessments and student products.	Academic Support Program	Tier 1	Monitor	08/01/2014	09/30/2015	\$1000	Title I Schoolwide	PreK-5 teachers, administrator

Strategy 2:

Best Practices for all students - Stone PreK-5 teachers will provide evidence/research-based writing instruction to all students.

Research Cited: Snow, C., Burns, M., Griffin P. (Eds). (1998). Preventing Reading Difficulties in Young

Children. Washington, D.C.: National Academy Press.

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Conventionally correct spelling should be developed through focused instruction and practice. Primary grade children should be expected to spell previously studied words and spelling patterns correctly in their final writing products. Writing should take place on a daily basis to encourage children to become more comfortable and familiar with it (Snow, 1998).

Roberts, K. L., & Wibbens, E. N. (2010). Writing first: What research says about writing instruction in the primary years. In G. A. Troia (Ed.), Writing Research in Classroom Practice: Applications for Teacher Professional Development. New York: Guilford.

Excerpt: Teachers who regularly read their students' writing and discuss it with them are in a much better position to select appropriate strategies for whole-group, small-group, or individual instruction than teachers who are less familiar with their students' current writing habits or patterns. ...The complex nature of writing lends to a recursive process approach in which students are motivated to develop their own ideas and to develop those ideas into coherent text while building a "writing vocabulary" within a community of authors (Roberts and Wibbens, 2010).

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Learning to Read and Write: Developmentally Appropriate Practices for Young Children

<http://www.naeyc.org/files/naeyc/file/positions/PSREAD98.PDF>

Tier: Tier 1

Activity - Write Steps and MAISA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PreK-5th grade teachers will implement Write Steps strategies, MAISA writing workshop and research-based best practice through the use of technology, writing centers and field trips (Lansing-State Capitol, MSU Planetarium; Mid-Michigan's Children's Museum; Harbor Beach (pen pals program); Bay City State Park; Bay City River of Time and Frankenmuth Snow Fest).	Direct Instruction	Tier 1	Implement	08/01/2014	09/30/2015	\$6320	Title I Part A	PreK-5 staff, administrator, Instructional Coaches, Title I
Activity - Writer's Notebook	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will produce writing products in a Writer's Notebook demonstrating the application of strategies from Write Steps and MAISA units; one per marking period and publish products with the use of technology.	Direct Instruction	Tier 1	Implement	08/01/2014	09/30/2015	\$1000	Title I Part A	PreK-5 teachers, Administrator, Title I
Activity - Monitoring and Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring and evaluation will include ongoing data review and dialogue, assessment results, PLC attendance and technology implementation. Evaluation will include students scores on state and local assessments and student products.	Direct Instruction	Tier 1		08/01/2014	09/30/2015	\$1000	Title I Part A	PreK-5 staff, Administrator, Title I

Strategy 3:

MTSS for Subgroups - Stone PreK-5 staff will develop a strong MTSS system of support to ensure academic success for students identified as needing additional time and assistance to meet learning. Students in writing to include economically disadvantaged, Special Education and ELL.

Research Cited: Snow, C., Burns, M., Griffin P. (Eds). (1998). Preventing Reading Difficulties in Young Children. Washington, D.C.: National Academy Press.

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writing sentences. Instruction should be designed with the understanding that the use of invented spelling is not in conflict with teaching correct spelling. Beginning writing with inventive spelling can be helpful for developing understanding of phoneme identity, phoneme segmentation, and sound-spelling relationships. Conventionally correct spelling should be developed through focused instruction and practice. Primary grade children should be expected to spell previously studied words and spelling patterns correctly in their final writing products. Writing should take place on a daily basis to encourage children to become more comfortable and familiar with it (Snow, 1998).

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http://carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdf

Writing to Read builds on Writing Next by providing evidence for how writing can improve reading. It describes the ability to read, comprehend, and write—the ability to organize information into knowledge—as tantamount to a survival skill and recommends a cluster of closely related writing practices shown to be effective in improving students' reading.

Learning to Read and Write: Developmentally Appropriate Practices for Young Children

<http://www.naeyc.org/files/naeyc/file/positions/PSREAD98.PDF>

Tier: Tier 2

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stone's PreK-5 teachers will participate in PLC and data review; will provide flexible, differentiated small group instruction to identified students needing additional instruction to close gaps based on formative and summative assessments with assistance of highly qualified intervention specialists; teachers will implement the use of technology.	Professional Learning	Tier 1	Monitor	08/01/2014	09/30/2015	\$1000	Title I Part A	PreK-5 teachers, Administrator, Title I, Instructional Coaches

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will increase writing skills during differentiated, flexible small group instruction and will produce writing products demonstrating the understanding and application of writing strategies to close the learning gap. Identified Title I and Special Education students will receive individualized strategies using aligned materials to increase/accelerate skill development.	Academic Support Program	Tier 2	Implement	08/01/2014	09/30/2015	\$1000	Title I Part A	PreK-5 staff, Administrator, Title I
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Activity - Monitoring and Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring and evaluation will include PreK-5 staff analyzing assessment results to determine success of flexible, differentiated small group instruction. Evaluation will include ongoing data analysis, student conferences and PLC dialogue. Evaluation will include students scores on state and local assessments and students products.	Academic Support Program	Tier 2	Monitor	08/01/2014	09/30/2015	\$1000	Title I Part A	PreK-5 staff, Administrator, Title I

Strategy 4:

Parent Engagement - Family and community engagement to support and enhance student learning in reading both within and outside of the school.

Research Cited: Epstein, J. (2002). School, Family and Community Partnerships: Your Handbook for Action. Thousand Oaks, CA. Corwin Press, Inc.

Tier: Tier 1

Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PreK-5 grade teachers will communicate to parents using a variety of venues, including but not limited to the following: parent meetings, Parent Teacher conferences, school/classroom newsletters, school website, etc.	Parent Involvement	Tier 1	Implement	08/01/2014	09/30/2015	\$2000	Title I Part A	PreK-5 staff, Administrator, Title I

Activity - Family Engagement to Support Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents will be invited to attend orientations, curriculum nights/events, family literacy activities, etc.	Parent Involvement	Tier 1	Implement	08/01/2014	09/30/2015	\$2000	Title I Part A	PreK-5 staff, Administrator, Title I, Parent Liaison

Activity - Monitor and Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Monitor and evaluation will be done with student and parent sign-in sheets, agendas and surveys.	Parent Involvement	Tier 1	Monitor	08/01/2014	09/30/2015	\$1000	Title I Part A	PreK - 5 staff, Administrator, Title I, Parent Liaison
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Goal 3: Stone Elementary School will become a stable and high performing organization to promote the success of all students.

Measurable Objective 1:

collaborate to establish routines and procedures to promote a high-performing organization by 09/30/2015 as measured by feedback from all stakeholders.

Strategy 1:

Continuous Growth Model - Stone Elementary PreK-5 staff will engage in Professional Learning Communities (PLCs) and participate in job-embedded coaching/PD to ensure the success and growth of all students.

Research Cited: Research: DuFour, R. (May 2004). What is a professional learning community? Educational Leadership.

Barth, R. (1991). Restructuring schools: Some questions for teachers and principals. Phi Delta Kappan, 73(2), 123-129.

Marzano, R. (2003). What works in Schools: Translating research into action, Alexandria, VA: ASCD.

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stone PreK-5 staff uses formative data, summative data, lesson design and student work that focuses professional dialogue to adjust instruction and increase student achievement.	Professional Learning	Tier 1	Implement	08/01/2014	09/30/2015	\$1000	Title I Part A	PreK-5 staff, Administrator, Title I

Activity - Job embedded coaching/PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaches support Stone PreK-5 staff through PLCs, classroom visits, model lessons, co-teaching, data conversations, Teacher Institute, online learning and other professional development opportunities.	Professional Learning	Tier 1	Implement	08/01/2014	09/30/2015	\$1000	Title I Part A	PreK-5 staff, Administrator, Title I, Instructional Coaches

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Activity - Monitor and Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring and evaluation will include PLC Protocols, PARs, Data Dashboards, Teacher Institute participation percentages and feedback forms, etc.	Professional Learning	Tier 1	Monitor	08/01/2014	09/30/2015	\$1000	Title I Part A	Pre K - 5 staff, Administrator, Title I, Instructional Coaches

Strategy 2:

College and Career Ready Culture - Stone Elementary PreK-5 staff will provide multiple opportunities for students to gain knowledge, participate in hands-on experiences and be prepared to select a pathway to a college career or vocation.

Research Cited: Research: Cookson, Jr., P.W. (August, 2013). Class rules: Exposing inequality in American high schools. American Institutes for Research.

Helping Students Navigate the Path to College: What High Schools Can Do. <http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=11>

High Schools as Launch Pads: How College-Going Culture Improves Graduation Rates in Low Income Schools.

http://www.collegesummit.org/images/uploads/WhitePaper_new.pdf

Dougherty, C., & Rutherford, J. (2010). Six guiding principles for school improvement efforts. Austin, TX: National Center for Educational Achievement.

Spokane Public Schools (2011). Creating a college going culture work plan: Goals, principles, and strategic steps on how Spokane will lead the state in college attainment. Spokane Public Schools.

ACT (2012). Rising to the challenge of college and career readiness: A framework for effective practices.

Marzano, R. (2004). Building background knowledge for academic achievement: Research on what works in schools. Alexandria, VA: ASCD.

Marzano, R., Pickering D., and Pollock, J. (2005). Classroom instruction that works. Upper Saddle River, NJ: Pearson Education.

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

Tier: Tier 1

Activity - Curriculum Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stone PreK-5 staff will collaborate in the development of curriculum documents and instructional resources to ensure access to rigorous college and career pathways for all students.	Career Preparation /Orientation	Tier 1	Implement	08/01/2014	09/30/2015	\$1000	Title I Part A	PreK - 5 Staff, Administrator, Title I

Activity - Career Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in opportunities to develop career awareness (including field trips, speakers, etc.).	Career Preparation /Orientation	Tier 1	Implement	08/01/2014	09/30/2015	\$2000	Title I Part A	PreK-5 staff, Administrator, Title I

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Activity - Monitor and Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring and evaluation will include curriculum documents and instructional resources, building calendar (career activities), student, staff and stakeholder surveys.	Career Preparation /Orientation	Tier 1	Evaluate	08/01/2014	09/30/2015	\$1000	Title I Part A	PreK-5 staff, Administrator, Title I

Strategy 3:

Safe and Effective Learning Environment - Through a variety of resources, Stone Elementary PreK-5 staff will be able to provide a positive climate, support personnel, and establish opportunities for creating a learning environment conducive for student success.

Research Cited: Research: Jacobsen, M., & Polin, M. (2006). A district's role in building a safe and civil school. *Principal Leadership*, 7(4), 36-40.

Sprick, R., & Booher, M. (2006). Behavior support and response to intervention: A systemic approach to meeting the social/emotional needs of students. *Communiqué*, 35(4), 34, 36.

Sprick, R. (2009). Positive behavior support: A powerful vehicle for preparing 21st century citizens. *SEEN Magazine*, 11(3), 94.

Schuta, T., Mauricio, D., & Comerford, S. (2012). Significant Steps Forward. *Principal Leadership*, 13(3), 32.

Tier: Tier 1

Activity - Collaborative Climate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stone PreK-5 staff will engage in professional development that identifies, acknowledges and develops a safe and collaborative climate for all students.	Teacher Collaboration	Tier 1	Implement	08/01/2014	09/30/2015	\$1000	Title I Part A	PreK-5 Staff, Administrator, Title I

Activity - Student Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will achieve success in a rigorous academic environment by being offered extended learning opportunities utilizing trained personnel, given support for transitional planning and collaboration and programs to promote social, emotional and academic growth with the use of the Behavior Interventionists.	Other	Tier 1	Implement	08/01/2014	09/30/2015	\$108567	Title I Part A	PreK-5 staff, Administrator, Title I

Activity - Monitor and Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring and evaluation will include PD records, perception surveys, student growth data, student usage logs, incident reports, etc.	Other	Tier 1	Monitor	08/01/2014	09/30/2015	\$1000	Title I Part A	PreK-5 staff, Administrator, Title I

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Strategy 4:

Parent and Community Involvement - Stone Elementary PreK-5 staff will collaborate with parents and community members at all levels to provide opportunities that cultivate a successful school experience for all students.

Research Cited: Research: Epstein, J.L. (2001). School, family, and community partnerships: Preparing educators and improving schools. Boulder, CO: Westview Press.

Henderson, A.T., & Mapp, K.L. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. Austin, TX: Southwest Educational Development Laboratory.

Salinas, K.C., & Janson, N.R. (2003). Promising partnership practices 2003. Baltimore: Center on School, Family, and Community Partnerships, Johns Hopkins University.

Tier: Tier 1

Activity - Parent Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stone PreK-5 staff will collaborate with parent representatives to identify and provide opportunities that support social, emotional and academic progress of students and families through a variety of district and community resources, including Parent Involvement PD.	Parent Involvement	Tier 1	Implement	08/01/2014	09/30/2015	\$1700	Title I Part A, Title II Part A	PreK- 5 staff, Administrator, Title I, Parent Liaison
Activity - Community Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stone PreK-5 staff will increase and improve working relationships with community support resources, business, industry and post-secondary education.	Community Engagement	Tier 1	Implement	08/01/2014	09/30/2015	\$1000	Title I Part A	PreK-5 staff, Administrator, Title I, Parent Liaison
Activity - Monitor and Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring and Evaluation will include parent and visitor sign in sheets, event flyers, building lists of community partner activities, agendas and minutes from meetings (PTO, planning meetings with community partners), staff, parents, students and stakeholder surveys.	Community Engagement	Tier 1	Evaluate	08/01/2014	09/30/2015	\$1000	Title I Part A	PreK-5 staff, Administrator, Title I, Parent Liaison

Goal 4: All students at Stone Elementary School will increase in proficiency in reading.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in narrative and informational text domains in Reading by 09/30/2015 as measured by formative and summative assessments to include AIMSweb and state required assessments.

Strategy 1:

Professional Learning - Stone PreK-5 staff will engage in PLC and strategically designed PD to address the achievement gap and support student learning in reading.

Research Cited: Keene, Ellin OI, and Zimmermann, S. Mosaic of Thought: Teaching Comprehension in a Reader's Workshop. Heinemann, 1997.

Miller, Debbie. Reading with Meaning: Teaching Comprehension in the Primary Grades. Stenhouse Publishers, 2002.

Calkins, L., Ehrenworth, M., Atif-Khan, H., Mooney, J. Units of Study for Teaching Reading. Heinemann, 2010

IES Practice Guide

Improving Reading Comprehension in Kindergarten through 3rd Grade

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/readingcomp_pg_092810.pdf

Five recommendations for improving reading comprehension and provides strategies for implementing the recommendations.

NAEP Michigan Snapshot Reports

<http://nces.ed.gov/nationsreportcard/states/>

IES Practice Guide

Assisting Students Struggling with Reading: Response to Intervention

(RtI) and Multi-Tier Intervention in the Primary Grades

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_reading_pg_021809.pdf

Specific recommendations to help educators identify students in need of intervention and implement evidence-based interventions to promote their reading achievement.

Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence

High School Graduation

<http://www.aecf.org/~media/Pubs/Topics/Education/Other/DoubleJeopardyHowThirdGradeReadingSkillsandPoverty/DoubleJeopardyReport040511FINAL.pdf>

Writing to Read: Evidence of How Writing Can Improve Reading

http://carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdf

Writing to Read builds on Writing Next by providing evidence for how writing can improve reading. It describes the ability to read, comprehend, and write—the ability to organize information into knowledge—as tantamount to a survival skill and recommends a cluster of closely related writing practices shown to be effective in improving students' reading.

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Tier: Tier 1

Activity - Professional Learning Opportunities in Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided learning opportunities in MAISA units for Character Development in a variety of settings, including Teacher Institute, PLC, Staff Meetings, personal training from District Instructional Coaches, District PD and ELA Consultants. All staff will schedule at least one meeting per marking period with the ELA Coach to discuss teaching strategies of the critical reading areas of the CCSS. (including SMART Response Training)	Professional Learning	Tier 1	Getting Ready	08/01/2014	09/30/2015	\$2000	Title II Part A	PreK-5 teachers, Administrator, Title I

Activity - Student Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in research-based strategy lessons to promote character development within the narrative text domain through the integration of technology (such as SMART Response classroom sets) and aligned curriculum (Pearson, MAISA units)	Direct Instruction	Tier 1	Implement	08/01/2014	09/30/2015	\$4485	Title I Part A	All instructional staff and administrator

Activity - Monitor and Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student progress will be monitored with formative and summative assessments, including AIMSweb, Pearson, checklists, state assessments, PLC review of student progress, etc.	Direct Instruction	Tier 1	Monitor	08/01/2014	09/30/2015	\$1000	Title I Part A	All instructional staff and administration

Strategy 2:

Best Practices for all Students - Stone PreK-5 teachers will provide research-based reading instruction to all students.

Research Cited: Keene, Ellin Ol, and Zimmermann, S. Mosaic of Thought: Teaching Comprehension in a Reader's Workshop. Heinemann, 1997.

Miller, Debbie. Reading with Meaning: Teaching Comprehension in the Primary Grades. Stenhouse Publishers, 2002.

Calkins, L., Ehrenworth, M., Atif-Khan, H., Mooney, J. Units of Study for Teaching Reading. Heinemann, 2010

IES Practice Guide

Improving Reading Comprehension in Kindergarten through 3rd Grade

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/readingcomp_pg_092810.pdf

Five recommendations for improving reading comprehension and provides strategies for implementing the recommendations.

NAEP Michigan Snapshot Reports

<http://nces.ed.gov/nationsreportcard/states/>

IES Practice Guide

Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_reading_pg_021809.pdf

Specific recommendations to help educators identify students in need of intervention and implement evidence-based interventions to promote their reading achievement.

Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation

<http://www.aecf.org/~media/Pubs/Topics/Education/Other/DoubleJeopardyHowThirdGradeReadingSkillsandPoverty/DoubleJeopardyReport040511FINAL.pdf>

Writing to Read: Evidence of How Writing Can Improve Reading

http://carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdf

Writing to Read builds on Writing Next by providing evidence for how writing can improve reading. It describes the ability to read, comprehend, and write—the ability to organize information into knowledge—as tantamount to a survival skill and recommends a cluster of closely related writing practices shown to be effective in improving students’ reading.

Tier: Tier 1

Activity - Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate reading strategies, such as intentional read-alouds, learning stations, Thinking Maps, Think-Pair-Share, Studies Weekly, Reading a-z, etc. into narrative and informational (science) instruction to build reading skills, such as character development, noting details, predicting, inferring, comparing and contrasting, communicating, sequencing, summarizing, recognizing main ideas, recognizing cause and effect and drawing conclusions.	Direct Instruction	Tier 1	Implement	08/01/2014	09/30/2015	\$4000	Title I Part A	All instructional staff and Administrator
Activity - Informational Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will engage in a variety of research-based strategies, such as learning stations, intentional read alouds, Thinking Maps, Think-Pair-Share, Reading a-z, etc.to promote understanding informational texts with the integration of technology.	Direct Instruction	Tier 1	Implement	08/01/2014	09/30/2015	\$1000	Title I Part A	PreK-5 instructional staff and Administrator
Activity - Monitor and Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student progress will be monitored with formative and summative assessments, including AIMSweb, Pearson, checklists, state assessments, PLC review of student progress, etc.	Direct Instruction	Tier 1	Monitor	08/01/2014	09/30/2015	\$1000	Title I Part A	PreK-5 Instructional Staff and Administrator

Strategy 3:

MTSS for subgroups - Stone PreK-5 staff will develop a strong MTSS to ensure academic success for students identified needs, also to include economically disadvantaged, Special Education and ELL.

Research Cited: Keene, Ellin OI, and Zimmermann, S. Mosaic of Thought: Teaching Comprehension in a Reader's Workshop. Heinemann, 1997.

Miller, Debbie. Reading with Meaning: Teaching Comprehension in the Primary Grades. Stenhouse Publishers, 2002.

Calkins, L., Ehrenworth, M., Atif-Khan, H., Mooney, J. Units of Study for Teaching Reading. Heinemann, 2010

IES Practice Guide

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http://ies.ed.gov/ncee/wwc/pdf/practiceguides/readingcomp_pg_092810.pdf

Five recommendations for improving reading comprehension and provides strategies for implementing the recommendations.

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<http://nces.ed.gov/nationsreportcard/states/>

IES Practice Guide

Assisting Students Struggling with Reading: Response to Intervention

(RtI) and Multi-Tier Intervention in the Primary Grades

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_reading_pg_021809.pdf

Specific recommendations to help educators identify students in need of intervention and implement evidence-based interventions to promote their reading achievement.

Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence

High School Graduation

<http://www.aecf.org/~media/Pubs/Topics/Education/Other/DoubleJeopardyHowThirdGradeReadingSkillsandPoverty/DoubleJeopardyReport040511FINAL.pdf>

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Writing to Read: Evidence of How Writing Can Improve Reading

http://carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdf

Writing to Read builds on Writing Next by providing evidence for how writing can improve reading. It describes the ability to read, comprehend, and write—the ability to organize information into knowledge—as tantamount to a survival skill and recommends a cluster of closely related writing practices shown to be effective in improving students' reading.

Tier: Tier 2

Activity - Flexible Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stone PreK-5 staff, with the assistance of interventionists and Title I teachers, will provide small group strategy lessons for identified students needing additional instruction to close learning gaps with the integration of technology.	Academic Support Program	Tier 2	Implement	08/01/2014	09/30/2015	\$215157	Title I Part A	PreK-5 instructional staff and Administrator
Activity - Intervention Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in research-based, small group instruction to increase decoding, fluency and comprehension skills with the integration of technology and Tier 2/3 intervention materials.	Academic Support Program	Tier 2	Implement	08/01/2014	09/30/2015	\$5000	Title I Part A	PreK-5 instructional staff and administrator
Activity - Monitor and Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student progress will be monitored with formative and summative assessments, including AIMSweb, Pearson, checklists, state assessments, PLC review of student progress, etc.	Academic Support Program	Tier 2	Monitor	08/01/2014	09/30/2015	\$1000	Title I Part A	PreK-5 instructional staff and Administrator

Strategy 4:

Parent Engagement - Stone Elementary will provide opportunities for parents to learn about helping students succeed in reading through training, instructional resources/tools and literacy events at the school level.

Research Cited: Epstein, J. (2002). School, Family and Community Partnerships: Your Handbook for Action. Thousand Oaks, CA. Corwin Press, Inc.

Tier: Tier 1

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Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stone PreK-5 teachers will offer strategic, focused reading activities for parents to extend student learning at home. Teachers will communicate to parents using a variety of venues, including but not limited to the following: parent meetings, Parent Teacher Conferences, school/classroom newsletters , school website, etc.	Parent Involvement	Tier 1	Implement	08/01/2014	09/30/2015	\$2000	Title I Part A	PreK-5 instructional staff, Administrator, Parent Liaison
Activity - Family Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in strategic reading activities with their parents during and after parent engagement events.	Parent Involvement	Tier 1	Implement	08/01/2014	09/30/2015	\$1000	Title I Part A	PreK-5 instructional staff, Administrator, Parent Liaison
Activity - Monitor and Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring and evaluation will include parent sign-in sheets, agendas and surveys.	Parent Involvement	Tier 1	Monitor	08/01/2014	09/30/2015	\$1000	Title I Part A	PreK-5 Instructional Staff, Administrator and Parent Liaison

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
Professional Learning	The Stone PreK-5 grade teachers will receive training from the District coaches and ELA Consultants in the implementation of the MAISA writing workshop.	Professional Learning	Tier 1	Getting Ready	08/01/2014	09/30/2015	\$3000	PreK-5 teachers, administrator, District Coaches
PD Opportunities in Mathematics	Teachers will attend Math PD, through District Coaches and Math Consultants, to improve understanding of critical math areas of CCSS as related to their grade level teaching assignment to present and apply within weekly PLCs. All staff will schedule at least one meeting per marking period with the Math Coach to discuss teaching strategies of the critical math areas of the CCSS. (including the Institute for Excellence in Education)	Professional Learning	Tier 1	Monitor	08/01/2014	09/30/2015	\$2500	Principal, Title Staff, Pre-K-5 staff
Mathematics Strategies	Students will engage in research-based math strategies (such as Power Standards, math journals, learning centers, etc.) to promote number sense through aligned materials. and the integration of technology (including SMART Response System PD).	Direct Instruction	Tier 1	Implement	08/01/2014	09/30/2015	\$2000	PreK-5 instructional staff, Administrator, Title I
Parent Resources	Stone PreK-5 staff will collaborate with parent representatives to identify and provide opportunities that support social, emotional and academic progress of students and families through a variety of district and community resources, including Parent Involvement PD.	Parent Involvement	Tier 1	Implement	08/01/2014	09/30/2015	\$200	PreK- 5 staff, Administrator, Title I, Parent Liaison
Professional Learning Opportunities in Reading	Teachers will be provided learning opportunities in MAISA units for Character Development in a variety of settings, including Teacher Institute, PLC, Staff Meetings, personal training from District Instructional Coaches, District PD and ELA Consultants. All staff will schedule at least one meeting per marking period with the ELA Coach to discuss teaching strategies of the critical reading areas of the CCSS. (including SMART Response Training)	Professional Learning	Tier 1	Getting Ready	08/01/2014	09/30/2015	\$2000	PreK-5 teachers, Administrator, Title I

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Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring and Evaluation	Monitoring and evaluation will include students self-monitoring the writing progress by graphing scores utilizing Write Steps Rubrics. It will also include teachers charting individual student progress, per Write Steps protocols and District Coaches. Evaluation will include scores on state and local assessments and student products.	Academic Support Program	Tier 1	Monitor	08/01/2014	09/30/2015	\$1000	PreK-5 teachers, administrator
Student Writing Analysis	Students will analyze their writing utilizing strategies from the Write Steps program and MAISA workshop.	Academic Support Program	Tier 1	Monitor	08/01/2014	09/30/2015	\$1000	PreK-5 teachers, administrator, students
Professional Learning	The Stone PreK-5 grade teachers will receive training from the District coaches and ELA Consultants in the implementation of the MAISA writing workshop.	Professional Learning	Tier 1	Getting Ready	08/01/2014	09/30/2015	\$1000	PreK-5 teachers, administrator, District Coaches

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor and Evaluation	Monitor and evaluation will be done with student and parent sign-in sheets, agendas and surveys.	Parent Involvement	Tier 1	Monitor	08/01/2014	09/30/2015	\$1000	PreK - 5 staff, Administrator, Title I, Parent Liaison
Writer's Notebook	Students will produce writing products in a Writer's Notebook demonstrating the application of strategies from Write Steps and MAISA units; one per marking period and publish products with the use of technology.	Direct Instruction	Tier 1	Implement	08/01/2014	09/30/2015	\$1000	PreK-5 teachers, Administrator, Title I
Career Awareness	Students will engage in opportunities to develop career awareness (including field trips, speakers, etc.).	Career Preparation /Orientation	Tier 1	Implement	08/01/2014	09/30/2015	\$2000	PreK-5 staff, Administrator, Title I

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Parent Involvement	Stone PreK-5 teachers will offer strategic, focused reading activities for parents to extend student learning at home. Teachers will communicate to parents using a variety of venues, including but not limited to the following: parent meetings, Parent Teacher Conferences, school/classroom newsletters, school website, etc.	Parent Involvement	Tier 1	Implement	08/01/2014	09/30/2015	\$2000	PreK-5 instructional staff, Administrator, Parent Liaison
Informational Reading Strategies	Students will engage in a variety of research-based strategies, such as learning stations, intentional read alouds, Thinking Maps, Think-Pair-Share, Reading a-z, etc. to promote understanding informational texts with the integration of technology.	Direct Instruction	Tier 1	Implement	08/01/2014	09/30/2015	\$1000	PreK-5 instructional staff and Administrator
Differentiated Instruction	Students will increase understanding of number sense through differentiated, flexible small group instruction through the use of integration of technology. Identified Tier 2 and 3 students, as well as Special Education students, will receive individualized strategies using aligned materials to increase and accelerate skill development, including Tier 2 and 3 intervention materials.	Academic Support Program	Tier 3	Implement	08/01/2014	09/30/2015	\$2500	PreK-5 instructional staff, Interventionists, Administrator, Title I teacher
Monitor and Evaluate	Student progress will be monitored by classroom teachers through classroom walk-throughs, assessment results (summative assessments, AIMSweb and MEAP math scores, Power Standards results and student work.) Staff will use PLC time to evaluate by analyzing and discussing student learning. Instructional decisions will be based on data analysis, student products and professional dialogue to evaluate it's impact on student learning of the CCSS.	Direct Instruction	Tier 1	Monitor	08/01/2014	09/30/2015	\$2000	PreK-5 instructional staff, Administrator
Write Steps and MAISA	PreK-5th grade teachers will implement Write Steps strategies, MAISA writing workshop and research-based best practice through the use of technology, writing centers and field trips (Lansing-State Capitol, MSU Planetarium; Mid-Michigan's Children's Museum; Harbor Beach (pen pals program); Bay City State Park; Bay City River of Time and Frankenmuth Snow Fest).	Direct Instruction	Tier 1	Implement	08/01/2014	09/30/2015	\$6320	PreK-5 staff, administrator, Instructional Coaches, Title I
Mathematics Strategies	Students will engage in research-based math strategies (such as Power Standards, math journals, learning centers, etc.) to promote number sense through and aligned materials. and the integration of technology (including SMART Response System PD).	Direct Instruction	Tier 1	Implement	08/01/2014	09/30/2015	\$16500	PreK-5 instructional staff, Administrator, Title I

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Community Involvement	Stone PreK-5 staff will increase and improve working relationships with community support resources, business, industry and post-secondary education.	Community Engagement	Tier 1	Implement	08/01/2014	09/30/2015	\$1000	PreK-5 staff, Administrator, Title I, Parent Liaison
Student Learning	Students will engage in research-based strategy lessons to promote character development within the narrative text domain through the integration of technology (such as SMART Response classroom sets) and aligned curriculum (Pearson, MAISA units)	Direct Instruction	Tier 1	Implement	08/01/2014	09/30/2015	\$4485	All instructional staff and administrator
Professional Learning Communities	Stone's PreK-5 teachers will participate in PLC and data review; will provide flexible, differentiated small group instruction to identified students needing additional instruction to close gaps based on formative and summative assessments with assistance of highly qualified intervention specialists; teachers will implement the use of technology.	Professional Learning	Tier 1	Monitor	08/01/2014	09/30/2015	\$1000	PreK-5 teachers, Administrator, Title I, Instructional Coaches
Monitor and Evaluate	Student progress will be monitored by teachers through classroom walk-throughs, assessment results (summative assessments, AIMSweb and MEAP math scores and student products.) Staff will use PLC time to analyze, discuss and evaluate student learning. Instructional decisions will be based on data analysis, student products and professional dialogue to evaluate its impact on student learning of the CCSS.	Direct Instruction	Tier 2	Monitor	08/01/2014	09/30/2015	\$1000	Principal, Title I, PreK-5 staff, Special Ed. staff
Intervention Groups	Students will engage in research-based, small group instruction to increase decoding, fluency and comprehension skills with the integration of technology and Tier 2/3 intervention materials.	Academic Support Program	Tier 2	Implement	08/01/2014	09/30/2015	\$5000	PreK-5 instructional staff and administrator
Collaborative Climate	Stone PreK-5 staff will engage in professional development that identifies, acknowledges and develops a safe and collaborative climate for all students.	Teacher Collaboration	Tier 1	Implement	08/01/2014	09/30/2015	\$1000	PreK-5 Staff, Administrator, Title I
Monitor and Evaluate	Monitoring and evaluation will include PLC Protocols, PARs, Data Dashboards, Teacher Institute participation percentages and feedback forms, etc.	Professional Learning	Tier 1	Monitor	08/01/2014	09/30/2015	\$1000	Pre K - 5 staff, Administrator, Title I, Instructional Coaches
Monitoring and Evaluation	Monitoring and evaluation will include ongoing data review and dialogue, assessment results, PLC attendance and technology implementation. Evaluation will include students scores on state and local assessments and student products.	Direct Instruction	Tier 1		08/01/2014	09/30/2015	\$1000	PreK-5 staff, Administrator, Title I

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Differentiated Instruction	Students will increase writing skills during differentiated, flexible small group instruction and will produce writing products demonstrating the understanding and application of writing strategies to close the learning gap. Identified Title I and Special Education students will receive individualized strategies using aligned materials to increase/accelerate skill development.	Academic Support Program	Tier 2	Implement	08/01/2014	09/30/2015	\$1000	PreK-5 staff, Administrator, Title I
Family Engagement	Students will engage in strategic reading activities with their parents during and after parent engagement events.	Parent Involvement	Tier 1	Implement	08/01/2014	09/30/2015	\$1000	PreK-5 instructional staff, Administrator, Parent Liaison
Monitor and Evaluate	Student progress will be monitored with formative and summative assessments, including AIMSweb, Pearson, checklists, state assessments, PLC review of student progress, etc.	Direct Instruction	Tier 1	Monitor	08/01/2014	09/30/2015	\$1000	PreK-5 Instructional Staff and Administrator
PD Opportunities in Mathematics	Teachers will attend Math PD, through District Coaches and Math Consultants, to improve understanding of critical math areas of CCSS as related to their grade level teaching assignment to present and apply within weekly PLCs. All staff will schedule at least one meeting per marking period with the Math Coach to discuss teaching strategies of the critical math areas of the CCSS. (including the Institute for Excellence in Education)	Professional Learning	Tier 1	Monitor	08/01/2014	09/30/2015	\$3500	Principal, Title Staff, Pre-K-5 staff
Reading Instruction	Teachers will integrate reading strategies, such as intentional read-alouds, learning stations, Thinking Maps, Think-Pair-Share, Studies Weekly, Reading a-z, etc. into narrative and informational (science) instruction to build reading skills, such as character development, noting details, predicting, inferring, comparing and contrasting, communicating, sequencing, summarizing, recognizing main ideas, recognizing cause and effect and drawing conclusions.	Direct Instruction	Tier 1	Implement	08/01/2014	09/30/2015	\$4000	All instructional staff and Administrator
Student Participation	Students and parents will be invited to attend orientations, curriculum nights/events, family math activities, etc.	Parent Involvement	Tier 1	Implement	08/01/2014	09/30/2015	\$1000	PreK-5 instructional staff, Administrator, Title I teacher, Parent Liaison

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Monitor and Evaluate	Staff will maintain records to document dates and activities of participation within PLCs and PD. Evaluation will be based on PLC/PD documentation, math scores of AIMSweb and MEAP, summative assessments and student work. The building administrator, along with SQT, will use results to determine effectiveness of PLC/PD and impact on student achievement	Professional Learning	Tier 1	Monitor	08/01/2014	09/30/2015	\$1000	PreK-5 instructional staff, Administrator, Title I
Monitoring and Evaluation	Monitoring and evaluation will include PreK-5 staff analyzing assessment results to determine success of flexible, differentiated small group instruction. Evaluation will include ongoing data analysis, student conferences and PLC dialogue. Evaluation will include students scores on state and local assessments and students products.	Academic Support Program	Tier 2	Monitor	08/01/2014	09/30/2015	\$1000	PreK-5 staff, Administrator, Title I
Monitor and Evaluate	Monitoring and evaluation will include PD records, perception surveys, student growth data, student usage logs, incident reports, etc.	Other	Tier 1	Monitor	08/01/2014	09/30/2015	\$1000	PreK-5 staff, Administrator, Title I
Monitor and Evaluate	Monitoring and Evaluation will include parent and visitor sign in sheets, event flyers, building lists of community partner activities, agendas and minutes from meetings (PTO, planning meetings with community partners), staff, parents, students and stakeholder surveys.	Community Engagement	Tier 1	Evaluate	08/01/2014	09/30/2015	\$1000	PreK-5 staff, Administrator, Title I, Parent Liaison
Student Supports	Students will achieve success in a rigorous academic environment by being offered extended learning opportunities utilizing trained personnel, given support for transitional planning and collaboration and programs to promote social, emotional and academic growth with the use of the Behavior Interventionists.	Other	Tier 1	Implement	08/01/2014	09/30/2015	\$108567	PreK-5 staff, Administrator, Title I
Math Strategies	Students will engage in research-based best practice lessons/activities (such as Power Standards, math journals, learning centers, etc.) to promote number sense through the integration of technology and aligned materials.	Direct Instruction	Tier 1	Implement	08/01/2014	09/30/2015	\$2000	PreK-5 instructional staff, Administrator, Title I
Monitor and Evaluate	Student progress will be monitored with formative and summative assessments, including AIMSweb, Pearson, checklists, state assessments, PLC review of student progress, etc.	Direct Instruction	Tier 1	Monitor	08/01/2014	09/30/2015	\$1000	All instructional staff and administration
Monitor and Evaluate	Monitoring and evaluation will include parent sign-in sheets, agendas and surveys.	Parent Involvement	Tier 1	Monitor	08/01/2014	09/30/2015	\$1000	PreK-5 Instructional Staff, Administrator and Parent Liaison

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Parent Resources	Stone PreK-5 staff will collaborate with parent representatives to identify and provide opportunities that support social, emotional and academic progress of students and families through a variety of district and community resources, including Parent Involvement PD.	Parent Involvement	Tier 1	Implement	08/01/2014	09/30/2015	\$1500	PreK- 5 staff, Administrator, Title I, Parent Liaison
Best Practice Instruction	Staff will focus on number sense, including Grade Specific Common Core Critical Areas as listed: Kindergarten - representing/comparing with sets of objects; First - develop understanding of +/- strategies to 20 whole number relationships 1-10; Second - understand base 10 and fluency of +/-; Third - multiplication/division with strategies up to 100; Fourth - fluency of multiplication and division multi-digit strategies; Fifth - fluency of addition/subtraction of fractions and decimals. Staff will provide differentiated instruction, formative assessment, daily Power Standards, progress monitoring and participation in ongoing PLC discussions and data reviews and technology integration.	Academic Support Program	Tier 1	Implement	08/01/2014	09/30/2015	\$1000	Principal, Title I Staff, Pre-K-5 staff
Professional Learning Communities	Stone PreK-5 staff uses formative data, summative data, lesson design and student work that focuses professional dialogue to adjust instruction and increase student achievement.	Professional Learning	Tier 1	Implement	08/01/2014	09/30/2015	\$1000	PreK-5 staff, Administrator, Title I
Flexible Small Group Instruction/Intervention	Teachers/interventionists/Title I Instructor will use instructional resources with fidelity to increase student achievement. Individual student progress will be tracked through intervention plans, formative and summative assessments and progress monitoring. Materials will include student tools, student iPads, manipulatives and technology.	Direct Instruction	Tier 2	Implement	08/01/2014	09/30/2015	\$2000	Principal, Title I staff, Pre-K-5 staff and Interventionists
Flexible Small Group Instruction	Stone PreK-5 staff, with the assistance of interventionists and Title I teachers, will provide small group strategy lessons for identified students needing additional instruction to close learning gaps with the integration of technology.	Academic Support Program	Tier 2	Implement	08/01/2014	09/30/2015	\$215157	PreK-5 instructional staff and Administrator
Job embedded coaching/PD	Coaches support Stone PreK-5 staff through PLCs, classroom visits, model lessons, co-teaching, data conversations, Teacher Institute, online learning and other professional development opportunities.	Professional Learning	Tier 1	Implement	08/01/2014	09/30/2015	\$1000	PreK-5 staff, Administrator, Title I, Instructional Coaches
Curriculum Framework	Stone PreK-5 staff will collaborate in the development of curriculum documents and instructional resources to ensure access to rigorous college and career pathways for all students.	Career Preparation /Orientation	Tier 1	Implement	08/01/2014	09/30/2015	\$1000	PreK - 5 Staff, Administrator, Title I

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Parent Communication	PreK-5 grade teachers will communicate to parents using a variety of venues, including but not limited to the following: parent meetings, Parent Teacher conferences, school/classroom newsletters, school website, etc.	Parent Involvement	Tier 1	Implement	08/01/2014	09/30/2015	\$2000	PreK-5 staff, Administrator, Title I
Family Engagement to Support Literacy	Students and parents will be invited to attend orientations, curriculum nights/events, family literacy activities, etc.	Parent Involvement	Tier 1	Implement	08/01/2014	09/30/2015	\$2000	PreK-5 staff, Administrator, Title I, Parent Liaison
Monitor and Evaluate	Student progress will be monitored with formative and summative assessments, including AIMSweb, Pearson, checklists, state assessments, PLC review of student progress, etc.	Academic Support Program	Tier 2	Monitor	08/01/2014	09/30/2015	\$1000	PreK-5 instructional staff and Administrator
Monitor and Evaluate	Monitor and evaluation will be done with student and parent sign-in sheets, agendas and surveys.	Parent Involvement	Tier 1	Monitor	08/01/2014	09/30/2015	\$1000	PreK-5 instructional staff, Administrator, Title I and Parent Liaison
Family Engagement to Support Math	The school will create opportunities for parents to learn about helping students succeed through Family Math/Technology Activities, instructional take-home resources and tools, mentors and DHS staff member support.	Parent Involvement	Tier 1	Implement	08/01/2014	09/30/2015	\$2500	Principal, Title I staff, PreK-5 staff, Special Education staff.
Monitor and Evaluate	Monitoring and evaluation will include curriculum documents and instructional resources, building calendar (career activities), student, staff and stakeholder surveys.	Career Preparation /Orientation	Tier 1	Evaluate	08/01/2014	09/30/2015	\$1000	PreK-5 staff, Administrator, Title I