



# **School Improvement Plan**

Richardson Elementary School

Oscoda Area Schools

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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 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

**Improvement Plan Assurance**

<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?**

#### Demographic Data Summary:

Demographic data for students, staff, and community was collected by the RES School Improvement team, between January and April 2019 using MI School Data. We also gathered data directly from teachers, students and parents through on-line and hard copy surveys.

#### Perception Data Summary:

The school improvement team created surveys for staff, students, and parents in April. This data was collected at parent-teacher conferences using an online survey. Staff and students also completed online surveys. A second survey was sent home to parents at the end of April. All surveys were tallied and reviewed by SIT Team.

#### School Program/Process Data:

The school improvement team completed the Self-Assessment in February and received staff feedback.

#### Student Achievement Data:

RES School Improvement team gathered data for NWEA, District Benchmark Tests, DIBELS, Next Steps for Reading, and M-Step. This data was reviewed by the school improvement team and the team determined goals/objectives/strategies/activities. Parents/Community members reviewed and gave input on the development of goals in May.

### **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?**

#### Student Achievement:

To be consistent with the terminology used in Dibels, the team decided to divide the NWEA scores into the following categories:

Lo/LoAvg (1-40%) Intensive;

Avg (41-60%) Strategic;

HiAvg/Hi (61-99%) Core

Using that criteria, the spring 2019 NWEA indicate the following:

Considering the school as a whole, 43% of our students were intensive in reading, 20% were strategic, and 37% were core.

Considering the school as a whole, 41% of our students were intensive in math, 25% were strategic, and 35% were core.

#### Demographic Data:

Richardson Elementary School continues to a slight decrease in their enrollment for the last five years (less than 3%). The demographics show that RES has approximately 78.5% Economically Disadvantage.

#### Perception Data:

According to the 2018-2019 parent survey, parents are very satisfied with the direction of the school with the majority of responses being  
SY 2019-2020

strongly agree/agree. The school is updated security in 2018 summer (more secured entries for the building e.g., visitors will have to be admitted into the building by office staff through use of a buzzer system). In addition to entrances, the school was able to add a full-time school resource officer on campus.

According to the 2018-2019 staff survey, overall, the results are positive. Based on feedback from staff, the questions that included a high "neutral" response used the term "ALL Teachers." Staff members were uncomfortable to reply more specifically due to the limited knowledge of what ALL teachers are doing. The greatest areas of concern were school resources and student services. Few details are available due to vague questions.

According to the 2018-2019 early literacy survey, staff concerns revolve around scheduling and utilization of additional adults in the classroom during intervention.

According to the 2018-2019 early elementary student survey, students have a very positive outlook on their school experience (75%+) for all questions, with the exception of parent involvement (My parents like to come to my school).

According to the 2018-2019 upper elementary student survey, students have a positive outlook towards school. The greatest concern was the disrespect students display toward adults and parent involvement.

**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.**

Our school goals are directly connected to our priority needs assessment process. After analyzing our school data in each content area we compiled the students biggest gaps and focused on ways to help improve the areas of concern for all students; especially those in our sub categories. We used M-Step, Northwest Educational Assessments (NWEA), Dibels testing, Next Steps, Readiness Tests, and local classroom assessments.

**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?**

Our school goals are comprehensive, to include all students, parents, staff, and community members involvement in the growth of each child. We expect all our students to achieve at least one year's growth on both state and NWEA assessments. We meet the needs of disadvantaged students by providing individualized Intervention Plans for all students. We have a School Success worker to help accommodate the needs of our students. We continue to provide After School Workshop with certified staff to help all students that need the extra support. Behavioral issues are being addressed through Positive Behavior Intervention System, with weekly and marking period awards. Additionally, our school provides a Problem Solving Learning room managed by a certified social worker.

## Component 2: Schoolwide Reform Strategies

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

We have all of our students set personal goals based on their Fall NWEA scores. For the most part, these goals are based on the growth recommended on the NWEA site. We have implemented common K-3, 4-6 literacy practices programs to guide uniform instruction and are revising curriculum maps to reflect this. Students are becoming more aware of the importance of meeting the state standards in order to be career and college ready in the future.

### 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).

Writing: In the article Teaching Elementary School Students to be Effective Writers (2012) from the What Works Clearinghouse (WWC), explicit development of the writing process is emphasized. The research supports many of the component parts of Writer's Workshop including peer editing and revising starting in first grade, peer sharing, and gradually releasing the responsibility from the teacher to the student. In addition, the research promotes an engaged community of writers and time to write on a daily basis. This additional time will be provided through the Treasures program and Writer's Workshop. The National Commission on Writing (2003) and Berninger et al. (2006) found that the provision of additional time for writing increased student performance. These studies are cited in the article from the WWC. Within that article, it is recommended that students have one hour daily dedicated to writing beginning in first grade. When we first began this process, we dedicated 45 minutes specifically to writing with additional writing time incorporated within the content areas. As we have moved through this process, writing is being incorporated into the ELA block to make it more authentic, and the ELA block is extended when possible. Writing continues to be stressed in the other content areas and is the focus of monthly PLC's. In addition, the WWC article Assisting Students Struggling with reading: Rtl and Multi-Tier Intervention in the Primary Grades promotes increasing the time allotted for reading instruction to include explicit reading instruction. This research also supports differentiated instruction which is built into the Treasure series through leveled readers and spelling.

Science and Social Studies: Michigan Science Standards (NGSS) call for practices that engage students in scientific investigation. To that end, we are striving to develop a program that includes hands-on scientific investigation and exploration. This year the school piloted the Foss science program for grades(3-5) and Mi-Starr for grades 6-8. This is supported by Marzano's High Yield Instructional Strategies (2001) research that promotes kinesthetic activities in order to assimilate knowledge.

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

Richardson Elementary teachers participate in assessment decisions on several levels:

Grade Level: The RES staff utilizes grade level meetings to determine the individual needs of their students based on common assessments. Classroom teachers decide which assessments will be utilized to formulate data to monitor student growth. Classroom and intervention instruction is monitored and adapted to continue to meet the needs that are identified during testing. Teachers meet regularly before school to revise or create classroom assessments on which instruction is based. Also, with the assistance of an outside instructional coach, teams  
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will develop and/or modify interim, formative, and summative assessments.

School Level: RES teaching staff selects specific assessments based on the students' individual needs within a curricular area. In math and language arts, assessments are created by teachers based upon units of instruction within specific grade levels and classrooms. We make our assessments based on the CCSS type of learning.

Students take NWEA subject area tests in the fall, winter, and spring to gauge whether or not students are reaching the CCSS. To determine qualification for targeted intervention, students who score in the 40th percentile and lower on the NWEA in combination with Dibels scores are identified. Students are then divided into one of two groups by the classroom, intervention, and special education teacher based on teacher input which could involve teacher observation. Our Intervention Program consists of Intensive Support generally 2 hours per week in small groups with progress monitoring using the Dibels every 10 visits. Strategic Support consists of 1.5 hours per week with progress monitoring. RTI is used to increase achievement in reading and writing. Decisions regarding the ongoing level of support needed is made by classroom teacher and intervention teachers based on student growth.

OAS District Level: OAS has specific pre and post assessments that have been used to assess student achievement. Teachers from individual buildings have the opportunity to help create and select assessments that will be used district-wide. These assessments include, but are not limited to the following: assessments such as Next Step, Dibels, Building 6 +1 Traits of Writing, M-Step Rubric as well as Math and Language Arts assessments per grade level.

**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.**

Richardson Elementary School has developed a variety of initiatives to provide additional assistance for students who are having difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level. Students are identified through NWEA, MEAP, Next Step/Dibels, and teacher observation. If students are below grade level on one of these assessments, they are placed into Tier I. If they are below grade level on two of these assessments, they are placed into Tier II. Student progress is monitored and adjusted every two weeks.

Tier I Intervention: (differentiation within the classroom)

Reading:

Guided Reading Groups-Students are grouped according to ability level (data taken from assessments). Groups are fluid, changing as student levels progress. Leveled books are available to all teachers for use with guided reading groups. Teachers send home books for students to read aloud to parents several times a week.

Writing:

Writer's Workshop - Writer's workshop is done daily. Students have mini-lessons and time to write. Teachers differentiate their instruction based on data collected from assessments given. During writing workshop, teachers meet with students individually, or in small groups, to conference with them about their writing. Groups are fluid, changing as student levels progress.

Math:

Students are taught as a whole. Manipulatives are used whenever possible to assist children with their learning. Math games are also utilized as much as possible for reinforcing skills taught. Scheduled remediation or enrichment time is included to assist students who are "at risk" or achieving above expected level. In addition, all students have access to an online textbook that will read aloud to the student if necessary.

Science and Social Studies:

Struggling students may have access to a person that will scribe their answers. This allows the students efforts to be directed toward understanding the subject content and not on reading and writing.

Tier II Intervention:

Reading/Writing: Identified students are placed in a small group (2-6) students. Groups have varying schedules. During small group instruction, a variety of programs are used including Read Naturally, Reading Triumphs, program based on Orton-Gillingham (S.P.I.R.E.), Rewards, MobyMax and Road to Reading. Paraprofessionals work in classrooms a half hour each day, targeting the "at risk" students.

Math, Science, and Social Studies: Students that continue to struggle with Science and Social Studies are brought to the Child Study team to review where the difficulty is. Outcomes consist of, but are not limited to: Adult or peer mentor, help with organization, After School Workshop, Summer School, extended time, help from the teacher at lunch, and the use of assisted technology to make sure that the student is improving. After two rounds of progress monitoring, if the student isn't making the appropriate growth, the team reconvenes and adjusts the plan.

On an individual basis, teachers also provide: daily planner communication; modified instruction and/or assignments; discipline/behavior plan; small group instruction; one-on-one instruction; re-teaching of concepts; cross-grade level peer tutoring; Child Study Team referral; modified grading, parent conferences; preferential seating; extra time for class work, assignments, and tests; simplified directions; scribing; give tests orally; teacher proximity; School Success worker assistance; AR; Study Island; computer generated games; 6-traits writing; 504 plans; and differentiated classroom instruction. In addition, before and after school workshop and summer school are also offered.

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

If the needs of the students are met, they will be on track to be proficient at the end of the school year. All students are monitored three times a year for NWEA and Dibels. Students who are identified as at risk are progress monitored on a more frequent basis using Read Naturally, Study Island, and Dibels data. Students are progress monitored on a monthly basis using Dibels and on a weekly basis in Read Naturally and Study Island. Data meetings occur with the administrative team and the intervention teachers to look at the data to see who can exit and enter intervention. Classroom teacher input is also taken into account during this process. This group uses NWEA percentages, Dibels, Read Naturally, Study Island, grade level assessments, and classroom teacher input to determine the movement of students in and out of the intervention programs.

### Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes	All staff members are highly qualified.	

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes	All staff members are highly qualified.	

## Component 4: Strategies to Attract Highly Qualified Teachers

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

We experienced some turnover this 2018-2019 school year. We have five teachers (13% turnover rate) out of forty-one teachers that are leaving the building; four are retiring and one is relocating closer to family.

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

There is a diverse level of experience at RES. We have 41 teachers total. Five teachers have 0-4 years of teaching. 10 teachers have 5-10 years of teaching. 7 teachers have 11-15 years of teaching. Eighteen teachers have 15 years or more of teaching experience.

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

Oscoda Area Schools offer a competitive salary and benefits package for the staff. Whenever there is a posting, OAS makes sure that it is not only posted locally, but also across the state on multiple websites. Once a teacher is hired, they are assigned a mentor to help them through their probationary period.

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

Oscoda Area Schools offer a competitive salary and benefits package for the staff. Whenever there is a posting, OAS makes sure that it is not only posted locally, but also across the state on multiple websites. Once a teacher is hired, they are assigned a mentor to help them through their probationary period. The district and the school both have low teacher turnover rates.

### 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?

Our school is currently experiencing a higher turn-over rate due to retirements.

## 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.

The staff will receive continued professional development in IEE Distributive Leadership, Writing Workshop, Everyday Math training, and MSTEP Training for future practice and changes in student assessments, NWEA Training for updated MAPS testing, reports, and resources, Skyward Training for the added features to our on-line grading and communications system, Study Island Training for newly added resources for teachers and students. Curriculum Crafter is used to create and house Curriculum Maps, Lesson Plans, and Resources for each grade level and subject area. Curriculum Crafter training and collegiate work continue on a regular basis.

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

The professional learning is sustained and ongoing based on the grants to provide for continuous training throughout the year. When it comes to Literacy we have collaborated with the Institute of Excellence to work on our reading and writing this year. Teachers have been using Everyday Math and collaborate with one another to improve the assessments and to benefit students. Next year staff will be retrained in this program to ensure that all staff members are on the same page when it comes to Math. Teachers have also been trained on the new state assessment, MSTEP and teachers will continue to be given information and training on this test during scheduled professional development meetings. We have created a calendar with meeting times and dates scheduled. All meetings include a sign-in sheet, agenda, and minutes to document the training content, attendance, action list, and outcomes.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		

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

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

We are committed to using the results from our Parent Survey to drive our school wide plan. Parents are also welcome to attend the monthly Parent Teacher Organization (PTO) meetings, which includes SIT members, to share ideas and give input on events and programs taking place in our building. All parents and community members are invited to attend our School Improvement Team and SIT Planning meetings and the District School Improvement Team meetings scheduled monthly. Future surveys and meetings will be conducted as we continuously monitor our progress.

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

Richardson Elementary School encouraged parental input in the design of our Title-I School-Wide Parental Involvement Plan. Parents were strongly encouraged to attend the development meetings by personal invitations including notes sent home and our monthly newsletter from the principal which included meeting dates, times, and encouraged parents to attend. In addition, all meeting dates and times were listed on the school website and posted to township marquee. To foster the best parental response, meetings were held in a location and during a time that was convenient for the families we serve. Parental involvement in the design was not only welcomed but appreciated. Parental input received the strongest consideration and was fully integrated into the design of our schoolwide plan. Our intent is to continue to invite and welcome parent and community input. Our PTO helps to promote, inform, and invite parent and community support on a regular basis through organizational meetings, newsletters, and use our Community Calendar to reach a larger portion of our parents, community members, businesses, and other non-profit organizations.

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

The parental involvement of the schoolwide plan will be evaluated on an on-going basis. The schoolwide plan will be shared with parents in the fall of each school year at the annual Open House. As the plan is shared, parental feedback will be encouraged. Parents may submit their concerns/suggestions in writing or by appointment with the school principal. The school principal will bring the concerns/suggestions to the following monthly School Improvement team meeting where the recommendation will be reviewed. The principal will encourage the recommending parent to attend the School Improvement meeting. The School Improvement Team will then determine if the recommendation will be adopted into the schoolwide plan. In addition, a formal evaluation will be completed annually by RES staff and parents. The evaluation will be performed in the form of an online survey. Low scoring areas will be the focus of a Schoolwide Improvement Meeting. It will be the goal of the School Improvement Team to increase success in low performing areas and maintain success in areas identified as high performers. If the schoolwide plan is considered to be not satisfactory to the parents of participating children, we will take the suggestions to the School Improvement Team for possible modifications.

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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		

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

Requirements of Section 1118

(e) Building Capacity for Involvement

(1) The leaders and staff of Richardson Elementary School (RES) recognize the importance of parental involvement through the educational process. Parents are considered valuable partners in the OAS mission to build life-long learners and productive citizens. RES provides parents many opportunities to become and remain informed of not only their child's academic abilities, but also the local and state wide standards and assessments for students. This requirement is met in the following ways:

Parents are provided with curriculum guides based on the state standards and framework, student academic achievement standards, state and local academic assessments, and the requirements related to coursework. Students are monitored by staff and every child's progress is reported at conferences and through additional communication channels. Parent/Teacher conferences are scheduled at a minimum of twice a year, with additional conferences available upon request. Grade level assessment information and CCSS information will be shared with parents during these conference times. All students considered "at-risk" are placed in our intervention program. The intervention program allows the student to be monitored closely. The details of the student's progress is reported to the teacher and parents on an on-going basis. Parents are encouraged to participate in school sponsored activities such as our online grading program\*, Study Island\*, Everyday Math Online\*, open house, parent-teacher conferences, classroom volunteering and activities, school improvement meetings, math/science nights, fine arts festivals and athletic events.

(2) Oscoda Area Schools is vulnerable to a low level of parental involvement. This is caused by a gap in parental knowledge and skill-set and their comfort level with getting involved. We will combat this vulnerability by providing parental training in the following areas: literacy, technology and proficient study skills.

(3) Teachers, pupil services personnel, principals, and other staff are regularly trained in the importance of parental assistance, parental communication, and the importance of building ties between the parents and the school. This training is done in two ways, first, through the input and involvement of the PTO and secondly, through professional development opportunities provided to the staff of RES. The PTO provides parents with the opportunities to share their opinions on parent to teacher involvement, teacher to parent involvement, deficiencies and best practices. Specific deficiencies discussed within the PTO will be addressed. The leaders of RES are committed to providing the necessary training to eliminate the deficiency and promote greater value in the parent/school relationship. In addition, the best practices will be shared among the teachers of RES to foster greater success among all staff.

4) Richardson Elementary School is partners with Iosco County Poverty Summit, NEMCSA Head Start, Mothers of Preschoolers (MOPS) and the Oscoda Area Schools PTO which encourage and support parents in more fully participating in the education of their children. In addition, RES has a resource library of material specifically designed to encourage parents to participate in their child's education by providing support, training, and knowledge in a variety of areas that parents may feel incompetent to assist their children. Parental access to the resource library is available regularly through the Parent Outreach Liaison as well as during events such as parent enrichment nights and parent-teacher conferences.

5.) Richardson Elementary School staff is dedicated to promoting and increasing communication between families and the school. All correspondence, both written and verbal will be created and conducted in a format and language that parents can understand. We will also

strive to promote open, positive communication so that should a lack of understanding arise, parents will feel comfortable seeking out clarification and greater understanding. To reduce possible confusion, all correspondence will be provided in a timely manner, allowing time for questions, concerns and misunderstandings to be thoroughly addressed.

(14) Richardson Elementary School will strive to meet parental and pupil needs by promoting and encouraging feedback. In our efforts to receive parental involvement, we have found that child care must be provided, using that finding, we will provide child care for all parental involvement activities to generate the greatest parental attendance. We will make every effort to address and/or accommodate the needs of the families we serve. As needs arise and/or change, we will adjust and accommodate to satisfy them in order to maintain a high level of parental involvement.

(f) Accessibility-In an effort to fulfill our desire of increasing and promoting parental involvement, we will make every effort to assist all parents with the educational needs of their children. Parents with limited English proficiency, parents with disabilities, and parents with migratory children will first and foremost be treated respectfully. The staff of RES will be sensitive to identifying and meeting the needs such parents may have. In addition, the staff of RES will work faithfully to support parents enduring these specific challenges by providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

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

A formal evaluation of the parental involvement component of the schoolwide plan will be performed annually. The schoolwide improvement team will review the plan and evaluations to determine where we have experienced success in implementing and maintaining parental involvement as well as where parental involvement has suffered. Appropriate measures will be put in place to maintain parental involvement where we have seen success and improvements will be discussed and implemented in low responding areas.

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

As survey results are received, the information will be used to ensure that future events are appropriate and valuable to the families we serve. Results will be shared with all stakeholders in our school community. Areas needing improvement will be discussed and appropriate modifications or improvements will be agreed upon during the Schoolwide Parental Involvement monthly meetings.

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

Richardson Elementary School has adopted a Student/School/Family Compact. This compact was developed and designed to braid the relationship between the pupil, the educator, and parents. This compact was created with the coordination of school staff and the parents of the children we serve. Parental involvement was solicited and integrated in the design and creation of the compact. Together, parents and staff were able to agree on the importance of developing a formal commitment to each other and the students of Richardson Elementary. The compact specifically aligns with the mission of Oscoda Area Schools by focusing on the partnership between the home, the school, and the community. It is our top priority to work together as partners to accomplish the mission of OAS. The compact is a written, signed document that is presented annually to all RES students and parents during the annual Open House. The agreement is discussed at the Open House and follow-up conversations are held during parent-teacher conferences and during other times of staff/parent conversations. At the elementary level, we believe the compact is a tool which fosters conversations between staff and parents to align their desires for the student's education. For the parents of our youngest learners, it is the first impression they receive of our district, and we believe that it is

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important to get off on the right foot, for the parents to understand that we have their child's best interest at heart and to provide them with a list of ways we are specifically invested in their child. The compact is a jumping off point for conversations and it allows the teachers and parents to understand that they each take the role of educating this student seriously and are committed to doing their part to ensure success. We fully embrace the idea that education is a 24/7 process and encouraging and receiving parental involvement is a step in the right direction. To meet the ever changing needs of educating our students and to ensure academic success, the Student/School/Family Compact is reviewed annually by parents and staff for updates and changes as needed. Finally, to keep the spirit of the compact alive, the details of the compact are reinforced in our Staff & Student Pledge; Be Respectful, Be Responsible, Be Safe.

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

At the elementary level, we believe the compact is a tool which fosters conversations between staff and parents to align their desires for the student's education. For the parents of our youngest learners, it is the first impression they receive of our district, and we believe that it is important to get off on the right foot, for the parents to understand that we have their child's best interest at heart and to provide them with a list of ways we are specifically invested in their child. The compact is a jumping off point for conversations and it allows the teachers and parents to understand that they each take the role of educating this student seriously and are committed to doing their part to ensure success.

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

N/A

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

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

RES staff members understand that standardized test results are and can be difficult to read. To ensure parental understanding of their child's results, the staff discusses the results in a manner that is easily understood. The staff takes time to break down the results using simple terms and simple measuring tools. For instance, when a child scores in the 67th percentile, the teacher will use multiple ways to describe what that means for their child using both verbal descriptions and images (graphs, etc.). If the teacher gets the sense that the parent does not fully understand, the teacher will continue to explain the results until they are reassured and certain that the parent comfortably understands their child's results. Parents of children who participate in academic assessments required by Section 1111(b)(3) will be provided with accurate results in a language the parents can understand. Richardson Elementary School staff strives to provide all parents with student academic assessment results. Teachers provide an explanation to the Common Core State Standards (CCSS) to the parents upon request. During parent teacher conferences, each parent is given a data sheet on their child. During this time, each student's reading, math, language, science, and social studies progress and assessment results are explained to parents individually. Skyward (on-line data system) provides additional information daily. Every effort is made to make sure parents are informed of their child's progress in the classroom. RES offers individual conferences by appointments, phone calls, e-mails, and notes to ensure that this happens. In addition, all students take NWEA, which measures growth in one year. Parents are distributed this information at parent-teacher conferences with a guide

of what the results mean. Further, parents have access to and have an opportunity to discuss this at length.

## **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?**

Oscoda Area Schools offer incoming preschool students and their parents several opportunities to help with transition into Richardson Elementary School. Starting in April/May we offer an "Information Night/Sign Up" at RES. At this event, the Kindergarten teachers are present to meet students and their families, give tours, and teach the parents about the daily procedures, the Common Core Standards as well as activities that they can do to prepare their children for kindergarten. Also in the spring, preschool classes visit the kindergarten classes to facilitate the transition to kindergarten the next year. Then, at the start of the school year, the Kindergarten teachers meet individually with all of the families that are entering into Kindergarten. At these meetings the teachers screen the students to gather baseline data, tour the building with the family, and review the daily schedule/expectations with the parents and student. Throughout the school year, preschool students attend assemblies with the elementary students and use the same facilities to make the transition as smooth as possible. In the fall, a reading activity occurs with preschool students visiting kindergarten classrooms to help with the transition into kindergarten.

### **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?**

Preschool teachers employed by Oscoda Area Schools are in-serviced by and with kindergarten teachers through regularly scheduled Professional Development Meetings. NEMCSA teachers are in-serviced regularly through their program and kindergarten teachers work with NEMCSA leaders to plan appropriate training or meet directly with their staff. The preschool teacher in both programs give parents information to assist them with ways they can help their child transition into kindergarten. Information about other community resource programs are also readily available and sent home to preschool families.

In addition to this, our school offers Young Owls Preschool. Due to the success and involvement of this program the school will be offering both full and half day options for the 2018-19

## 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?

Grade Level: The RES staff utilizes grade level meetings to determine the individual needs of their students based on common assessments. Classroom teachers decide which assessments will be utilized to formulate data to monitor student growth. Classroom and intervention instruction is monitored on a regular basis and adapted to continue to meet the needs that are identified during testing. Teachers meet regularly before school to revise or create classroom assessments on which instruction is based.

School Level: RES teaching staff selects specific assessments based on the students' individual needs within a curricular area. In math and language arts, assessments are created by teachers based upon units of instruction within specific grade levels and classrooms. The assessments are geared toward the CCSS. Students take NWEA subject area tests in the fall, winter, and spring to gauge whether or not students are reaching the CCSS. To determine qualification for targeted intervention, students who score in the 30th percentile and lower on the NWEA in combination with Dibels scores are identified. Students are then divided into one of two groups by the classroom, intervention, and special education teacher based on teacher input which could involve teacher observation. Our Intervention Program consists of Intensive Support generally 2.5 hours per week in small groups with progress monitoring using the Dibels every 10 visits. Strategic Support consists of 1.5 hours per week with progress monitoring. RTI is used to increase achievement in reading and writing. Decisions regarding the ongoing level of support needed is made by classroom teacher and intervention teachers based on student growth.

OAS District Level: OAS has specific assessments that have been used to assess student achievement. Teachers from individual buildings have the opportunity to help create and select assessments that will be used district-wide. These assessments include, but are not limited to the following: Rigby, Dibels, NWEA, as well as math and language arts assessments per grade level.

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

On a regular basis, teachers gather in grade level teams to discuss and analyze current and relevant student data. This data guides the instruction that will occur in the classroom and also helps to identify students who are "at risk", "close to proficient" and "proficient". This data is also used for differentiation purposes. Teachers utilize data cycles, such as the NWEA Goal Sheet and Conference Data Sheets so they may effectively assess their research based strategies over a set period of time. This purpose is so teachers have a clear understanding of where to focus student instruction.

## 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.

The assessments used include MSTEP, NWEA, Next Step, Dibels, common grade level assessments, oral reading records, and common assessments. Based on the assessments listed, when a student is not performing at the expected level, they are placed in the appropriate tier of intervention. The student is then progress monitored every 2-3 weeks. This applies to every subject area. Students enter the intervention program when they fall below the proficient level and are able to exit when they get to that proficient level.

### 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?

Richardson Elementary School has developed a variety of initiatives to provide additional assistance for students who are having difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level. Students are identified through NWEA, MSTEP, Next Step/Dibels, and teacher observation. If students are below grade level on one of these assessments, they are placed into Tier I. If they are below grade level on two of these assessments they are placed into Tier II. Student progress is monitored and adjusted every two weeks.

Tier I Intervention: (differentiation within the classroom)

Reading:

Guided Reading Groups-Students are grouped according to ability level (data taken from assessments). Groups are fluid, changing as student levels progress. Leveled books are available to all teachers for use with guided reading groups. Teachers send home books for students to read aloud to parents several times a week.

Writing:

Writer's Workshop - Writer's workshop is done daily. Students have mini-lessons and time to write. Teachers differentiate their instruction based on data collected from assessments given. During writing workshop, teachers meet with students individually, or in small groups, to conference with them about their writing. Groups are fluid, changing as student levels progress.

Math:

Students are taught as a whole. Manipulative s are used whenever possible to assist children with their learning. Math games are also utilized as much as possible for reinforcing skills taught. Scheduled remediation or enrichment time is included to assist students who are "at risk" or achieving above expected level.

Science and Social Studies:

Struggling students are given access to the online textbook that reads the text aloud. These students may also have access to a person that will scribe their answers. This allows the students efforts to be directed toward understanding the subject content and not on reading and writing.

Tier II Intervention:

Reading/Writing: Identified students are placed in a small group (2-6) students. Groups have varying schedules. During small group instruction, a variety of programs are used. Students are taught using Read Naturally, Rewards, Reading Triumphs, program based on Orton-Gillingham (S.P.I.R.E.).

Math, Science, and Social Studies: Students that continue to struggle with Math, Science or Social Studies are brought to the Child Study team to review where the difficulty is. Outcomes consist of, but are not limited to: Adult or peer mentor, help with organization, After School Workshop, Summer School, extended time, help from the teacher at lunch, and the use of assisted technology to make sure that the student is improving. After two rounds of progress monitoring, if the student isn't making the appropriate growth, the team reconvenes and adjusts the plan.

On an individual basis, teachers also provide: daily planner communication; modified instruction and/or assignments; discipline/behavior plan; small group instruction; one-on-one instruction; re-teaching of concepts; cross-grade level peer tutoring; Child Study Team referral; modified grading, parent conferences; preferential seating; extra time for class work, assignments, and tests; simplified directions; scribing; give tests orally; teacher proximity; School Success worker assistance; Book Adventure; Study Island; computer generated games; 6-traits writing; 504 plans; and differentiated classroom instruction. In addition, before and after school workshop and summer school are also offered.

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

Tier I Intervention: (differentiation within the classroom)

Reading:

Guided Reading Groups-Students are grouped according to ability level (data taken from assessments). Groups are fluid, changing as student levels progress. Leveled books are available to all teachers for use with guided reading groups. Teachers send home books for students to read aloud to parents several times a week.

Writing:

Writer's Workshop - Writer's workshop is done daily. Students have mini-lessons and time to write. Teachers differentiate their instruction based on data collected from assessments given. During writing workshop, teachers meet with students individually, or in small groups, to conference with them about their writing. Groups are fluid, changing as student levels progress.

Math:

Students are taught as a whole. Manipulatives are used whenever possible to assist children with their learning. Math games are also utilized as much as possible for reinforcing skills taught. Scheduled remediation or enrichment time is included to assist students who are "at risk" or achieving above expected level.

Science and Social Studies:

Struggling students are given access to the online textbook that reads the text aloud. These students may also have access to a person that will scribe their answers. This allows the students efforts to be directed toward understanding the subject content and not on reading and writing.



## **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.**

Coordination of Federal, State, and local programs is a priority for RES. We have worked with the following groups and organizations;

- Alcona County Court Juvenile Delinquency Prevention
- Iosco County Probation and Court Services
- Michigan State Police
- Alcona County Health Services
- Oscoda Township
- FEMA
- Michigan Department of Education
- US Department of Education

Federal resources: Title Ia, Title IIa, Title VI

State resources: 31a

Local resources:

- General funds-funding
- District bond funds-funding
- PTO-activities, encourages parent/teacher relationships
- School fundraising-funding to activities
- Ausable Valley-Community Mental Health-counseling services and school support
- MOPS-provide support to families of younger 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.**

- 1 - NWEA - General fund-Assessment Decisions
- 2 - ELA program - professional development & materials - Title IIa & Title VI
- 3 - Hire instructional staff - General fund-attract and retain highly qualified staff
- 4 - Content coach - Title IIa-highly qualified staff
- 5 - Professional development - Title IIa/General fund
- 6 - Parental involvement - Parent Liaison - Title
- 7 - Preschool - Young Owls - 31a-preschool transition
- 8 - Teachers participation - comprehensive needs assessment - Title IIa
- 9 - Timely assistance and Coordination and integration of federal, state, and local resources- Intervention teachers & after school workshop, summer school, study island, paraprofessionals - Title VI & 31a

10. School success worker-schoolwide reform

**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.**

Richardson students receive universal breakfast and lunch. This program supplements the nutrition education that takes place in the classrooms. Our Positive Behavior System (PBS) and universal meals, helps eliminate many of the barriers to learning that have limited students in the past. Our Community and District also support a "Back Pack" Program, that distributes non-perishable food items to students on a weekly basis, to be taken home to supplement family food supply.

## **Evaluation:**

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

Annually our school looks at the goals we set for our students in our school improvement plan. We look for how well our students performed within a variety of assessment tools including MSTEP, NWEA, district assessments, and classroom assessments. We use this data to determine if we need to change our goals and strategies and to decide how best to help all students succeed. We make sure the parents are aware of their child's data and keep them knowledgeable about the strategies we are using to best educate their child.

### **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.**

We look for how well our students performed within a variety of assessment tools including MSTEP, NWEA, DIBELS, NEXT STEP, district assessments and classroom assessments. We use this data to determine if we need to change our goals and strategies and to decide how best to help all students succeed. We evaluate our Read Naturally intervention program and our Small Guided Literacy Groups to see if these programs are effective in assisting our targeted students to increase their reading growth. The data is showing that these programs should continue in order to increase reading scores.

### **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.**

The school improvement team looks at all students, but pays special attention to our lowest performing subgroup, the special education population. We will use the MSTEP results, as well as NWEA, DIBELS, NEXT STEPS, district and classroom assessments to determine gaps and work together to determine strategies to best help this section of our student population reach the standards.

### **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 improvement team completes a comprehensive needs assessment that takes into account all areas of learning and determines how to revise our plan/goals to help all students succeed. During the school year, data meetings are scheduled after testing cycles to determine strengths and weaknesses. Recommendations are discussed and modifications occur after analysis of data and approved by all stakeholders.

# **RES 18-19 SIP**

## Overview

### Plan Name

RES 18-19 SIP

### 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 Richardson Elementary will meet or exceed grade level Mathematics Expectations.	Objectives: 2 Strategies: 2 Activities: 11	Academic	\$241000
2	All students at Richardson Elementary School will meet or exceed grade level expectations in reading and writing.	Objectives: 4 Strategies: 3 Activities: 14	Academic	\$313000
3	All students at Richardson Elementary School will meet or exceed grade level expectations in Science.	Objectives: 2 Strategies: 2 Activities: 6	Academic	\$14600
4	All students at Richardson Elementary School will meet or exceed grade level expectations in Social Studies.	Objectives: 2 Strategies: 2 Activities: 6	Academic	\$15400
5	All students at Richardson Elementary School will have a positive attitude and behave appropriately at school.	Objectives: 2 Strategies: 1 Activities: 3	Organizational	\$84000

## Goal 1: All students at Richardson Elementary will meet or exceed grade level Mathematics Expectations.

### Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase of 13% in Mathematics by 06/28/2019 as measured by NWEA, state, and local assessments.

### Strategy 1:

Everyday Math K-5, Connected Math 6th - During the 2018-2019 school year, staff will continue to develop and implement best practice strategies to support student success using Everyday Math and Connected Math.

Category: Mathematics

Research Cited: Marzano, R., Pickering, D., & Pollock, J.E. (2001). Classroom Instruction That Works. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. (2007). The Art and Science of Teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

Carpenter, T. (2003). Thinking Mathematically: Integrating Arithmetic and Algebra in Elementary School. Portsmouth, NH: Heinemann.

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborative meetings to focus on best practices for student success.	Professional Learning	Tier 1	Monitor	08/01/2018	06/28/2019	\$1000	General Fund	All staff, principals

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

Richardson Elementary School

The position of instructional coach is an attempt to improve teaching and learning in math and language arts K-12 in Oscoda Area Schools. Work with the coach will be sustained, intensive, and classroom focused. The coach will work with administrators, teachers, and support staff in the following areas: implementation of the Common Core State Standards (CCSS), support the implementation of Connected Math and Everyday Math programs, data driven instruction, classroom management, effective instructional strategies, mentoring new teachers, integration of technology, intervention and parental involvement.	Professional Learning	Tier 1	Monitor	08/01/2018	06/28/2019	\$44000	Title II Part A	Building administration, instructional coach, teaching staff
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Activity - Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With the help of the instructional coach and building administrators, teachers will receive professional development on Marzano's nine high-yield instructional strategies and the research that supports it. Marzano, R., Pickering, D., & Pollock, J.E (2001). Classroom Instruction That Works. Alexandria, VA: Association for Supervision and Curriculum Development.	Professional Learning	Tier 1	Monitor	08/01/2018	06/28/2019	\$0	No Funding Required	Teaching staff, Building administrators and instructional coach

Activity - NWEA Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take math assessments three times a year, paying particular attention to the special education subgroup. They will use the results to alter individual student's plans.	Evaluation	Tier 1	Monitor	08/01/2018	06/28/2019	\$10000	General Fund	All staff, principal

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

Richardson Elementary School

Teachers will integrate the use of Study Island and other web-based technologies into instruction to increase student understanding and proficiency.	Technology	Tier 1	Monitor	08/01/2018	06/28/2019	\$4000	Title II Part A	teaching staff, building principals
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Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to participate in their child's education experience. We will have a activity where the parents will learn to play current math games that their student plays in class. These are games from the Everyday Math curriculum. Parents and students will also get to take a copy of these games/materials home with them at the end of the event.	Parent Involvement	Tier 1	Implement	08/01/2018	06/28/2019	\$2000	Title I Part A	Principal, Title Director, and teaching staff

### Measurable Objective 2:

100% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency for one year's growth in Mathematics by 06/28/2019 as measured by the NWEA.

### Strategy 1:

Differentiated Instruction - Teaching staff will differentiate instruction based on data from both formative and summative assessments. Working in teams, staff at RES will use collaborative inquiry to fully implement Connected Math Project and Everyday Learning Mathematics, research-based programs, to improve math instruction. They will focus on differentiating instruction for our targeted group of students and provide clear expectations of the curriculum for all of our students.

Category: Mathematics

Research Cited: Marzano, R., Pickering, D., & Pollock, J.E. (2001). Classroom Instruction That Works. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. (2007). The Art and Science of Teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

Carpenter, T. (2003). Thinking Mathematically: Integrating Arithmetic and Algebra in Elementary School.

Portsmouth, NH: Heinemann.

Tier: Tier 1

## School Improvement Plan

Richardson Elementary School

Activity - All teachers will differentiate instruction.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement differentiated math instruction for all students.	Academic Support Program	Tier 1	Monitor	08/01/2018	06/28/2019	\$10000	Title II Part A	all staff members

Activity - In-School Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All identified students may have access to academic math support from a mathematics support person to help improve math scores.	Academic Support Program	Tier 1	Monitor	08/01/2018	06/28/2019	\$80000	Title I Part A	building administration, math support person, teaching staff

Activity - Title 1/At-Risk Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will identify eligible students for math re-teaching to improve upon the basic fundamentals of mathematics.	Academic Support Program	Tier 2	Implement	08/01/2018	06/28/2019	\$80000	Title I Part A	staff, title 1 teacher, administration

Activity - Afterschool and Lunch Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school teaching staff will provide sessions for academic support during the school year.	Academic Support Program	Tier 2	Monitor	08/01/2018	06/28/2019	\$10000	Title I Part A	administration, all staff

## School Improvement Plan

Richardson Elementary School

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support Program for students to get them caught up and/or prepare them for the next school year.	Academic Support Program	Tier 2	Monitor	08/01/2018	06/28/2019	\$0	Title I Part A	Teachers

## Goal 2: All students at Richardson Elementary School will meet or exceed grade level expectations in reading and writing.

### Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase of 10% in reading in English Language Arts by 06/28/2019 as measured by NWEA, DIBELS, Rigby, and state and local assessments.

### Strategy 1:

Treasures/MAISA Genre Units - Treasures, by McGraw Hill Company and the MAISA Genre Units are comprehensive, research-based reading curriculums designed to engage students and enhance reading proficiency, additional resources-Heggerty Phonics/Rigby/DRA. These curriculums are to be administered five days a week. They provide instruction in the five essential elements of early literacy and offer differentiated instruction for students who are approaching, on, or beyond grade-level reading skills.

Category: English/Language Arts

Research Cited: Daniels, H. & Harvey, S. (2009). *Comprehension & Collaboration: Inquiry Circles in Action*. NH: Heinemann.

Marzano, R., Pickering D., & Pollock, J.E. (2001). *Classroom Instruction That Works*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. (2007). *The Art and Science of Teaching*. Alexandria, VA: Association for Supervision and

## School Improvement Plan

Richardson Elementary School

Curriculum Development.

Tier: Tier 1

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide an instructional coach who is responsible for modeling, coaching, providing feedback and supporting teachers with data-driven instruction, best practices, lesson planning and curriculum implementation.	Professional Learning	Tier 1	Implement	08/01/2018	06/28/2019	\$44000	Title II Part A	Building administration, instructional coach, teaching staff

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development through IEE coaching for school staff in Read Naturally, Dibels testing, Heggerty Phonics, DRA, Rigby, and guided reading; McGraw Hill training for English Language Arts staff.	Professional Learning	Tier 1	Monitor	08/01/2018	06/28/2019	\$1000	General Fund	All staff, principals

Activity - NWEA Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take reading assessments three times this year, paying particular attention to the economically disadvantaged subgroup.	Monitor	Tier 1	Monitor	08/01/2018	06/28/2019	\$12000	General Fund	all staff, principals

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

Richardson Elementary School

Use web-based programs such as Starfall, Kidspiration, Study Island, ABC Mouse, News ELA, Curriculum Crafter, Read Naturally, and iPad/tablets apps..	Technology	Tier 1	Monitor	08/01/2018	06/28/2019	\$0	No Funding Required	instructional staff, building principal, technology assistance
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Activity - Book Adventure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use the Book Adventure program to assess student comprehension levels.	Academic Support Program	Tier 1	Monitor	08/01/2018	06/28/2019	\$5000	General Fund	instructional staff, principal

### Measurable Objective 2:

100% of Economically Disadvantaged students will demonstrate a proficiency for one year's growth in reading in English Language Arts by 06/28/2019 as measured by NWEA, DIBELS, and Rigby.

### Strategy 1:

Differentiated Instruction - Teaching staff will differentiate instruction based on data from both formative and summative assessments. Working in teams, staff at RES will use collaborative inquiry to fully implement guided reading groups, Treasures Reading Program, Heggerty Phonics and MAISA Writing Genres, which are research based programs, to improve reading instruction. They will focus on differentiating instruction for a targeted group of students and provide clear expectations of the curriculum for all of our students.

Category: English/Language Arts

Research Cited: Daniels, H. & Harvey, S. (2009). *Comprehension & Collaboration: Inquiry Circles in Action*. NH: Heinemann.

Marzano, R., Pickering D., & Pollock, J.E. (2001). *Classroom Instruction That Works*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. (2007). *The Art and Science of Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

## School Improvement Plan

Richardson Elementary School

Activity - Young Owls	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The young owls program (3 half days a week) will have a literacy focus that develops writing communication skills. Students are read to them from a variety of sources; adults use language and strategies which enhance children's language and critical thinking.	Academic Support Program	Tier 1	Monitor	08/01/2018	06/28/2019	\$12000	General Fund	Young Owl Teacher, Principal, Paraprofessional

Activity - Drop Everything and Read (DEAR) Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DEAR time of 15 - 30 minutes will be built into the daily schedule for every grade level. Students will be required to select reading material and read for this time each day.	Other	Tier 1	Monitor	08/01/2018	06/28/2019	\$0	No Funding Required	instructional staff, building principal

Activity - Intervention Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Regular prescribed reading instruction based on individual student needs. The intervention teachers and para-professionals will use Read Naturally (2-6), Triumphs and Road to Reading - Intervention for Struggling Learners(K-3 and special needs students), Heggerty Phonics, and guided reading groups	Academic Support Program	Tier 2	Monitor	08/01/2018	06/28/2019	\$200000	Title I Part A	staff, title 1 teachers, administration, paraprofessionals

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

Richardson Elementary School

Plan and implement engaging parental involvement activities that promote reading fluency and comprehension skills, building awareness for families. Parent Read-At-Home-Plan for Student Success (K-3), including parent training.	Parent Involvement	Tier 1	Implement	08/01/2018	06/28/2019	\$15000	Title I Part A	Parent Liaison, administration, teachers
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Activity - Afterschool and Lunch Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school and lunch teaching staff will provide sessions for academic support during the school year.	Academic Support Program	Tier 2	Monitor	08/01/2018	06/28/2019	\$10000	Title I Part A	administration, all staff

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A five week academic summer school program for high-needs students with emphasis on ELA.	Academic Support Program	Tier 2	Implement	08/01/2018	06/28/2019	\$10000	Title I Part A	instructional summer school staff, building principal

### Measurable Objective 3:

100% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase of 10% in writing in English Language Arts by 06/28/2019 as measured by State and local assessments.

### (shared) Strategy 1:

Writer's Workshop - Working in teams, staff at RES will use collaborative inquiry to learn the 6-Traits writing program, Writing Workshop, Write Well, and research-based best practices to improve writing instruction in all areas of the curriculum. We will focus on differentiating instruction for our targeted group of economically disadvantaged students and provide clear expectations for all of our students. Staff will continue to collect and

## School Improvement Plan

Richardson Elementary School

analyze data with the expectation that the data will be used to devise result-driven strategies to allow ALL students at RES to be successful.

Category: English/Language Arts

Research Cited: Michigan Department of Education Best Practices Website

Calkins, L. (2005). Writing Workshop K-2. NH: Heinemann.

Calkins, L. (2006). Writing Workshop 3-5. NH: Heinemann.

Tier: Tier 1

Activity - Scored Student Writing Samples	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level staff will submit student writings two times per year to be scored. This information will be disseminated to the teachers and will impact student and teacher learning.	Monitor	Tier 1	Monitor	08/01/2018	06/28/2019	\$0	No Funding Required	all teachers, building principal

Activity - Writing Workshop Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-6 staff will use the Treasures Writing program, Write Well, or MAISA Writing Program, which are programs based on the research-based Lucy Calkins Writing Workshop program with fidelity to improve student writing, paying special attention to the economically disadvantaged populations.	Direct Instruction	Tier 1	Monitor	08/01/2018	06/28/2019	\$4000	General Fund	all staff, principal

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborative meetings to focus on best practices for student success.	Professional Learning	Tier 1	Monitor	08/01/2018	06/28/2019	\$0	No Funding Required	all staff, building principal

**Measurable Objective 4:**

100% of Economically Disadvantaged students will demonstrate a proficiency of grade level expectations in writing based on the grade level writing rubric in English Language Arts by 06/28/2019 as measured by common grade level writing assessments.

**(shared) Strategy 1:**

Writer's Workshop - Working in teams, staff at RES will use collaborative inquiry to learn the 6-Traits writing program, Writing Workshop, Write Well, and research-based best practices to improve writing instruction in all areas of the curriculum. We will focus on differentiating instruction for our targeted group of economically disadvantaged students and provide clear expectations for all of our students. Staff will continue to collect and analyze data with the expectation that the data will be used to devise result-driven strategies to allow ALL students at RES to be successful.

Category: English/Language Arts

Research Cited: Michigan Department of Education Best Practices Website

Calkins, L. (2005). Writing Workshop K-2. NH: Heinemann.

Calkins, L. (2006). Writing Workshop 3-5. NH: Heinemann.

Tier: Tier 1

Activity - Scored Student Writing Samples	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level staff will submit student writings two times per year to be scored. This information will be disseminated to the teachers and will impact student and teacher learning.	Monitor	Tier 1	Monitor	08/01/2018	06/28/2019	\$0	No Funding Required	all teachers, building principal

Activity - Writing Workshop Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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K-6 staff will use the Treasures Writing program, Write Well, or MAISA Writing Program, which are programs based on the research-based Lucy Calkins Writing Workshop program with fidelity to improve student writing, paying special attention to the economically disadvantaged populations.	Direct Instruction	Tier 1	Monitor	08/01/2018	06/28/2019	\$4000	General Fund	all staff, principal
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Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborative meetings to focus on best practices for student success.	Professional Learning	Tier 1	Monitor	08/01/2018	06/28/2019	\$0	No Funding Required	all staff, building principal

### Goal 3: All students at Richardson Elementary School will meet or exceed grade level expectations in Science.

#### Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase of 16% in Science by 06/28/2019 as measured by NWEA, state and local assessments.

#### Strategy 1:

Increase Student Proficiency in Science Processes - Teachers will use three-dimensional, inquiry-based learning strategies consistent with the Michigan science standards(NGSS) to increase student proficiency in science processes.

Category: Science

Research Cited: Marzano, R. (2007). The Art and Science of Teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. & Pickering, D. (2005). Building Academy Vocabulary. Alexandria, VA: Association for

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Supervision and Curriculum Development.

Harvey, S. & Goudvis, A. (2007). Strategies That Work: Teaching Comprehension to Understanding. ME:

Stenhouse.

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will work in grade level teams (K-2) and departmental teams (3-6) to enhance their professional learning of the scientific processes STEM training working collaboratively to plan activities which reinforce these processes with the students. Teacher will work together to shift curriculum to align with Michigan science standards (NGSS). In the 2018-2019 school year, elementary teachers will attempt to pilot NGSS science programs. Sixth grade will be using MiStar science curriculum.</p> <p>Some professional learning community time will be devoted to correlate informational text standards with Michigan text standards (NGSS) looking to develop a cross-curricular tie between ELA and science.</p>	Professional Learning	Tier 1	Monitor	08/01/2018	06/28/2019	\$0	No Funding Required	all staff, principal

Activity - Hands on Phenominon-Based Scientific Investigations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide opportunities for hands-on phenomenon-based scientific investigation and exploration consistent with Michigan science standards (NGSS). STEM opportunities will be provided to students,.	Academic Support Program	Tier 1	Monitor	08/01/2018	06/28/2019	\$500	General Fund	all staff, principal

Activity - Warm Ups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will use warm-ups which include Study Island items, including charts and graphs, and other technology components.	Getting Ready	Tier 1	Monitor	08/01/2018	06/28/2019	\$100	General Fund	all staff, principal, technology department
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### Measurable Objective 2:

100% of Economically Disadvantaged students will demonstrate a proficiency of one year's growth in Science by 06/28/2019 as measured by NWEA, state and local assessments.

### Strategy 1:

Science Comprehension - Teachers will use inquiry-based learning strategies based on phenomena to increase student proficiency in science processes tied to the Michigan science standards (NGSS).

Category: Science

Research Cited: Marzano, R. (2007). The Art and Science of Teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. & Pickering, D. (2005). Building Academy Vocabulary. Alexandria, VA: Association for Supervision and Curriculum Development.

Harvey, S. & Goudvis, A. (2007). Strategies That Work: Teaching Comprehension to Understanding. ME: Stenhouse.

Tier: Tier 1

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate the use of Study Island and other web-based technologies into instruction to increase student understanding and proficiency.	Technology	Tier 1	Monitor	08/01/2018	06/28/2019	\$4000	Title II Part A	teaching staff, principal

Activity - Afterschool and Lunch Workshop	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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Afterschool teaching staff will provide sessions for academic support during the school year.	Academic Support Program	Tier 2		08/01/2018	06/28/2019	\$10000	Title I Part A	teachers, principal
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Activity - Incorporate ELA informational text lessons with Michigan State Science Standards (NGSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use literacy strategies using informational text related to Michigan science standards (NGSS) utilizing small group instruction.	Direct Instruction, Academic Support Program	Tier 1		08/01/2018	06/28/2019	\$0	General Fund	Teaching Staff

## Goal 4: All students at Richardson Elementary School will meet or exceed grade level expectations in Social Studies.

### Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase of 18% in Social Studies by 06/28/2019 as measured by NWEA, state, and local assessments and MEAP.

### Strategy 1:

Teaching Reading through Social Studies - Teaching staff will teach reading through social studies instruction. Staff will collaborate during professional development before the school day begins, do warm ups that involve reading and writing, make use of Study Island software, and use online books to improve fluency.

Category: Social Studies

Research Cited: Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J.(2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027).

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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>.

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend collaborative meetings to focus on best practices in cross curricular reading.	Professional Learning	Tier 1	Monitor	08/28/2017	06/22/2018	\$0	No Funding Required	teachers, building principal

Activity - Warm Ups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use warm-ups which include Study Island items including charts and graphs, and other technology components.	Getting Ready	Tier 1	Monitor	08/01/2018	06/28/2019	\$0	General Fund	teachers, principal

### Measurable Objective 2:

100% of Economically Disadvantaged students will demonstrate a proficiency in grade level expectations in Social Studies by 06/28/2019 as measured by State and local assessments.

### Strategy 1:

Social Studies Comprehension - Teaching staff will teach reading through social studies instruction. Staff will collaborate during professional development before the school day begins, do warmups that involve reading and writing, make use of study island software and use online books to improve fluency.

Category: Social Studies

Research Cited: Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J.(2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027).

## School Improvement Plan

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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>.

Tier: Tier 1

Activity - Online Textbook Version	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The textbooks used in 4th through 6th grade social studies are available on-line. Students and parents have access to the books which includes the following features to help all readers, particularly struggling readers: spotlight videos, current events and interactive timeline, multilingual glossary that is accessed by clicking on selected words, vocabulary e-Flashcards, and audio versions of the textbooks. (6th-Exploring Our World published by Glencoe, 5th- Timelinks: United States The Early Years, 4th- Timelinks Our Country and Its Regions published by MacMillan/McGraw-Hill.	Technology	Tier 1	Monitor	08/01/2018	06/28/2019	\$0	No Funding Required	teachers, principal

Activity - Read Naturally	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Read Naturally is designed to improve reading fluency using computer software. This program includes repeated reading of text for developing oral reading fluency, and systematic monitoring of student progress by the students themselves and by teachers. Students work at a reading level appropriate for their achievement level and progress through the program at their own rate. The reading in this program is primarily informational text. Reading of informational text has proven problematic for our students, especially in the area of social studies. Identified students may work with the Read Naturally program a minimum of three times per week for a minimum of one half hour. The ratio of teachers to students will be approximately one to six.	Technology	Tier 2	Monitor	08/01/2018	06/28/2019	\$2400	Other	teachers, administrators, intervention teachers, paraprofessionals

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island will be utilized within all social studies classes at Richardson Elementary. The program will allow teachers to track student progress in both reading and social studies as well as differentiate instruction. The program has built-in remediation that will help raise individual student achievement.	Technology	Tier 1	Monitor	08/01/2018	06/28/2019	\$3000	Other	teachers, principal

Activity - Afterschool and Lunch Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school and lunch time teaching staff will provide sessions for academic support during the school year.	Academic Support Program	Tier 1	Monitor	08/01/2018	06/28/2019	\$10000	Title I Part A	teachers, principal

## **Goal 5: All students at Richardson Elementary School will have a positive attitude and behave appropriately at school.**

### **Measurable Objective 1:**

demonstrate a behavior of following school rules at all times by 06/28/2019 as measured by fewer than 10% of students earning repeat disciplinary referrals.

### **(shared) Strategy 1:**

Positive Behavior Intervention Strategies - Staff will provide clear behavior expectations while meeting the needs of all students. Students will be rewarded for showing positive behavior in the school. Students will be shown positive behavior videos of staff modeling the expected behavior. Signs will be displayed throughout the building.

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with proper behavior. Students will be rewarded for positive behavior by receiving owl bucks. Weekly, quarterly, and semester drawings will take place to reward prizes.

Category: School Culture

Research Cited: Reducing Behavior Problems in the Elementary School Classroom. (2008) IES Practice Guide. What Works Clearinghouse. US Department of Education.

Marzano, R., Pickering, D., & Pollock, J.E. (2001). Classroom Instruction That Works. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to focus on student behavior improvement.	Professional Learning	Tier 1	Implement	08/01/2018	06/28/2019	\$0	No Funding Required	All staff and principal

Activity - Positive Reward System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom and/or grade level teams will develop positive reward systems for the students. In January 2018, a Sensory Room was added to reward students with emotional and physical needs. There is also a school wide PIBS system where students can be awarded for positive behavior.	Other, Behavioral Support Program	Tier 2	Monitor	08/01/2018	06/28/2019	\$5000	General Fund	All staff and principal

Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and students will utilize the PSLR and behavior team will meet to discuss a plan for our most at-risk students. Using the data collected (detention and suspension slips), staff and parents will monitor, support, and encourage students to have a positive attitude, using timely interventions for students, through research-based strategies found in Reducing Behavior Problems in the Elementary School Classroom. (2008) IES Practice Guide. What Works Clearinghouse. US Department of Education.	Other	Tier 2	Monitor	08/01/2018	06/28/2019	\$79000	Title II Part A, General Fund	All staff, principal, parents, students
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### Measurable Objective 2:

collaborate to get all students in our targeted subgroup of economically disadvantaged students to meet behavior expectations of the school district by 06/28/2019 as measured by attendance and discipline referrals.

### (shared) Strategy 1:

Positive Behavior Intervention Strategies - Staff will provide clear behavior expectations while meeting the needs of all students. Students will be rewarded for showing positive behavior in the school. Students will be shown positive behavior videos of staff modeling the expected behavior. Signs will be displayed throughout the building with proper behavior. Students will be rewarded for positive behavior by receiving owl bucks. Weekly, quarterly, and semester drawings will take place to reward prizes.

Category: School Culture

Research Cited: Reducing Behavior Problems in the Elementary School Classroom. (2008) IES Practice Guide. What Works Clearinghouse. US Department of Education.

Marzano, R., Pickering, D., & Pollock, J.E. (2001). Classroom Instruction That Works. Alexandria, VA:

Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to focus on student behavior improvement.	Professional Learning	Tier 1	Implement	08/01/2018	06/28/2019	\$0	No Funding Required	All staff and principal

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Activity - Positive Reward System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom and/or grade level teams will develop positive reward systems for the students. In January 2018, a Sensory Room was added to reward students with emotional and physical needs. There is also a school wide PIBS system where students can be awarded for positive behavior.	Other, Behavioral Support Program	Tier 2	Monitor	08/01/2018	06/28/2019	\$5000	General Fund	All staff and principal

Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will utilize the PSLR and behavior team will meet to discuss a plan for our most at-risk students. Using the data collected (detention and suspension slips), staff and parents will monitor, support, and encourage students to have a positive attitude, using timely interventions for students, through research-based strategies found in Reducing Behavior Problems in the Elementary School Classroom. (2008) IES Practice Guide. What Works Clearinghouse. US Department of Education.	Other	Tier 2	Monitor	08/01/2018	06/28/2019	\$79000	General Fund, Title II Part A	All staff, principal, parents, students

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
NWEA Testing	Students will take reading assessments three times this year, paying particular attention to the economically disadvantaged subgroup.	Monitor	Tier 1	Monitor	08/01/2018	06/28/2019	\$12000	all staff, principals
NWEA Testing	Students will take math assessments three times a year, paying particular attention to the special education subgroup. They will use the results to alter individual student's plans.	Evaluation	Tier 1	Monitor	08/01/2018	06/28/2019	\$10000	All staff, principal
Professional Learning Communities	Provide professional development through IEE coaching for school staff in Read Naturally, Dibels testing, Heggerty Phonics, DRA, Rigby, and guided reading; McGraw Hill training for English Language Arts staff.	Professional Learning	Tier 1	Monitor	08/01/2018	06/28/2019	\$1000	All staff, principals
Positive Reward System	Classroom and/or grade level teams will develop positive reward systems for the students. In January 2018, a Sensory Room was added to reward students with emotional and physical needs. There is also a school wide PIBS system where students can be awarded for positive behavior.	Other, Behavioral Support Program	Tier 2	Monitor	08/01/2018	06/28/2019	\$5000	All staff and principal
Warm Ups	Staff will use warm-ups which include Study Island items, including charts and graphs, and other technology components.	Getting Ready	Tier 1	Monitor	08/01/2018	06/28/2019	\$100	all staff, principal, technology department
Young Owls	The young owls program (3 half days a week) will have a literacy focus that develops writing communication skills. Students are read to them from a variety of sources; adults use language and strategies which enhance children's language and critical thinking.	Academic Support Program	Tier 1	Monitor	08/01/2018	06/28/2019	\$12000	Young Owl Teacher, Principal, Paraprofessional
Book Adventure	Use the Book Adventure program to assess student comprehension levels.	Academic Support Program	Tier 1	Monitor	08/01/2018	06/28/2019	\$5000	instructional staff, principal
Professional Learning Communities	Collaborative meetings to focus on best practices for student success.	Professional Learning	Tier 1	Monitor	08/01/2018	06/28/2019	\$1000	All staff, principals

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Incorporate ELA informational text lessons with Michigan State Science Standards (NGSS)	Students will use literacy strategies using informational text related to Michigan science standards (NGSS) utilizing small group instruction.	Direct Instruction, Academic Support Program	Tier 1		08/01/2018	06/28/2019	\$0	Teaching Staff
Intervention	Teachers and students will utilize the PSLR and behavior team will meet to discuss a plan for our most at-risk students. Using the data collected (detention and suspension slips), staff and parents will monitor, support, and encourage students to have a positive attitude, using timely interventions for students, through research-based strategies found in Reducing Behavior Problems in the Elementary School Classroom. (2008) IES Practice Guide. What Works Clearinghouse. US Department of Education.	Other	Tier 2	Monitor	08/01/2018	06/28/2019	\$75000	All staff, principal, parents, students
Warm Ups	Staff will use warm-ups which include Study Island items including charts and graphs, and other technology components.	Getting Ready	Tier 1	Monitor	08/01/2018	06/28/2019	\$0	teachers, principal
Writing Workshop Program	K-6 staff will use the Treasures Writing program, Write Well, or MAISA Writing Program, which are programs based on the research-based Lucy Calkins Writing Workshop program with fidelity to improve student writing, paying special attention to the economically disadvantaged populations.	Direct Instruction	Tier 1	Monitor	08/01/2018	06/28/2019	\$4000	all staff, principal
Hands on Phenominon-Based Scientific Investigations	Staff will provide opportunities for hands-on phenomenon-based scientific investigation and exploration consistent with Michigan science standards (NGSS). STEM opportunities will be provided to students,.	Academic Support Program	Tier 1	Monitor	08/01/2018	06/28/2019	\$500	all staff, principal

### Title II Part A

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

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Instructional Coach	The position of instructional coach is an attempt to improve teaching and learning in math and language arts K-12 in Oscoda Area Schools. Work with the coach will be sustained, intensive, and classroom focused. The coach will work with administrators, teachers, and support staff in the following areas: implementation of the Common Core State Standards (CCSS), support the implementation of Connected Math and Everyday Math programs, data driven instruction, classroom management, effective instructional strategies, mentoring new teachers, integration of technology, intervention and parental involvement.	Professional Learning	Tier 1	Monitor	08/01/2018	06/28/2019	\$44000	Building administration, instructional coach, teaching staff
Intervention	Teachers and students will utilize the PSLR and behavior team will meet to discuss a plan for our most at-risk students. Using the data collected (detention and suspension slips), staff and parents will monitor, support, and encourage students to have a positive attitude, using timely interventions for students, through research-based strategies found in Reducing Behavior Problems in the Elementary School Classroom. (2008) IES Practice Guide. What Works Clearinghouse. US Department of Education.	Other	Tier 2	Monitor	08/01/2018	06/28/2019	\$4000	All staff, principal, parents, students
Instructional Coach	Provide an instructional coach who is responsible for modeling, coaching, providing feedback and supporting teachers with data-driven instruction, best practices, lesson planning and curriculum implementation.	Professional Learning	Tier 1	Implement	08/01/2018	06/28/2019	\$44000	Building administration, instructional coach, teaching staff
All teachers will differentiate instruction.	Teachers will implement differentiated math instruction for all students.	Academic Support Program	Tier 1	Monitor	08/01/2018	06/28/2019	\$10000	all staff members
Study Island	Teachers will integrate the use of Study Island and other web-based technologies into instruction to increase student understanding and proficiency.	Technology	Tier 1	Monitor	08/01/2018	06/28/2019	\$4000	teaching staff, principal
Study Island	Teachers will integrate the use of Study Island and other web-based technologies into instruction to increase student understanding and proficiency.	Technology	Tier 1	Monitor	08/01/2018	06/28/2019	\$4000	teaching staff, building principals

### Other

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island	Study Island will be utilized within all social studies classes at Richardson Elementary. The program will allow teachers to track student progress in both reading and social studies as well as differentiate instruction. The program has built-in remediation that will help raise individual student achievement.	Technology	Tier 1	Monitor	08/01/2018	06/28/2019	\$3000	teachers, principal
Read Naturally	Read Naturally is designed to improve reading fluency using computer software. This program includes repeated reading of text for developing oral reading fluency, and systematic monitoring of student progress by the students themselves and by teachers. Students work at a reading level appropriate for their achievement level and progress through the program at their own rate. The reading in this program is primarily informational text. Reading of informational text has proven problematic for our students, especially in the area of social studies. Identified students may work with the Read Naturally program a minimum of three times per week for a minimum of one half hour. The ratio of teachers to students will be approximately one to six.	Technology	Tier 2	Monitor	08/01/2018	06/28/2019	\$2400	teachers, administrators, intervention teachers, para-professionals

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Strategies	With the help of the instructional coach and building administrators, teachers will receive professional development on Marzano's nine high-yield instructional strategies and the research that supports it. Marzano, R., Pickering, D., & Pollock, J.E (2001). Classroom Instruction That Works. Alexandria, VA: Association for Supervision and Curriculum Development.	Professional Learning	Tier 1	Monitor	08/01/2018	06/28/2019	\$0	Teaching staff, Building administrators and instructional coach
Professional Learning Communities	Teachers will meet weekly to focus on student behavior improvement.	Professional Learning	Tier 1	Implement	08/01/2018	06/28/2019	\$0	All staff and principal

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Online Textbook Version	The textbooks used in 4th through 6th grade social studies are available on-line. Students and parents have access to the books which includes the following features to help all readers, particularly struggling readers: spotlight videos, current events and interactive timeline, multilingual glossary that is accessed by clicking on selected words, vocabulary e-Flashcards, and audio versions of the textbooks. (6th-Exploring Our World published by Glencoe, 5th- Timelinks: United States The Early Years, 4th- Timelinks Our Country and Its Regions published by MacMillan/McGraw-Hill.	Technology	Tier 1	Monitor	08/01/2018	06/28/2019	\$0	teachers, principal
Drop Everything and Read (DEAR) Time	DEAR time of 15 - 30 minutes will be built into the daily schedule for every grade level. Students will be required to select reading material and read for this time each day.	Other	Tier 1	Monitor	08/01/2018	06/28/2019	\$0	instructional staff, building principal
Professional Learning Communities	Collaborative meetings to focus on best practices for student success.	Professional Learning	Tier 1	Monitor	08/01/2018	06/28/2019	\$0	all staff, building principal
Web-Based Programs	Use web-based programs such as Starfall, Kidspiration, Study Island, ABC Mouse, News ELA, Curriculum Crafter, Read Naturally, and iPad/tablets apps..	Technology	Tier 1	Monitor	08/01/2018	06/28/2019	\$0	instructional staff, building principal, technology assistance
Professional Learning Communities	Teachers will work in grade level teams (K-2) and departmental teams (3-6) to enhance their professional learning of the scientific processes STEM training working collaboratively to plan activities which reinforce these processes with the students. Teacher will work together to shift curriculum to align with Michigan science standards (NGSS). In the 2018-2019 school year, elementary teachers will attempt to pilot NGSS science programs. Sixth grade will be using MiStar science curriculum.  Some professional learning community time will be devoted to correlate informational text standards with Michigan text standards (NGSS) looking to develop a cross-curricular tie between ELA and science.	Professional Learning	Tier 1	Monitor	08/01/2018	06/28/2019	\$0	all staff, principal
Professional Learning Communities	Teachers will attend collaborative meetings to focus on best practices in cross curricular reading.	Professional Learning	Tier 1	Monitor	08/28/2017	06/22/2018	\$0	teachers, building principal

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Scored Student Writing Samples	Grade level staff will submit student writings two times per year to be scored. This information will be disseminated to the teachers and will impact student and teacher learning.	Monitor	Tier 1	Monitor	08/01/2018	06/28/2019	\$0	all teachers, building principal
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### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer School	Support Program for students to get them caught up and/or prepare them for the next school year.	Academic Support Program	Tier 2	Monitor	08/01/2018	06/28/2019	\$0	Teachers
Afterschool and Lunch Workshop	After school and lunch teaching staff will provide sessions for academic support during the school year.	Academic Support Program	Tier 2	Monitor	08/01/2018	06/28/2019	\$10000	administration, all staff
Summer School	A five week academic summer school program for high-needs students with emphasis on ELA.	Academic Support Program	Tier 2	Implement	08/01/2018	06/28/2019	\$10000	instructional summer school staff, building principal
Parental Involvement	Plan and implement engaging parental involvement activities that promote reading fluency and comprehension skills, building awareness for families. Parent Read-At-Home-Plan for Student Success (K-3), including parent training.	Parent Involvement	Tier 1	Implement	08/01/2018	06/28/2019	\$15000	Parent Liaison, administration, teachers
In-School Support	All identified students may have access to academic math support from a mathematics support person to help improve math scores.	Academic Support Program	Tier 1	Monitor	08/01/2018	06/28/2019	\$80000	building administration, math support person, teaching staff
Afterschool and Lunch Workshop	Afterschool teaching staff will provide sessions for academic support during the school year.	Academic Support Program	Tier 2		08/01/2018	06/28/2019	\$10000	teachers, principal
Parent Involvement	Parents will be invited to participate in their child's education experience. We will have a activity where the parents will learn to play current math games that their student plays in class. These are games from the Everyday Math curriculum. Parents and students will also get to take a copy of these games/materials home with them at the end of the event.	Parent Involvement	Tier 1	Implement	08/01/2018	06/28/2019	\$2000	Principal, Title Director, and teaching staff

## School Improvement Plan

Richardson Elementary School

Afterschool and Lunch Workshop	After school teaching staff will provide sessions for academic support during the school year.	Academic Support Program	Tier 2	Monitor	08/01/2018	06/28/2019	\$10000	administration, all staff
Afterschool and Lunch Workshop	After school and lunch time teaching staff will provide sessions for academic support during the school year.	Academic Support Program	Tier 1	Monitor	08/01/2018	06/28/2019	\$10000	teachers, principal
Intervention Teachers	Regular prescribed reading instruction based on individual student needs. The intervention teachers and para-professionals will use Read Naturally (2-6), Triumphs and Road to Reading - Intervention for Struggling Learners(K-3 and special needs students), Heggerty Phonics, and guided reading groups	Academic Support Program	Tier 2	Monitor	08/01/2018	06/28/2019	\$200000	staff, title 1 teachers, administration, para-professionals
Title 1/At-Risk Math Instruction	Classroom teachers will identify eligible students for math re-teaching to improve upon the basic fundamentals of mathematics.	Academic Support Program	Tier 2	Implement	08/01/2018	06/28/2019	\$80000	staff, title 1 teacher, administration