



# **School Improvement Plan**

Leonard Elementary School

Oxford Community 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 |                   |

# **2017 Plan for School Improvement Plan**

## Overview

### Plan Name

2017 Plan for School Improvement Plan

### Plan Description



## Goals Summary

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

| # | Goal Name  | Goal Details                                     | Goal Type      | Total Funding |
|---|--|--|----------------|---------------|
| 1 | Students at Oxford Community Schools will improve their Reading performance                              | Objectives: 4<br>Strategies: 7<br>Activities: 23 | Academic       | \$14800       |
| 2 | Students at Oxford Community Schools will improve their Writing performance.                             | Objectives: 3<br>Strategies: 5<br>Activities: 13 | Academic       | \$1500        |
| 3 | Students at Oxford Community Schools will improve their Mathematical skills and knowledge                | Objectives: 3<br>Strategies: 4<br>Activities: 13 | Academic       | \$77000       |
| 4 | Students at Oxford Community Schools will improve their skills and knowledge within Social Studies       | Objectives: 2<br>Strategies: 5<br>Activities: 9  | Academic       | \$1500        |
| 5 | Students at Oxford Community Schools will improve their skills and knowledge within Science              | Objectives: 2<br>Strategies: 5<br>Activities: 12 | Academic       | \$1500        |
| 6 | Students at Oxford Community Schools will enhance their preparation for success in a global environment. | Objectives: 1<br>Strategies: 3<br>Activities: 3  | Organizational | \$0           |

# Goal 1: Students at Oxford Community Schools will improve their Reading performance

**Measurable Objective 1:**

85% of All Students will demonstrate a proficiency in all claim areas in Reading by 06/14/2024 as measured by Spring State Assessment.

**Strategy 1:**

Teachers will design instruction for individual literacy needs utilizing the Readers Workshop Model - All students will be taught reading strategies through the use of reader's workshop. Staff will receive professional development through the district literacy coach and Oakland Schools.

Category: English/Language Arts

Research Cited: • Lucy Calkins Research

• Oakland Schools

- Moss, B. & Young, T.A. (2010). Creating lifelong readers through independent reading. International Reading Association.
- Guthrie, J.T. & Humenick, N.M. (2004). Motivating students to read: Evidence for classroom practices that increase motivation and achievement. In P. McCardle & V. Chhabra (Eds.), The voice of evidence in reading research (pp. 329-354). Baltimore: Paul Brookes.
- College of Teachers (Columbia University) Reading and Writing Project
- Allington, R.L. McCuiston, K & Billen, M. (2014).What research says about text complexity and learning to read. The Reading Teacher, pp. 1-10.
- Allington, R. L. (2012). What really matters for struggling readers: Designing research-based programs (3rd ed.). Boston: Allyn and Bacon.

Tier: Tier 1

| Activity - Teachers, three times a year, will assess each student to monitor reading skills the Fountas & Pinnell Benchmark Assessment to evaluate individual literacy growth and needs. | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                           |
|--|---------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| Teachers will assess student reading proficiency 3 times a year using Fountas and Pinnell Reading Benchmark Assessment.  | Evaluation    | Tier 1 | Implement | 09/01/2015 | 06/08/2018 | \$0               | No Funding Required | k-5 teachers, principal, reading specialist |

| Activity - Teachers will utilized individual conferencing to document individual literacy strengths and needs. | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible |
|--|--------------------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------|
| Students will individually or in small groups conference with teacher to support instructional needs.          | Academic Support Program | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | K-5 Teachers      |

| Activity - Teachers will receive regularly scheduled professional development to insure the implementation of Reader's Workshop with fidelity by the Literacy Coach. | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|--|-----------------------|--------|---------------|------------|------------|-----|--------------|---|
| Teachers will meet with the Literacy Coach to receive ongoing professional development to ensure Readers Workshop is implemented with fidelity and a strong knowledge base in Lucy Calkins reading program.. | Professional Learning | Tier 1 | Getting Ready | 08/28/2017 | 06/08/2018 | \$0 | General Fund | Literacy Coach, Reading Specialists, Teachers, Building Administrator |
|--|-----------------------|--------|---------------|------------|------------|-----|--------------|---|

| Activity - Teachers will input Fountas and Pinnell Reading Benchmark data into illuminate 3 times a year into Illuminate. | Activity Type | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|--------|-------|------------|------------|-------------------|-------------------|-------------------|
| Teachers will record student reading levels into Illuminate.  | Monitor       | Tier 1 |       | 08/28/2017 | 06/08/2018 | \$0               | General Fund      | Teachers          |

### Strategy 2:

Teachers will utilize the principles and practices of the International Baccalaureate PYP Transdisciplinary Learning - Teachers will implement the Primary Years Program in all Pre-K through 5th grade classrooms focusing on best practice instructional techniques and transdisciplinary unit planners.

Category: English/Language Arts

Research Cited: • International Baccalaureate

• PYP Program

Tier: Tier 1

| Activity - Teachers will receive weekly in practices and professional development in IB instructional practices professional development by the IB Coordinator. | Activity Type         | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                       |
|---|-----------------------|--------|-------|------------|------------|-------------------|-------------------|---|
| Teachers will work with IB Coordinators and IB training to ensure the implementation of the PYP program in the school.  | Professional Learning | Tier 1 |       | 08/28/2017 | 06/08/2018 | \$10000           | General Fund      | Principal, IB Coordinator, K-5 teachers |

| Activity - Teachers will have monthly IB Common Planning Time to review IB principles to   | Activity Type   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                   |
|--|---|--------|-----------|------------|------------|-------------------|---------------------|-------------------------------------|
| Teachers will be provided at least one hour weekly of common planning time to collaboratively work on implementation of the PYP program. | Professional Learning, Getting Ready, Curriculum Development, Teacher Collaboration | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | Principal, IB Coordinator, teachers |

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| Activity - Teachers will assess individual PYP Performance assessments at the end of each unit.                        | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible            |
|--|---------------|--------|-----------|------------|------------|-------------------|---------------------|------------------------------|
| Teachers will develop criterion based rubrics for performance assessments and communicate expectations to all students | Evaluation    | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | All teachers, IB Coordinator |

### Strategy 3:

Teachers will use critical reading strategies to promote individual reading comprehension. - All students will be taught reading strategies, provided opportunities to practice strategies, and accurately be assessed on progress in reading.

Category: English/Language Arts

Research Cited: • Lucy Calkins

- Oaklords Their Way: Word Study In Action Developmental Model Study: Eddy, Ruitman, Hankel, Matelski, & Schmalstig (2011)

Eddy, R. M., Ruitman, T., Hankel, N., Matelski, M. H., & Schmalstig, M. Pearson Words Their Way: Word Study in Action Intervention Efficacy Study Final Report

See more at: <http://www.intensiveintervention.org/chart/instructional-intervention-tools/12887#sthash.rKaRnJqp.dpuf> and Schools

Tier: Tier 1

| Activity - Teachers will model Words Their Way word sort and phonic work daily | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible |
|--|--------------------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will use "Words Their Way" resource to support phonics' instruction.  | Academic Support Program | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | teachers          |

| Activity - Data Dig - Teachers will review progress data on each student, monthly.                          | Activity Type                              | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|---|--|--------|-----------|------------|------------|-------------------|---------------------|---|
| K-5 Teachers will meet to review reading data: fluency, comprehension, rate, and accuracy grade level data. | Evaluation, Monitor, Teacher Collaboration | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | K-5 Teachers, Reading Specialist, Resource Teacher, Title 1 Paraprofessionals (MTSS team) |

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| Activity - Teachers will teach the Readers Workshop Units of Study daily.                | Activity Type          | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible               |
|--|------------------------|--------|-------|------------|------------|-------------------|-------------------|---------------------------------|
| Teachers will teach all students the Lucy Calkins Readers Workshop Units of Study daily. | Curriculum Development | Tier 1 |       | 08/28/2017 | 06/08/2018 | \$0               | General Fund      | Teachers and Reading Specialist |

### Measurable Objective 2:

85% of All Students will demonstrate a proficiency of accuracy, fluency and comprehension in Reading by 06/08/2018 as measured by Fountas and Pinnell Spring Grade Level Benchmark Assessment..

### Strategy 1:

Identification through data - K-5 Teachers, support staff and Interventionists will use data to identify students in need of additional support in reading. Data will come from sources such as M-Step, Fall and Winter Fountas & Pinnell Assessment, FAST Bridge, Dibels, MLPP and other local assessment. This data will be tracked through Illuminate and program specific software.

Category: Learning Support Systems

Research Cited: • Fountas and G. Pinnell

• Teachers' Ability to Use Data to Inform Instruction: Challenges and Supports-U.S. Department of Education

Office of Planning, Evaluation and Policy Development-2011

• Using Student Achievement Data to Support Instructional Decision Making -National Association of Elementary School Principals-2011

Tier: Tier 1

| Activity - Assessment   | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible             |
|---|---------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------------------|
| Teachers will be trained in various tools to assess student performance in reading. | Evaluation    | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | teachers, instructional coach |

| Activity - Data Dig | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|---|---|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--|
| Under direction of the Instructional Coach teachers will learn to track student performance through technology Illuminate. All Staff on a monthly basis will review data with building administration and MTSS Team in an effort to self-monitor instructional practices and student remediation. | Professional Learning, Technology, Monitor, Teacher Collaboration | Tier 1      | Implement    | 08/28/2017        | 06/08/2018      | \$0                      | No Funding Required      | Instructional Coach, K-5 Teachers, Title 1 Reading Teacher and Paraprofessionals, Resource Teacher, School Principal |
| <b>Activity - FAST</b>  | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| Online screener and progress monitoring at least 3 times a year.  | Technology, Evaluation, Academic Support Program                  | Tier 2      |              | 08/28/2017        | 06/08/2018      | \$0                      | General Fund             | Principal, Teachers, Intervention Teachers and Paraprofessionals   |
| <b>Activity - Reading Interventionalist</b>   | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| Academic interventionists will support tier 2 interventions for grades K-5 in reading   | Academic Support Program  | Tier 2      |              | 08/28/2017        | 06/08/2018      | \$0                      | General Fund             | Reading Interventionalist, MTSS Staff  |
| <b>Activity - Extended day learning</b>   | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| Opportunity for extended day academic support   | Academic Support Program  | Tier 2      | Implement    | 09/18/2017        | 05/25/2018      | \$800                    | Section 31a              | RTI Interventionalist, Teachers, Principal   |
| <b>Activity - Computer Aided Learning</b>   | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |

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|   |  |        |         |            |            |        |              |                                    |
|---|--|--------|---------|------------|------------|--------|--------------|------------------------------------|
| Research based computer software such as Moby Max and Success Maker | Technology, Supplemental Materials, Academic Support Program | Tier 2 | Monitor | 08/28/2017 | 06/08/2018 | \$4000 | General Fund | MTSS Interventionalists, Principal |
|---|--|--------|---------|------------|------------|--------|--------------|------------------------------------|

### Measurable Objective 3:

80% of First grade Bottom 30% and Students with Disabilities students will demonstrate a proficiency at Grade Level in Reading by 06/09/2017 as measured by Reading Recovery Observation Survey.

### Strategy 1:

Identification Using data - The Reading Recovery teacher will identify the bottom 20% readers in 1st grade to participate in Reading Recovery by using universal screeners such as F & P and FAST to select students to be assessed with Observational Survey may Marie Clay.

Category: English/Language Arts

Research Cited: Marie Clay

Tier: Tier 3

| Activity - Observation survey  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                            |
|--|---------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Reading Recovery Teacher will administer the Observation Survey to bottom 20% readers. | Evaluation    | Tier 3 | Implement | 09/05/2017 | 03/06/2018 | \$0               | No Funding Required | Reading Recovery Teacher, 1st grade teachers |

| Activity - Entry into program  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                |
|--|---------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Reading Recovery Teacher and 1st Grade Teacher will finalize participation list. | Getting Ready | Tier 3 | Implement | 09/08/2017 | 03/15/2018 | \$0               | No Funding Required | Reading Recovery Teacher and 1st grade teacher/s |

### Strategy 2:

Intensive Reading intervention - Students will be placed in intensive one on one reading intervention for 30 minutes a day every day for 20 weeks.

Category: Learning Support Systems

Research Cited: • Marie Clay

• Reading Recovery Research

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Tier: Tier 3

| Activity - Parent Communication  | Activity Type                     | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible        |
|--|-----------------------------------|--------|-----------|------------|------------|-------------------|---------------------|--------------------------|
| A parent contract and daily notes will be sent to parents to encourage parent/teacher communication. | Communication, Parent Involvement | Tier 3 | Implement | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | Reading Recovery Teacher |

| Activity - Reading Recovery   | Activity Type      | Tier   | Phase    | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|--------------------|--------|----------|------------|------------|-------------------|---------------------|--|
| Reading Recovery Teacher will meet with Reading Recovery Student for 30 minute lessons, Academic Support 5 times a week for 20 weeks. Daily running records will be used to monitor progress. Reading Recovery supervising Teacher will test final progress | Direct Instruction | Tier 3 | Evaluate | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | Reading Recovery Teacher and Reading Recovery Supervisor |

| Activity - RR Professional Development   | Activity Type         | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible        |
|--|-----------------------|--------|-------|------------|------------|-------------------|---------------------|--------------------------|
| Reading Recovery Teacher will participate in regular Reading Recovery Professional Development | Professional Learning | Tier 3 |       | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | Reading Recovery Teacher |

**Measurable Objective 4:**

A 5% increase of Students with Disabilities students will demonstrate a proficiency on the M-STEP State Assessment in Reading by 06/09/2017 as measured by M-STEP State Assessment.

**Strategy 1:**

Reading Intervention with Direct Instruction - Students identified as having a disability will receive research based interventions appropriate to their area of qualification delivered by a highly certified special education instructor. Programs such as Read 180, Read Naturally, will be used to track student progress through annual goals and measured by research based assessments.

Category: Learning Support Systems

Research Cited: • Best Practices

- <http://www.nifdi.org/>-National Institute for Direct Instruction

Tier: Tier 3



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| Activity - Reading intervention through Direct instruction               | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                      |
|--|--|--------|-----------|------------|------------|-------------------|---------------------|--|
| Eligible students will receive additional direct instruction in reading. | Direct Instruction   | Tier 3 | Implement | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | K-5 teachers, special education teacher, support staff |
| Activity - Online Computer Software                                      | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                      |
| Online researched based computer software program - data driven          | Technology, Supplemental Materials, Academic Support Program | Tier 3 |           | 08/28/2017 | 06/08/2018 | \$0               | General Fund        | Intervention Staff, Teachers and Paraprofessionals     |

## Goal 2: Students at Oxford Community Schools will improve their Writing performance.

### Measurable Objective 1:

85% of All Students will demonstrate a proficiency in Narrative in Writing by 06/09/2017 as measured by District End of Year writing assessment.

### Strategy 1:

Teachers will implement the International Baccalaureate PYP program - Teachers will implement IB PYP at the K-5 grade levels. This program focuses on best practice instructional techniques and the delivery of curriculum through the creation of rigorous unit planners. Students will be assessed through the use of IB criterion based rubrics on performance assessments. Administration and staff will continue to attend professional development that will be key in further establishing the International Baccalaureate Primary Years Programme. Staff will continue to implement the International Baccalaureate PYP at IB common planning time. Staff will work collaboratively in department and grade level meetings to further implement the IB PYP.

Category: Learning Support Systems

Research Cited: • International Baccalaureate

• PYP Program

Tier: Tier 1

| Activity - Teachers will administer a pretest and posttest to evaluate IB Performance assessments | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|  |                        |        |           |            |            |                   |                     |                           |
|--|------------------------|--------|-----------|------------|------------|-------------------|---------------------|---------------------------|
| Teachers will assess student performance in Writing through Lucy Calkins writing pre/post on demand writing assessments as well as IB Performance assessments and rubrics. | Evaluation             | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | teachers, IB Coordinators |
| Activity - Teachers will participate and engage weekly IB instructional practices through professional development delivered by the IB Coordinator.                        | Activity Type          | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible         |
| Teachers will be provided professional learning in IB instructional practices through IB Coordinators and off-site training.   | Curriculum Development | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | Teachers, IB Coordinator  |
| Activity - Teachers will utilize IB Unit Planners to monitor need for updates and revisions.   | Activity Type          | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible         |
| Teachers will continue to reflect on current IB Unit Planners and revise, enhance or re-write  | Curriculum Development | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | teachers, IB Coordinator  |

### Strategy 2:

All teachers will use Lucy Calkins writing curriculum. The Units of Study in Opinion/Argument, Information, and Narrative Writing. - Elementary teachers will improve their use of the Lucy Calkins writing curriculum through writing labs and professional development provided by the literacy coach

Category: English/Language Arts

Research Cited: • Lucy Calkins College of Teachers (Columbia University) Reading and Writing Project

• Oakland Schools ISD

Tier: Tier 1

|   |  |        |           |            |            |                   |                     |                          |
|---|--|--------|-----------|------------|------------|-------------------|---------------------|--------------------------|
| Activity - Teachers will teach writing, 4-5 times a week, using the Units of Writing from the Lucy Calkins Writing Curriculum | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible        |
| Teachers will continue to implement the Lucy Calkins Writing Curriculum   | Direct Instruction, Evaluation, Curriculum Development | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | teachers, literacy coach |
| Activity - Teachers will use Words Their Way to integrate, teach, and assess student spelling skills                          | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible        |
| Teachers will continue to implement the Words their Way spelling program into their writing instruction                       | Direct Instruction, Evaluation                         | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | teachers, literacy coach |

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| Activity - Teachers will receive professional learning in writing, in part through the district Literacy Coach. | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible         |
|---|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|---------------------------|
| Teachers will participate in regularly scheduled professional development with Literacy Coach.                  | Professional Learning | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | literacy coach, teachers, |

### Measurable Objective 2:

A 5% increase of Bottom 30% students will demonstrate a proficiency Narrative composition in Writing by 06/09/2017 as measured by End of the Year District Writing Assessment.

### Strategy 1:

Extended Learning Opportunities - Students will be identified for after school tutoring. Teachers or paraprofessionals will address student learning deficiencies through best practice instructional strategies for intervention.

Category: Learning Support Systems

Research Cited: • Best Practice

Tier: Tier 2

| Activity - Before / After School Tutoring support  | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|--------------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| After school tutoring will be available to eligible students delivered by instruction paraprofessionals. | Academic Support Program | Tier 2 | Monitor | 08/28/2017 | 06/08/2018 | \$1500            | Section 31a       | Instructional / Interventionist staff, teachers, MTSS team |

### Strategy 2:

Writing Interventions - Students will be identified as at-risk through the RTI process. These students will receive writing interventions.

Category: English/Language Arts

Research Cited: • Best Practice

• Rtl Network - Vanderbilt

• Oakland Schools MTSS

Tier: Tier 2

| Activity - Small Group Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|  |  |        |         |            |            |     |                     |  |
|--|--|--------|---------|------------|------------|-----|---------------------|--|
| Teachers and interventionists will work with students in small groups in writing instruction | Direct Instruction, Academic Support Program | Tier 2 | Monitor | 08/28/2017 | 06/08/2018 | \$0 | No Funding Required | MTSS team, teachers, Instructional / Interventionist paraprofessionals |
|--|--|--------|---------|------------|------------|-----|---------------------|--|

| Activity - Identification of at-risk writers   | Activity Type       | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                   |
|--|---------------------|--------|---------|------------|------------|-------------------|---------------------|-------------------------------------|
| Using the Lucy Calkins writing program and assessments, teachers will identify at risk-writers and bring them to MTSS to develop and intervention program. | Evaluation, Monitor | Tier 2 | Monitor | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | teachers, MTSS team, literacy coach |

| Activity - Writing interventions involving support personnel           | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible       |
|--|--------------------------|--------|---------|------------|------------|-------------------|---------------------|-------------------------|
| Support staff will work with students providing writing interventions. | Academic Support Program | Tier 2 | Monitor | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | Support staff, teachers |

| Activity - Writing Support MTSS  | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|--|--------------------------|--------|---------|------------|------------|-------------------|---------------------|---------------------|
| MTSS team will meet monthly with teachers to develop interventions for students struggling with writing. | Academic Support Program | Tier 2 | Monitor | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | MTSS team, teachers |

### Measurable Objective 3:

A 5% increase of Students with Disabilities students will demonstrate a proficiency on the end of the year District Writing Assessment in Writing by 06/09/2017 as measured by District End of Year writing assessment.

### Strategy 1:

Universal Design for Learning - UDL is an approach to learning that addresses and redresses the primary barrier to learning: inflexible, one-size-fits-all curricula that raise unintentional barriers. Learners with disabilities are the most vulnerable to such barriers, but many students without disabilities also find that curricula are poorly designed to meet their learning needs. UDL helps meet the challenges of diversity by recommending the use of flexible instructional materials, techniques, and strategies that empower educators to meet students' diverse needs. A universally designed curriculum is shaped from the outset to meet the needs of the greatest number of users, making costly, time-consuming, and after-the-fact changes to the curriculum unnecessary

Category: Learning Support Systems

Research Cited: • UDL

• David Rose and Anne Meyer -"Teaching Every Student ion the Digital Age"

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Tier: Tier 3

| Activity - Lucy Calkins Writing workshop   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                         |
|--|--------------------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| Teachers will utilize the differentiation that comes in teaching writing through Lucy Calkins.         | Academic Support Program | Tier 3 | Implement | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | literacy coach, teachers                  |
| Activity - Implementing writing strategies   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                         |
| Special education teachers will be trained in using the best writing strategies by the literacy coach. | Academic Support Program | Tier 3 | Implement | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | literacy coach, special education teacher |

## Goal 3: Students at Oxford Community Schools will improve their Mathematical skills and knowledge

### Measurable Objective 1:

85% of All Students will demonstrate a proficiency in all claim areas in Mathematics by 06/14/2024 as measured by Spring State Assessment.

### Strategy 1:

Teachers will use inquiry to promote math concepts through implementation of the International Baccalaureate Program - Teachers will implement IB PYP at the K-5 grade level. This program focuses on best practice instructional techniques and the delivery of curriculum through the creation of rigorous unit planners. Students will be assessed through the use of IB criterion based rubrics on performance assessments. Administration and staff will continue to attend professional development that will be key in further establishing the International Baccalaureate Primary Years Programme. Staff will continue to implement the International Baccalaureate PYP at IB common planning time. Staff will work collaboratively in department and grade level meetings to further implement the IB PYP.

Category: Other - Curriculum

Research Cited: • International Baccalaureate

- PYP

Tier: Tier 1

| Activity - Teachers will monitor individual progress through IB Performance assessments | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## School Improvement Plan

Leonard Elementary School

|  |            |        |           |            |            |     |                     |          |
|--|------------|--------|-----------|------------|------------|-----|---------------------|----------|
| Teachers will continue to refine their performance task rubrics. | Evaluation | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0 | No Funding Required | teachers |
|--|------------|--------|-----------|------------|------------|-----|---------------------|----------|

| Activity - Teachers will use IB instructional practices PD   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                    |
|--|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|--------------------------------------|
| Teachers will be provided professional learning in IB instructional practices through IB Coordinators and off-site training. | Professional Learning | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | teachers, IB Coordinators, principal |

| Activity - Teachers will use IB Unit Planners to reflect on effective of the delivery of math concepts. | Activity Type          | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible        |
|---|------------------------|--------|-----------|------------|------------|-------------------|---------------------|--------------------------|
| Teachers will continue to reflect on current IB Unit Planners and revise, enhance or re-write.          | Curriculum Development | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | teachers, IB Coordinator |

### Measurable Objective 2:

A 5% increase of Bottom 30% students will demonstrate a proficiency on the M-Step assessment in Mathematics by 06/09/2017 as measured by student performance on the M-Step State Assessment.

### Strategy 1:

Mathematics Interventions - All staff will receive professional development in RTI strategies that incorporate mathematics and real-world problem solving. Assessment software will be purchased and used to identify bottom 30% of students and deficiencies on grade-level curriculum.

Category: Mathematics

Research Cited: • Pearson - SuccessMaker Research

[http://www.pearsonschool.com/index.cfm?locator=PS2qJ3&acornRdt=1&DCSext.w\\_psvaniturl=http%3A%2F%2Fwww%2Epearsonschool%2Ecom%2Fsuccessmaker](http://www.pearsonschool.com/index.cfm?locator=PS2qJ3&acornRdt=1&DCSext.w_psvaniturl=http%3A%2F%2Fwww%2Epearsonschool%2Ecom%2Fsuccessmaker)

- What Works Clearinghouse

Tier: Tier 2

| Activity - Math MTSS | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## School Improvement Plan

Leonard Elementary School

|  |  |        |           |            |            |     |                     |   |
|--|--|--------|-----------|------------|------------|-----|---------------------|---|
| All Staff on a monthly basis will review data with building administration and MTSS Team in an effort to self-monitor instructional practices and student remediation. | Direct Instruction, Academic Support Program | Tier 2 | Implement | 08/28/2017 | 06/08/2018 | \$0 | No Funding Required | K-5 Teachers, Title 1 Reading Teacher and Paraprofessionals (Instructional / International Staff), Resource Teacher, School Principal |
|--|--|--------|-----------|------------|------------|-----|---------------------|---|

| Activity - Elementary Computer Aided Instruction   | Activity Type                         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                       |
|--|---------------------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Students Identified in the lower 30% needing math support will receive technology based interventions such as SuccessMaker, Intervention, MobyMax, OVA, etc. | Technology , Academic Support Program | Tier 2 | Implement | 08/28/2017 | 06/08/2018 | \$2000            | General Fund      | Instructional Staff, K-5 Teachers and Intervention Team |

| Activity - Elementary Math interventions involving personnel   | Activity Type                                | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                         |
|--|--|--------|-----------|------------|------------|-------------------|-------------------|---|
| Based on data, small group skill instruction will be delivered by Instructional Professional and Paraprofessional Staff, with a minimum of 30 minutes, 3 times a week. | Direct Instruction, Academic Support Program | Tier 2 | Implement | 08/28/2017 | 06/08/2018 | \$65000           | Section 31a       | Instructional Staff and Intervention Team |

| Activity - FAST            | Activity Type           | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|----------------------------|-------------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| Online Progress Monitoring | Technology , Evaluation | Tier 2 | Getting Ready | 08/28/2017 | 06/08/2018 | \$0               | General Fund      | Principals, teachers, Intervention Teachers and Paraprofessionals |

| Activity - Extended day learning opportunity | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## School Improvement Plan

Leonard Elementary School

|  |                          |        |         |            |            |     |             |   |
|--|--------------------------|--------|---------|------------|------------|-----|-------------|---|
| Students will be provided extended day opportunity learning support. | Academic Support Program | Tier 2 | Monitor | 08/28/2017 | 06/08/2018 | \$0 | Section 31a | MTSS staff Interventionist, Principal, Teachers |
|--|--------------------------|--------|---------|------------|------------|-----|-------------|---|

| Activity - Instructional Coach  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|--|--------|-----------|------------|------------|-------------------|-------------------|---|
| Instructional Coach to collect data that helps inform and drive instruction | Academic Support Program, Monitor, Curriculum Development, Teacher Collaboration | Tier 2 | Implement | 08/28/2017 | 06/08/2018 | \$0               | General Fund      | Instructional Coach, Teachers, Principal, Curriculum Superintendent |

### Measurable Objective 3:

A 5% increase of Students with Disabilities students will demonstrate a proficiency on the M-Step assessment in Mathematics by 06/09/2017 as measured by M-STEP State Assessment.

### Strategy 1:

Standards Based Grading - Teachers will utilize a standards based approach to assess student learning. Special education teachers will utilize this strategy to improve instruction and assessment.

Category:

Research Cited: Best Practice

Tier: Tier 1

| Activity - Math Expressions  | Activity Type          | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|--|------------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| K-5 students will begin a new math program called Math Expressions for the 2015-2016 school-year. It is aligned to the CCSS. | Curriculum Development | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$10000           | General Fund      | teachers          |

| Activity - Standards Based Report Card                             | Activity Type             | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                        |
|--|---------------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Teachers will report student progress in a standards based manner. | Evaluation, Communication | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | teachers, instructional coach, principal |



## School Improvement Plan

Leonard Elementary School

### Strategy 2:

Math Direct Instruction - Highly qualified special education teachers utilize best practice math instructional strategies to improve student learning on math concepts, skills, and practices. Teachers will work on strategies to improve math fluency and computation.

Category: Learning Support Systems

Research Cited: • info@nifdi.org-National Center for Direct Instruction

Tier: Tier 3

| Activity - Math Practices for IEP students   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|--|--|--------|-----------|------------|------------|-------------------|---------------------|---|
| Students will receive direct instruction from highly qualified special education teachers with supplemental support from special education para professionals to meet the goals outlined in each of their IEP's. | Direct Instruction   | Tier 3 | Implement | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | Special education teacher, para professionals, principal, |
| Activity - Computer Aided Learning   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
| Research based computer software academic support  | Technology<br>Supplemental<br>Materials,<br>Academic<br>Support<br>Program | Tier 3 | Monitor   | 08/28/2017 | 06/08/2018 | \$0               | General Fund        | Special Education Teacher and staff, Principal            |

## Goal 4: Students at Oxford Community Schools will improve their skills and knowledge within Social Studies

### Measurable Objective 1:

85% of All Students will demonstrate a proficiency in all claim areas in Social Studies by 06/14/2024 as measured by student performance on state mandated assessments..

### Strategy 1:

Implementation of the International Baccalaureate Program - Teachers will implement IB PYP at the K-5 grade levels. This program focuses on best practice instructional techniques and the delivery of curriculum through the creation of rigorous unit planners. Students will be assessed through the use of IB criterion based rubrics on performance assessments. Administration and staff will continue to attend professional development that will be key in further establishing the International

## School Improvement Plan

Leonard Elementary School

Baccalaureate Primary Years Programme. Staff will continue to implement the International Baccalaureate PYP at IB common planning time. Staff will work collaboratively in department and grade level meetings to further implement the IB PYP.

Category: Other - Curriculum

Research Cited: • International Baccalaureate

• PYP

Tier: Tier 1

| Activity - IB Performance assessments                           | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible |
|---|---------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will continue to refine their performance task rubrics | Evaluation    | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | Teachers          |

| Activity - IB instructional practices PD   | Activity Type         | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                             |
|--|-----------------------|--------|-------|------------|------------|-------------------|---------------------|---|
| Teachers will be provided professional learning in IB instructional practices through IB Coordinators and off-site training. | Professional Learning | Tier 1 |       | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | Central Office personnel, principal, teachers |

| Activity - IB Unit Planners   | Activity Type          | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible       |
|---|------------------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------------|
| Teachers will continue to reflect on current IB Unit Planners and revise, enhance or re-write | Curriculum Development | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | Teacher, IB Coordinator |

### Strategy 2:

Standards Based Grading - Teachers will utilize a standards based approach to assess student learning.

Category: Other - Assessment, Data, Curriculum

Research Cited: • Best Practice

• Marzano - Standards Based Learning and Assessing

Tier: Tier 1

| Activity - Standards Based Report Card | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## School Improvement Plan

Leonard Elementary School

|  |   |        |           |            |            |     |                     |  |
|--|---|--------|-----------|------------|------------|-----|---------------------|--|
| Teachers will utilize a SBRC to communicate progress to parents in a much more specific manner than previous report cards. | Evaluation, Communication, Parent Involvement | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0 | No Funding Required | Teachers, Principal, instructional coach |
|--|---|--------|-----------|------------|------------|-----|---------------------|--|

### Strategy 3:

Social Studies Instructional Strategies - Teachers will utilize best practice research to utilize instructional practices to improve student learning of social studies skills and content.

Category: Other - Instructional Strategies

Research Cited: • Best Practice

Tier: Tier 1

| Activity - Unpack Social Studies Standards  | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                        |
|---|-----------------------|--------|---------------|------------|------------|-------------------|---------------------|--|
| Teachers will unpack the new Social Studies Standards to understand expectations. | Professional Learning | Tier 1 | Getting Ready | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | Teachers, Principal, Instructional Coach |

| Activity - Elementary Instructional Strategies   | Activity Type                             | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will utilize best practice teaching strategies to improve their instruction in Social Studies | Professional Learning, Direct Instruction | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | Teachers          |

### Measurable Objective 2:

A 5% increase of Bottom 30% students will demonstrate a proficiency in all strands in Social Studies by 06/09/2017 as measured by Spring State Assessment.

### Strategy 1:

Extended Learning Opportunities - Students will be identified for after school tutoring. Teachers or paraprofessionals will address student learning deficiencies through best practice instructional strategies for intervention.

Category: Learning Support Systems

Research Cited: • Best Practice

• info@nifdi.org-National Institute for Direct Instruction

Tier: Tier 2

## School Improvement Plan

Leonard Elementary School

| Activity - Extended Learning Before / After School Tutoring support                                      | Activity Type            | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                     |
|--|--------------------------|--------|-------|------------|------------|-------------------|-------------------|---------------------------------------|
| Students will be identified for after school tutoring and provided instruction by Title 1 support staff. | Academic Support Program | Tier 2 |       | 08/28/2017 | 06/08/2018 | \$1500            | Section 31a       | Instructional staff / Interventionist |

### Strategy 2:

Social Studies interventions - Staff will identify students who are at risk in social studies and either through one on one tutoring, small group instruction, direct instruction or academic support classes intervene to improve student academic achievement in social studies.

Category: Learning Support Systems

Research Cited: • Best Practice

- Rtl Process - MTSS (Rtl Network - Vanderbilt)
- Oakland Schools MTSS

Tier: Tier 2

| Activity - Elementary Social Studies Intervention (personnel)  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                |
|--|--------------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Instructional / Interventionist personnel will deliver interventions in Social Studies to qualifying students. | Academic Support Program | Tier 2 | Implement | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | Instructional / Interventionist staff / Teachers |

| Activity - MTSS - Social Studies   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|--|--------------------------|--------|-----------|------------|------------|-------------------|---------------------|---------------------|
| Teachers will identify concerns for students in the area of social studies and bring those concerns to the MTSS team where a plan of support will be developed for the student | Academic Support Program | Tier 2 | Implement | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | MTSS team, teachers |

## Goal 5: Students at Oxford Community Schools will improve their skills and knowledge within Science

### Measurable Objective 1:

85% of All Students will demonstrate a proficiency in all claim areas in Science by 06/14/2024 as measured by student performance on mandated State Assessments..

## School Improvement Plan

Leonard Elementary School

### Strategy 1:

Inquiry Based Science - Teachers will utilize inquiry based strategies to increase student engagement and understanding of science standards. Students will be engaged through labs and other hands on opportunities to learn science standards and explore their own learning as they reflect.

Category: Science

Research Cited: • Inquiry Based Learning \_IB

• Powerful Learning: Studies Show Deep Understanding Derives from Collaborative Methods

Cooperative learning and inquiry-based teaching yield big dividends in the classroom. And now we have the research to prove it.

By Brigid Barron, Linda Darling-Hammond

Tier: Tier 1

| Activity - K-5 science kits   | Activity Type      | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible |
|---|--------------------|--------|---------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will use inquiry based science kits in the areas of Life, Physical and Earth Science provided by Battle Creek Science. | Direct Instruction | Tier 1 | Monitor | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | teachers          |

| Activity - K-5 Science kit review  | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|-----------------------|--------|---------------|------------|------------|-------------------|---------------------|--|
| During the 15-16 school year we will review the current kits we teach from and evaluate their effectiveness in meeting the newest standards. | Evaluation, Materials | Tier 1 | Getting Ready | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | Assistant Superintendent of Curriculum, Principals, teachers |

| Activity - Claims, Evidence, Reasoning   | Activity Type                              | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible |
|--|--|--------|---------------|------------|------------|-------------------|---------------------|-------------------|
| Students will be taught the scientific method of making claims and predictions, testing those hypothesis, and make conclusions based on sound reasoning. | Direct Instruction, Curriculum Development | Tier 1 | Getting Ready | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | teachers          |

| Activity - Science Journals   | Activity Type                  | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible |
|---|--------------------------------|--------|---------|------------|------------|-------------------|---------------------|-------------------|
| K-5 will use science response journals to further science support concepts, vocabulary and comprehension. | Direct Instruction, Evaluation | Tier 1 | Monitor | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | All K-5 Teachers  |

## School Improvement Plan

Leonard Elementary School

### Strategy 2:

Implementation of the International Baccalaureate Program - Teachers will implement IB PYP at the K-5 grade levels. Both programs focus on best practice instructional techniques and the delivery of curriculum through the creation of rigorous unit planners. Students will be assessed through the use of IB criterion based rubrics on performance assessments. Administration and staff will continue to attend professional development that will be key in further establishing the International Baccalaureate Primary Years Programme. Staff will continue to implement the International Baccalaureate PYP at IB common planning time. Staff will work collaboratively in department and grade level meetings to further implement the IB PYP.

Category: Other - Curriculum / Instruction

Research Cited: • International Baccalaureate

Tier: Tier 1

| Activity - PYP Performance assessments  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                       |
|---|--|--------|-----------|------------|------------|-------------------|---------------------|---|
| Teachers will develop criterion based rubrics for performance assessments and communicate expectations to all students  | Evaluation   | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | All teachers, IB Coordinator            |
| Activity - IB instructional practices PD  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                       |
| Teachers will work with IB Coordinators and IB training to ensure the implementation of the PYP program in the school.  | Professional Learning  | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | Principal, IB Coordinator, K-5 Teachers |
| Activity - IB Common Planning Time  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                       |
| Teachers will be provided at least one hour weekly of common planning time to collaboratively                           | Professional Learning, Curriculum Development, Teacher Collaboration | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | Principal, IB Coordinator, teachers     |
| Activity - PYP Unit Planners  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                       |
| Teachers will reflect on current Units of Inquiry and edit or rewrite to create more rigorous, transdisciplinary units. | Curriculum Development   | Tier 1 | Monitor   | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | Teachers, IB Coordinator                |

## School Improvement Plan

Leonard Elementary School

### Strategy 3:

Standards Based Grading - Teachers will utilize a standards based approach to assess student learning.

Category: Other - Assessment / Data / Instruction

Research Cited: • Best Practice

• Marzano - Standard Based Report Cards and Assessments

Tier: Tier 1

| Activity - Standards Based Report Card                             | Activity Type             | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                        |
|--|---------------------------|--------|-------|------------|------------|-------------------|---------------------|--|
| Teachers will report student progress in a standards based manner. | Evaluation, Communication | Tier 1 |       | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | teachers, instructional coach, principal |

### Measurable Objective 2:

A 5% increase of Bottom 30% students will demonstrate a proficiency on the M-Step assessment in Science by 06/09/2017 as measured by M-STEP State Assessment.

### Strategy 1:

Extended Learning Opportunities - Students will be identified for after school tutoring. Teachers or paraprofessionals will address student learning deficiencies through best practice instructional strategies for intervention.

Category: Learning Support Systems

Research Cited: • Best Practice

• Rtl Network - Vanderbilt

Tier: Tier 2

| Activity - Extended Day Before / After School Tutoring  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                      |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Eligible students will be receive extended learning opportunities before or after school by paraprofessional. | Academic Support Program | Tier 2 | Implement | 08/28/2017 | 06/08/2018 | \$1500            | Section 31a       | Paraprofessional / Instructional Staff |

### Strategy 2:

Science Interventions - Staff will identify students who are at risk in social studies and either through one on one tutoring, small group instruction, direct instruction or academic support classes intervene to improve student academic achievement in science.

Category: Learning Support Systems

Research Cited: • Marzano \*<http://www.ntuافت.com/TISE/Research-Based%20Instructional%20Strategies/marzanos%209%20strategies.pdf>

Tier: Tier 2

## School Improvement Plan

Leonard Elementary School

| Activity - MTSS- Science  | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                     |
|---|--------------------------|--------|---------|------------|------------|-------------------|---------------------|---------------------------------------|
| Teachers will use assessment data to identify at risk students in science. They will then refer the student to the MTSS team to develop an intervention program for the student.  | Academic Support Program | Tier 2 | Monitor | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | teachers, MTSS team                   |
| Activity - Science Interventions (personnel)  | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                     |
| MTSS Instructional Support Staff / Interventionist will provide interventions including small group instruction and/or one on one in science. This would include previewing upcoming vocabulary and concepts to front load the student's understanding. | Academic Support Program | Tier 2 | Monitor | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | Instructional / Interventionist Staff |

## Goal 6: Students at Oxford Community Schools will enhance their preparation for success in a global environment.

### Measurable Objective 1:

demonstrate a behavior for preparedness in an everchanging global society by 06/09/2017 as measured by Teacher/Student perception data, IB Skills, Learner Profile reporting, participation in IB Exhibition, IB Community Service and an inventory of opportunities for students.

### Strategy 1:

Proficient participants in a global Learning Community - Students become a part of a global learning community within each classroom, exploring issues and solutions from multiple viewpoints and engaging in discussions regarding the value of those viewpoints as well as identifying multiple solutions to issues, identifying variables at play. Students also have the opportunity to interact with students across the globe in sister schools as they investigate solutions to problems and identify viewpoints and unique variables that may impact a solution. Students utilize Skype and/or online learning opportunities for connectivity and conversations. The teacher facilitates and monitors these interactions and discussions, relating to how their investigation relates to core content areas/standards. Students learn a second language (Spanish), mandatory daily lessons, K-5 that are reinforced within these conversations/discussions.

Category: School Culture

Research Cited: • International Baccalaureate - Making the PYP Happen

Tier: Tier 1

| Activity - K-5 Proficiency-Orientated World Language Program | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|



## School Improvement Plan

Leonard Elementary School

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|--|--------------------|--------|---------|------------|------------|-----|---------------------|--|
| All students K-5 attend Spanish class everyday for a half hour of direct instruction. The language program will be aligned to common learning objectives and expectations. Common grade level assessments will be used to measure student progress on these expectations | Direct Instruction | Tier 1 | Monitor | 08/28/2017 | 06/08/2018 | \$0 | No Funding Required | Spanish instructors and World Language Framework Committee |
|--|--------------------|--------|---------|------------|------------|-----|---------------------|--|

### Strategy 2:

IB and 21st Century Skills - IB coordinators will organize opportunities for students to utilize student learning and 21st Century Skills in a problem based learning opportunity.

Category: School Culture

Research Cited: • International Baccalaureate

Tier: Tier 1

| Activity - PYP Exhibition   | Activity Type   | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                      |
|---|---|--------|---------|------------|------------|-------------------|---------------------|--|
| Leonard Elementary students will demonstrate their understanding of the International Baccalaureate Primary Years Programme through a culminating 'Exhibition' during 5th grade. This involves students working collaboratively to conduct an in depth inquiry into real-life issues and problems. This allows teachers to assess student understanding of the PYP in an in-depth manner. It also provides an opportunity for celebration of the learner's transition to middle school. | Community Engagement, Technology, Career Preparation /Orientation, Evaluation | Tier 1 | Monitor | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | IB Coordinator, Principal Teachers, Para Professionals |

### Strategy 3:

Social and Emotional needs of students - Staff will implement programs to address students' social and emotional needs allowing students to improve their academic achievement.

Category: School Culture

Research Cited: • Best Practice

• Olweus Research

Tier: Tier 1

| Activity - Olweus Bully program  | Activity Type              | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible |
|--|----------------------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------|
| Students at Leonard Elementary will participate in the Olweus anti-bullying program. | Behavioral Support Program | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0               | No Funding Required | All staff         |

## 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   |
|---------------------------|--|--|--------|-----------|------------|------------|-------------------|---|
| Reading Interventionalist | Academic interventionists will support tier 2 interventions for grades K-5 in reading  | Academic Support Program   | Tier 2 |           | 08/28/2017 | 06/08/2018 | \$0               | Reading Interventionalist, MTSS Staff                               |
| Online Computer Software  | Online researched based computer software program - data driven  | Technology, Supplemental Materials, Academic Support Program                     | Tier 3 |           | 08/28/2017 | 06/08/2018 | \$0               | Intervention Staff, Teachers and Paraprofessionals                  |
| Instructional Coach       | Instructional Coach to collect data that helps inform and drive instruction  | Academic Support Program, Monitor, Curriculum Development, Teacher Collaboration | Tier 2 | Implement | 08/28/2017 | 06/08/2018 | \$0               | Instructional Coach, Teachers, Principal, Curriculum Superintendent |
| Math Expressions          | K-5 students will begin a new math program called Math Expressions for the 2015-2016 school-year. It is aligned to the CCSS. | Curriculum Development   | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$10000           | teachers  |
| Computer Aided Learning   | Research based computer software academic support  | Technology, Supplemental Materials, Academic Support Program                     | Tier 3 | Monitor   | 08/28/2017 | 06/08/2018 | \$0               | Special Education Teacher and staff, Principal                      |

## School Improvement Plan

Leonard Elementary School

|   |  |   |        |               |            |            |         |   |
|---|--|---|--------|---------------|------------|------------|---------|---|
| Elementary Computer Aided Instruction   | Students Identified in the lower 30% needing math support will receive technology based interventions such as SuccessMaker, Intervention, MobyMax, OVA, etc.   | Technology , Academic Support Program                         | Tier 2 | Implement     | 08/28/2017 | 06/08/2018 | \$2000  | Instructional Staff, K-5 Teachers and Intervention Team               |
| FAST  | Online Progress Monitoring   | Technology , Evaluation                                       | Tier 2 | Getting Ready | 08/28/2017 | 06/08/2018 | \$0     | Principals, teachers, Intervention Teachers and Paraprofessionals     |
| Teachers will receive weekly in practices and professional development in IB instructional practices professional development by the IB Coordinator.      | Teachers will work with IB Coordinators and IB training to ensure the implementation of the PYP program in the school.   | Professional Learning   | Tier 1 |               | 08/28/2017 | 06/08/2018 | \$10000 | Principal, IB Coordinator , K-5 teachers                              |
| FAST  | Online screener and progress monitoring at least 3 times a year.   | Technology , Evaluation, Academic Support Program             | Tier 2 |               | 08/28/2017 | 06/08/2018 | \$0     | Principal, Teachers, Intervention Teachers and Paraprofessionals      |
| Computer Aided Learning   | Research based computer software such as Moby Max and Success Maker  | Technology , Supplemental Materials, Academic Support Program | Tier 2 | Monitor       | 08/28/2017 | 06/08/2018 | \$4000  | MTSS Interventionalists, Principal                                    |
| Teachers will input Fountas and Pinnell Reading Benchmark data into illuminate 3 times a year into illuminate.  | Teachers will record student reading levels into illuminate.   | Monitor   | Tier 1 |               | 08/28/2017 | 06/08/2018 | \$0     | Teachers  |
| Teachers will receive regularly scheduled professional development to insure the implementation of Reader's Workshop with fidelity by the Literacy Coach. | Teachers will meet with the Literacy Coach to receive ongoing professional development to ensure Readers Workshop is implemented with fidelity and a strong knowledge base in Lucy Calkins reading program.. | Professional Learning   | Tier 1 | Getting Ready | 08/28/2017 | 06/08/2018 | \$0     | Literacy Coach, Reading Specialists, Teachers, Building Administrator |

## School Improvement Plan

Leonard Elementary School

|  |  |                        |        |  |            |            |     |                                 |
|--|--|------------------------|--------|--|------------|------------|-----|---------------------------------|
| Teachers will teach the Readers Workshop Units of Study daily. | Teachers will teach all students the Lucy Calkins Readers Workshop Units of Study daily. | Curriculum Development | Tier 1 |  | 08/28/2017 | 06/08/2018 | \$0 | Teachers and Reading Specialist |
|--|--|------------------------|--------|--|------------|------------|-----|---------------------------------|

### Section 31a

| Activity Name  | Activity Description   | Activity Type                                | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|--|--|--|--------|-----------|------------|------------|-------------------|--|
| Elementary Math interventions involving personnel        | Based on data, small group skill instruction will be delivered by Instructional Professional and Paraprofessional Staff, with a minimum of 30 minutes, 3 times a week. | Direct Instruction, Academic Support Program | Tier 2 | Implement | 08/28/2017 | 06/08/2018 | \$65000           | Instructional Staff and Intervention Team                  |
| Extended Day Before / After School Tutoring              | Eligible students will be receive extended learning opportunities before or after school by paraprofessional.  | Academic Support Program                     | Tier 2 | Implement | 08/28/2017 | 06/08/2018 | \$1500            | Paraprofessional / Instructional Staff                     |
| Extended Learning Before / After School Tutoring support | Students will be identified for after school tutoring and provided instruction by Title 1 support staff.   | Academic Support Program                     | Tier 2 |           | 08/28/2017 | 06/08/2018 | \$1500            | Instructional staff / Interventionist                      |
| Before / After School Tutoring support                   | After school tutoring will be available to eligible students delivered by instruction paraprofessionals.   | Academic Support Program                     | Tier 2 | Monitor   | 08/28/2017 | 06/08/2018 | \$1500            | Instructional / Interventionist staff, teachers, MTSS team |
| Extended day learning                                    | Opportunity for extended day academic support  | Academic Support Program                     | Tier 2 | Implement | 09/18/2017 | 05/25/2018 | \$800             | RTI Interventionalist, Teachers, Principal                 |
| Extended day learning opportunity                        | Students will be provided extended day opportunity learning support.   | Academic Support Program                     | Tier 2 | Monitor   | 08/28/2017 | 06/08/2018 | \$0               | MTSS staff Interventionist, Principal, Teachers            |

### No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|

## School Improvement Plan

Leonard Elementary School

|   |   |   |        |               |            |            |     |  |
|---|---|---|--------|---------------|------------|------------|-----|--|
| Teachers will model Words Their Way word sort and phonic work daily                                 | Teachers will use "Words Their Way" resource to support phonics' instruction.   | Academic Support Program  | Tier 1 | Implement     | 08/28/2017 | 06/08/2018 | \$0 | teachers   |
| K-5 science kits  | Teachers will use inquiry based science kits in the areas of Life, Physical and Earth Science provided by Battle Creek Science.   | Direct Instruction  | Tier 1 | Monitor       | 08/28/2017 | 06/08/2018 | \$0 | teachers   |
| PYP Exhibition  | Leonard Elementary students will demonstrate their understanding of the International Baccalaureate Primary Years Programme through a culminating "Exhibition" during 5th grade. This involves students working collaboratively to conduct an in depth inquiry into real-life issues and problems. This allows teachers to assess student understanding of the PYP in an in-depth manner. It also provides an opportunity for celebration of the learner's transition to middle school. | Community Engagement, Technology, Career Preparation /Orientation, Evaluation | Tier 1 | Monitor       | 08/28/2017 | 06/08/2018 | \$0 | IB Coordinator, Principal Teachers, Para Professionals       |
| Elementary Instructional Strategies   | Teachers will utilize best practice teaching strategies to improve their instruction in Social Studies  | Professional Learning, Direct Instruction                                     | Tier 1 | Implement     | 08/28/2017 | 06/08/2018 | \$0 | Teachers   |
| Assessment  | Teachers will be trained in various tools to assess student performance in reading.   | Evaluation  | Tier 1 | Implement     | 08/28/2017 | 06/08/2018 | \$0 | teachers, instructional coach                                |
| Teachers will utilize IB Unit Planners to monitor need for updates and revisions.                   | Teachers will continue to reflect on current IB Unit Planners and revise, enhance or re-write   | Curriculum Development  | Tier 1 | Implement     | 08/28/2017 | 06/08/2018 | \$0 | teachers, IB Coordinator                                     |
| K-5 Science kit review  | During the 15-16 school year we will review the current kits we teach from and evaluate their effectiveness in meeting the newest standards.  | Evaluation, Materials   | Tier 1 | Getting Ready | 08/28/2017 | 06/08/2018 | \$0 | Assistant Superintendent of Curriculum, Principals, teachers |
| IB instructional practices PD   | Teachers will work with IB Coordinators and IB training to ensure the implementation of the PYP program in the school.  | Professional Learning   | Tier 1 | Implement     | 08/28/2017 | 06/08/2018 | \$0 | Principal, IB Coordinator, K-5 Teachers                      |
| Writing interventions involving support personnel   | Support staff will work with students providing writing interventions.  | Academic Support Program  | Tier 2 | Monitor       | 08/28/2017 | 06/08/2018 | \$0 | Support staff, teachers                                      |
| Teachers will utilized individual conferencing to document individual literacy strengths and needs. | Students will individually or in small groups conference with teacher to support instructional needs.   | Academic Support Program  | Tier 1 | Implement     | 08/28/2017 | 06/08/2018 | \$0 | K-5 Teachers   |

## School Improvement Plan

Leonard Elementary School

|  |  |   |        |           |            |            |     |   |
|--|--|---|--------|-----------|------------|------------|-----|---|
| IB Unit Planners   | Teachers will continue to reflect on current IB Unit Planners and revise, enhance or re-write  | Curriculum Development                        | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0 | Teacher, IB Coordinator   |
| Standards Based Report Card  | Teachers will utilize a SBRC to communicate progress to parents in a much more specific manner than previous report cards.   | Evaluation, Communication, Parent Involvement | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0 | Teachers, Principal, instructional coach  |
| Olweus Bully program   | Students at Leonard Elementary will participate in the Olweus anti-bullying program.   | Behavioral Support Program                    | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0 | All staff   |
| Teachers will use Words Their Way to integrate, teach, and assess student spelling skills  | Teachers will continue to implement the Words their Way spelling program into their writing instruction  | Direct Instruction, Evaluation                | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0 | teachers, literacy coach  |
| Data Dig - Teachers will review progress data on each student, monthly.  | K-5 Teachers will meet to review reading data: fluency, comprehension, rate, and accuracy grade level data.  | Evaluation, Monitor, Teacher Collaboration    | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0 | K-5 Teachers, Reading Specialist, Resource Teacher, Title 1 Paraprofessionals (MTSS team) |
| Teachers will participate and engage weekly IB instructional practices through professional development delivered by the IB Coordinator. | Teachers will be provided professional learning in IB instructional practices through IB Coordinators and off-site training.   | Curriculum Development                        | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0 | Teachers, IB Coordinator  |
| Observation survey   | Reading Recovery Teacher will administer the Observation Survey to bottom 20% readers.   | Evaluation                                    | Tier 3 | Implement | 09/05/2017 | 03/06/2018 | \$0 | Reading Recovery Teacher, 1st grade teachers  |
| Teachers will monitor individual progress through IB Performance assessments   | Teachers will continue to refine their performance task rubrics.   | Evaluation                                    | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0 | teachers  |
| MTSS- Science  | Teachers will use assessment data to identify at risk students in science. They will then refer the student to the MTSS team to develop an intervention program for the student. | Academic Support Program                      | Tier 2 | Monitor   | 08/28/2017 | 06/08/2018 | \$0 | teachers, MTSS team   |

## School Improvement Plan

Leonard Elementary School

|   |  |                                   |        |           |            |            |     |   |
|---|--|-----------------------------------|--------|-----------|------------|------------|-----|---|
| Teachers will administer a pretest and posttest to evaluate IB Performance assessments  | Teachers will assess student performance in Writing through Lucy Calkins writing pre/post on demand writing assessments as well as IB Performance assessments and rubrics.     | Evaluation                        | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0 | teachers, IB Coordinators                   |
| PYP Unit Planners   | Teachers will reflect on current Units of Inquiry and edit or re-write to create more rigorous, transdisciplinary units.   | Curriculum Development            | Tier 1 | Monitor   | 08/28/2017 | 06/08/2018 | \$0 | Teachers, IB Coordinator                    |
| Science Journals  | K-5 will use science response journals to further science support concepts, vocabulary and comprehension.  | Direct Instruction, Evaluation    | Tier 1 | Monitor   | 08/28/2017 | 06/08/2018 | \$0 | All K-5 Teachers                            |
| Teachers, three times a year, will assess each student to monitor reading skills the Fountas & Pinnell Benchmark Assessment to evaluate individual literacy growth and needs. | Teachers will assess student reading proficiency 3 times a year using Fountas and Pinnell Reading Benchmark Assessment.  | Evaluation                        | Tier 1 | Implement | 09/01/2015 | 06/08/2018 | \$0 | k-5 teachers, principal, reading specialist |
| RR Professional Development   | Reading Recovery Teacher will participate in regular Reading Recovery Professional Development   | Professional Learning             | Tier 3 |           | 08/28/2017 | 06/08/2018 | \$0 | Reading Recovery Teacher                    |
| Writing Support MTSS  | MTSS team will meet monthly with teachers to develop interventions for students struggling with writing.   | Academic Support Program          | Tier 2 | Monitor   | 08/28/2017 | 06/08/2018 | \$0 | MTSS team, teachers                         |
| MTSS - Social Studies   | Teachers will identify concerns for students in the area of social studies and bring those concerns to the MTSS team where a plan of support will be developed for the student | Academic Support Program          | Tier 2 | Implement | 08/28/2017 | 06/08/2018 | \$0 | MTSS team, teachers                         |
| Parent Communication  | A parent contract and daily notes will be sent to parents to encourage parent/teacher communication.   | Communication, Parent Involvement | Tier 3 | Implement | 08/28/2017 | 06/08/2018 | \$0 | Reading Recovery Teacher                    |
| Teachers will use IB Unit Planners to reflect on effective of the delivery of math concepts.  | Teachers will continue to reflect on current IB Unit Planners and revise, enhance or re-write.   | Curriculum Development            | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0 | teachers, IB Coordinator                    |
| Identification of at-risk writers   | Using the Lucy Calkins writing program and assessments, teachers will identify at risk-writers and bring them to MTSS to develop and intervention program.                     | Evaluation, Monitor               | Tier 2 | Monitor   | 08/28/2017 | 06/08/2018 | \$0 | teachers, MTSS team, literacy coach         |
| PYP Performance assessments   | Teachers will develop criterion based rubrics for performance assessments and communicate expectations to all students   | Evaluation                        | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0 | All teachers, IB Coordinator                |

## School Improvement Plan

Leonard Elementary School

|   |   |   |        |               |            |            |     |   |
|---|---|---|--------|---------------|------------|------------|-----|---|
| Teachers will have monthly IB Common Planning Time to review IB principles to | Teachers will be provided at least one hour weekly of common planning time to collaboratively work on implementation of the PYP program.  | Professional Learning, Getting Ready, Curriculum Development, Teacher Collaboration | Tier 1 | Implement     | 08/28/2017 | 06/08/2018 | \$0 | Principal, IB Coordinator, teachers   |
| Math MTSS   | All Staff on a monthly basis will review data with building administration and MTSS Team in an effort to self-monitor instructional practices and student remediation.  | Direct Instruction, Academic Support Program  | Tier 2 | Implement     | 08/28/2017 | 06/08/2018 | \$0 | K-5 Teachers, Title 1 Reading Teacher and Paraprofessionals (Instructional / International Staff), Resource Teacher, School Principal |
| Implementing writing strategies   | Special education teachers will be trained in using the best writing strategies by the literacy coach.  | Academic Support Program  | Tier 3 | Implement     | 08/28/2017 | 06/08/2018 | \$0 | literacy coach, special education teacher   |
| Unpack Social Studies Standards   | Teachers will unpack the new Social Studies Standards to understand expectations.   | Professional Learning   | Tier 1 | Getting Ready | 08/28/2017 | 06/08/2018 | \$0 | Teachers, Principal, Instructional Coach  |
| IB Common Planning Time   | Teachers will be provided at least one hour weekly of common planning time to collaboratively   | Professional Learning, Curriculum Development, Teacher Collaboration                | Tier 1 | Implement     | 08/28/2017 | 06/08/2018 | \$0 | Principal, IB Coordinator, teachers   |
| Math Practices for IEP students   | Students will receive direct instruction from highly qualified special education teachers with supplemental support from special education paraprofessionals to meet the goals outlined in each of their IEP's. | Direct Instruction  | Tier 3 | Implement     | 08/28/2017 | 06/08/2018 | \$0 | Special education teacher, paraprofessionals, principal,  |



## School Improvement Plan

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|  |   |   |        |           |            |            |     |  |
|--|---|---|--------|-----------|------------|------------|-----|--|
| Teachers will teach writing, 4-5 times a week, using the Units of Writing from the Lucy Calkins Writing Curriculum | Teachers will continue to implement the Lucy Calkins Writing Curriculum   | Direct Instruction, Evaluation, Curriculum Development            | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0 | teachers, literacy coach   |
| Reading intervention through Direct instruction  | Eligible students will receive additional direct instruction in reading.  | Direct Instruction  | Tier 3 | Implement | 08/28/2017 | 06/08/2018 | \$0 | K-5 teachers, special education teacher, support staff   |
| Standards Based Report Card  | Teachers will report student progress in a standards based manner.  | Evaluation, Communication   | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0 | teachers, instructional coach, principal   |
| Teachers will assess individual PYP Performance assessments at the end of each unit.                               | Teachers will develop criterion based rubrics for performance assessments and communicate expectations to all students  | Evaluation  | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0 | All teachers, IB Coordinator   |
| Entry into program   | Reading Recovery Teacher and 1st Grade Teacher will finalize participation list.  | Getting Ready   | Tier 3 | Implement | 09/08/2017 | 03/15/2018 | \$0 | Reading Recovery Teacher and 1st grade teacher/s   |
| Data Dig   | Under direction of the Instructional Coach teachers will learn to track student performance through technology Illuminate. All Staff on a monthly basis will review data with building administration and MTSS Team in an effort to self-monitor instructional practices and student remediation. | Professional Learning, Technology, Monitor, Teacher Collaboration | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0 | Instructional Coach, K-5 Teachers, Title 1 Reading Teacher and Paraprofessionals, Resource Teacher, School Principal |
| IB Performance assessments   | Teachers will continue to refine their performance task rubrics   | Evaluation  | Tier 1 | Implement | 08/28/2017 | 06/08/2018 | \$0 | Teachers   |
| Reading Recovery   | Reading Recovery Teacher will meet with Reading Recovery Student for 30 minute lessons, Academic Support 5 times a week for 20 weeks. Daily running records will be used to monitor progress. Reading Recovery supervising Teacher will test final progress                                       | Direct Instruction  | Tier 3 | Evaluate  | 08/28/2017 | 06/08/2018 | \$0 | Reading Recovery Teacher and Reading Recovery Supervisor   |

# School Improvement Plan

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|  |  |  |        |               |            |            |     |  |
|--|--|--|--------|---------------|------------|------------|-----|--|
| Teachers will use IB instructional practices PD  | Teachers will be provided professional learning in IB instructional practices through IB Coordinators and off-site training.   | Professional Learning                        | Tier 1 | Implement     | 08/28/2017 | 06/08/2018 | \$0 | teachers, IB Coordinators, principal                                   |
| K-5 Proficiency-Orientated World Language Program  | All students K-5 attend Spanish class everyday for a half hour of direct instruction. The language program will be aligned to common learning objectives and expectations. Common grade level assessments will be used to measure student progress on these expectations | Direct Instruction                           | Tier 1 | Monitor       | 08/28/2017 | 06/08/2018 | \$0 | Spanish instructors and World Language Framework Committee             |
| Teachers will receive professional learning in writing, in part through the district Literacy Coach. | Teachers will participate in regularly scheduled professional development with Literacy Coach.   | Professional Learning                        | Tier 1 | Implement     | 08/28/2017 | 06/08/2018 | \$0 | literacy coach, teachers,  |
| Standards Based Report Card  | Teachers will report student progress in a standards based manner.   | Evaluation, Communication                    | Tier 1 |               | 08/28/2017 | 06/08/2018 | \$0 | teachers, instructional coach, principal                               |
| Science Interventions (personnel)  | MTSS Instructional Support Staff / Interventionist will provide interventions including small group instruction and/or one on one in science. This would include previewing upcoming vocabulary and concepts to front load the student's understanding.                  | Academic Support Program                     | Tier 2 | Monitor       | 08/28/2017 | 06/08/2018 | \$0 | Instructional / Interventionist Staff                                  |
| IB instructional practices PD  | Teachers will be provided professional learning in IB instructional practices through IB Coordinators and off-site training.   | Professional Learning                        | Tier 1 |               | 08/28/2017 | 06/08/2018 | \$0 | Central Office personnel, principal, teachers                          |
| Elementary Social Studies Intervention (personnel)   | Instructional / Interventionist personnel will deliver interventions in Social Studies to qualifying students.   | Academic Support Program                     | Tier 2 | Implement     | 08/28/2017 | 06/08/2018 | \$0 | Instructional / Interventionist staff / Teachers                       |
| Small Group Instruction  | Teachers and interventionists will work with students in small groups in writing instruction   | Direct Instruction, Academic Support Program | Tier 2 | Monitor       | 08/28/2017 | 06/08/2018 | \$0 | MTSS team, teachers, Instructional / Interventionist paraprofessionals |
| Claims, Evidence, Reasoning  | Students will be taught the scientific method of making claims and predictions, testing those hypothesis, and make conclusions based on sound reasoning.   | Direct Instruction, Curriculum Development   | Tier 1 | Getting Ready | 08/28/2017 | 06/08/2018 | \$0 | teachers   |

## School Improvement Plan

Leonard Elementary School

|                               |  |                          |        |           |            |            |     |                          |
|-------------------------------|--|--------------------------|--------|-----------|------------|------------|-----|--------------------------|
| Lucy Calkins Writing workshop | Teachers will utilize the differentiation that comes in teaching writing through Lucy Calkins. | Academic Support Program | Tier 3 | Implement | 08/28/2017 | 06/08/2018 | \$0 | literacy coach, teachers |
|-------------------------------|--|--------------------------|--------|-----------|------------|------------|-----|--------------------------|