

Plan for School Improvement Plan

June 2019

C.K. Schickler Elementary School

Lapeer Community Schools

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Overview

Plan Name

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Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Schickler Elementary will become proficient in reading.	Objectives: 2 Strategies: 5 Activities: 19	Academic	\$0
2	All students at Schickler Elementary will demonstrate positive behavior during the school year.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$0
3	All students at Schickler Elementary will become proficient in Mathematics.	Objectives: 1 Strategies: 4 Activities: 13	Academic	\$0
4	All students at Schickler Elementary will demonstrate proficiency in writing.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$0
5	All students at Schickler Elementary will become proficient in science.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
6	All Schickler students will be career and college ready by graduation.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All students at Schickler Elementary will become proficient in reading.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading in English Language Arts by 06/30/2022 as measured by state level assessments, where an annual increase will be monitored using the "Annual Measurable Objective" determined by the State...

Strategy 1:

Increase parent involvement with the support of Reading - Staff will support the application of Reader's Workshop's essential learnings to include key components of workshop, reading strategies, and resources to support readers at home.

Category: English/Language Arts

Research Cited: Slavin,R.E., Lake,C. Davis,S. Madden,N.(2009). Effective Programs for Struggling Readers: A Best Evidence Synthesis. Baltimore: John Hopkins University, Center for Data-Driven Reform in Education.

Herrera, Carla, Sipe, Cynthia L., and McClanahan, Wendy S., "Mentoring School-age Children:

Relationship Development in Community-based and School-based Programs.", 2000

Harvey, Stephanie and Goudvis, Anne, "Strategies That Work: Teaching Comprehension for Understanding and Engagement, Edition 2", 2007

Miller, Debbie, "Reading with Meaning: Teaching Comprehension in the Primary Grades", 2002

Gove, A. and P. Cvelich. 2011. Early Reading: Igniting Education for All. A report by the Early Grade Learning Community of Practice. Revised Edition. Research Triangle Park, NC: ResearchTriangle Institute.

Crow, Sherry R.Exploring the Experiences of Upper Elementary School Children Who Are Intrinsically Motivated to Seek Information. School Library Media Research, v14 2011.

Lenters, Kim.FROM STORYBOOKS TO GAMES, COMICS,BANDS, AND CHAPTER BOOKS: A YOUNG BOY'S APPROPRIATION OF LITERACY PRACTICES. Canadian Journal of Education, v30 n1 p113-136 2007.

Tier: Tier 1

Activity - Family Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families will be invited to participate in organized events that will provide resources, strategies, and/or information to support literacy at home. This will also include food and any materials necessary to implement these activities including, but not limited to technological resources	Community Engagement, Parent Involvement	Tier 1	Monitor	08/01/2016	06/30/2021	\$0	Title I Schoolwide, Section 31a, Title I Part A	Classroom Teachers Principal 31A Learning Coach/Interventionist

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Activity - Super Summer Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be invited to participate in Super Summer Success with priority given to non-proficient readers according to trimester 2 or 3 data. Super Summer Success Reading books will be given to go home over the summer to promote summer reading. There will be several opportunities over summer vacation within the community to exchange books and participate in events. Throughout the summer, family activities will be planned to support summer reading. These activities may include storytellers, authors, and reading presentations. In addition, digital media will be offered to families to check out and download digital texts for students. This will also include any materials necessary to implement this activity.	Parent Involvement, Academic Support Program	Tier 1	Implement	06/22/2017	06/30/2021	\$0	Title I Part A	Participating Classroom Teachers, Title I Learning Coaches, Interventionist and Principal
Activity - Take-Home Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in a take-home reading program where appropriate reading level and interest books are provided for reading at home. Staff will provide parents reading tips to support reading to and with their children. Books/materials and technology to support implementation will be provided.	Academic Support Program	Tier 1	Implement	08/01/2017	06/30/2022	\$0	Other, Title I Part A	Learning Coaches, Principal

Strategy 2:

High Quality Instruction that is Lerner-Centered - (Quality Instruction 2.1-2.2) - Teachers will foster Student Engagement Through Quality Instruction and Deeper Learning Experiences and ensure that all students receive individualized instruction and feedback based on assessment data, both formative and summative. Training on the effectiveness of increased student engagement in relation to effectively being facilitators of student centered learning as evidenced by walk through documentation and lesson plans aligned to the Danielson Model. Training, to include coaching, will be provided on student centered learning formats for instruction, such as essential practices in literacy, workshop model components, Cooperative Learning/Kagan Strategies, differentiation and feedback based on assessment data.

Category: English/Language Arts

Research Cited: Research Cited: Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010).

Improving Reading Comprehension in Kindergarten Through 3rd Grad. What Works Clearinghouse. Washington D.C. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readingcomp_pg_092810.pdf#page=16

Dorn, L. J, & Soffos, C. (2005). Teaching for deep comprehension: A reading workshop approach. Portland, ME: Stenhouse Publishers.

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Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly, W. D. (2009). Assisting Students Struggling with Reading: Response to Intervention (Rtl) and Multi-Tier Intervention in the Primary Grades. What Works Clearinghouse (Vol. 190). Washington D.C. doi:10.1016/j.jhazmat.2011.04.026

Gabl, K. a., Kaiser, K. L., Long, J. K., & Roemer, J. L. (2007). Improving Reading Comprehension and Fluency through the Use of Guided Reading. Online Submission, 93. Retrieved from <http://eric.ed.gov/ERICWebPortal/recordDetail?accno=ED496377>

Hewitt, C., Niego, J., & Van Ryn, S. (1996). Improving Low Reading Skills Through the Use of Reader's Workshop. Saint Xavier.

King, Ray, Torgesen, J. (2000). Improving the Effectiveness of Reading Instruction in One Elementary. Tallahassee: Florida Center for Reading Research.

Allington, R. & Johnston, P. H. (2002). Reading to learn: Lessons from exemplary fourth-grade classrooms. New York: Guilford.

vey, G. & Johnston, P. H. (2013). Engagement with yount adult literature: Outcomes and processes." Reading Research Quarterly.

Johnston, P. H. (2012). Choice words: How our language affects children's learning. Portland, Me: Stenhouse.

Johnston, P. (2004). Opening minds: Using language to change lives. Portland, Me. Stenhouse.

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge.

Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.). (2012). Handbook of research on student engagement. New York, NY: Springer. doi:10.1007/978-1-4614-2018-7

Marzano, R. J. (2001). Classroom instruction that works. Research based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Student Engagement Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will participate in professional learning opportunities to increase knowledge and capacity for building student engagement in all academic areas. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning	Tier 1	Implement	09/02/2015	06/30/2022	\$0	Section 31a, Title I Part A, Title II Part A	Principal, learning coaches, special education team, classroom teachers and paraprofessionals
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Activity - Workshop Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
staff will continue to implement Reading Workshop as a model of reading instruction for all students. Components will include mini-lessons, independent/guided practice and conclude with sharing or reflection. Lessons include demonstrations and opportunities to practice comprehension strategies. Students will read books at their independent or instructional level with teacher support as needed. Specific emphasis will be placed on navigating and using informational text, cross curricular reading, as well as teaching the grade level CCSS. Staff will also receive training in regards to the Workshop Model as needed.	Direct Instruction	Tier 1	Implement	08/30/2016	06/30/2022	\$0	Section 31a, Title I Part A, Title II Part A	Principal, Learning Coaches and Interventionists, Special Education team, and classroom teachers

Activity - Teacher Training on Guided Reading and Strategy Group Models	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize Dorn/Richardson's Guided Reading model for their guided reading/strategy groups portions of Reading Workshop and intervention. Teachers may receive additional professional development and training on small group instruction (strategy groups). Consistency and alignment will exist across grade levels with regard to format, progress monitoring (running records and/or comprehension interviews) and planning for future instruction. This may also include any materials necessary to implement this activity.	Academic Support Program	Tier 2	Monitor	08/01/2016	06/30/2022	\$0	Title II Part A, Section 31a, Title I Part A	Classroom and Special Education Teachers, Principal, Learning Coach

Activity - Learning Coach Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Learning Coaches, as part of their coaching plan with a teacher, will set indicators of progress toward the coaching goal focused on Tier 1 quality instruction and Tier 2 and 3 interventions. Using cognitive coaching practices, coaches will co-construct measurable goals with teachers aligned to principal created building learning coach plans. Principals will monitor the impact of coaching through walk through and student achievement data in relation to the coaching cycle goal. Included in this activity are Lab classroom and/or Lesson Study facilitation, coaching utilizing the Cognitive Coaching and/or Student-Centered Coaching model, and Making Thinking Visible strategies. K-5 teachers will identify a professional development goal based on Early and Upper Elementary best practices and work with a learning coach to achieve that goal. Principals will monitor the impact of coaching. Coaches will engage in PD to support their practice as well.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/01/2016	06/30/2022	\$0	Title II Part A, Title I Part A, Section 31a	Learning Coaches, Principal
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Activity - Cross Curricular Reading Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide students with opportunities for reading across the curriculum outside of daily workshop and ELA instruction to include informational reading in other content areas aligned to common core. Emphasis will be placed on comprehension and reading with a purpose to find supporting evidence, including using Close Reading and Text-Dependent Analysis strategies. This will also include materials necessary to implement informational text in Social Studies and Science, including but not limited to technological resources.	Materials, Direct Instruction, Technology	Tier 1	Monitor	08/01/2016	06/30/2022	\$0	Title II Part A, Section 31a, Title I Part A	Classroom and Special Education Teachers, Principal, Learning Coach

Activity - MTSS (Multi-tiered Systems of Support)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each classroom will have at least 30 minutes daily for intervention time for Reading. Staff will work with small group and individual students who have been identified for Tier 2 and 3 support. Students will have interventions adjusted as needed depending on progress monitoring and other forms of data. This will include any materials necessary to support teacher and student implementation, including but not limited to resources, technological resources and PD.	Professional Learning, Academic Support Program, Technology	Tier 2	Implement	08/01/2017	06/30/2022	\$0	Section 31a, Title I Part A, Title II Part A, Other	All Classroom Teachers, Learning Coaches, Principal

Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Certified staff will screen first grade students identified by teacher recommendation and kindergarten exit scores using the observation survey to identify Reading Recovery students. Reading Recovery teachers will deliver daily one-on-one thirty minute lessons to two students for a period of 12 to 20 weeks. Reading Recovery teachers will communicate with first grade classroom teachers on progress of Reading Recovery students. In addition, Reading Recovery trained teachers will provide professional development for kindergarten, 2nd and 3rd grade teachers on applying best practice reading recovery strategies in the classroom. This will also include materials necessary to implement this activity, including but not limited to technology resources and including funding for ongoing PD to support Reading Recovery teachers.	Academic Support Program, Technology	Tier 3	Monitor	08/01/2017	06/30/2022	\$0	Title II Part A, Section 31a, Title I Schoolwide	Teaching Staff, Reading Recovery Certified Teachers, Principal
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Strategy 3:

High-Quality Collaborative Processes - (Collaborative Processes 3.1) - Professional development and guidance for implementation of effective professional learning communities: Teachers will utilize formative assessments within collaboration to monitor student learning and provide feedback to students. Students will be aware of the criteria and performance standards by which their work will be evaluated. Teachers will monitor the progress of students (groups and individual) regarding their understanding and make use of the information for next steps in instruction, though the use of student data analysis software to analyze and improve instruction.

Category: English/Language Arts

Research Cited: Research Cited: DuFour, Richard, DuFour, Rebecca, Eaker, Robert, Many, Thomas. (2010). Bloomington, IN: Learning By Doing. Solution Tree Press.

Ainsworth, L. (2007). Common formative assessments: The centerpiece of an integrated standards-based assessment system. In D. Reeves (Ed.), Ahead of the curve: The power of assessment to transform teaching and learning (pp 79-101). Bloomington, IN:

Solution-Tree.

Boudett, K. P., City, E. A., & Murnane, R. J. (2014). Data wise: A step-by-step guide to using assessment results to improve teaching and learning. Cambridge, MA: Harvard Education Press.

Fisher, D. & Frey, N. (2014). Checking for understanding: Formative assessment techniques for your classroom. Alexandria, VA: ASCD.

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge.

What Works Clearinghouse. (2009) Using Student Achievement Data to Support Instructional Decision Making. IES:

<https://ies.ed.gov/ncee/wwc/PracticeGuide/12>

Marzano, R. (2003). What works in schools: Translating research into action. Alexandria: Association for Supervision and Curriculum Development (ASCD).

William, D. (2007). Content then process: Teacher learning communities in the service of formative assessment. In D.

Reeves (Ed.), Ahead of the curve: The power of assessment to transform teaching and learning (pp. 183-206). Bloomington, IN: Solution Tree.

Tier: Tier 1

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Activity - Professional Development on Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided professional development on developing and using formative assessment, modifying instruction, and engaging students in the assessment process.	Professional Learning, Direct Instruction	Tier 1	Implement	08/01/2016	06/30/2022	\$0	Section 31a, Title II Part A, Title I Part A	Classroom and Special Education Teachers, Principal, Learning Coach
Activity - Professional Development on Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive professional development on the uses of feedback to students based on formative assessment results. This professional development may include job-embedded PD such as Lesson Study or Lab classrooms, and book study materials.	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/01/2016	06/30/2022	\$0	Title II Part A	Classroom and Special Education Teachers, Principal, Learning Coach
Activity - Data Analysis Days	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with data analysis days to analyze student progress based on formative assessments. These data analysis days will allow teachers to monitor tier 2 and 3 students and identify appropriate supports and interventions for these students.	Teacher Collaboration	Tier 2	Monitor	08/01/2016	06/30/2022	\$0	Other, Section 31a, Title I Part A, Title II Part A	Classroom and Special Education Teachers, Principal, Learning Coach
Activity - Weekly Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to discuss formative assessments for math units, adjust instruction based on these assessments, and tailor feedback to students to improve student learning.	Teacher Collaboration	Tier 2	Monitor	08/01/2016	06/30/2022	\$0	General Fund	Classroom and Special Education Teachers, Principal, Learning Coach

Strategy 4:

High-Quality Curriculum, Aligned to State Adopted Standards - (Quality Curriculum 1.3 a and b) - Staff will develop learning outcomes representing high expectations and rigor that are connected to a sequence of learning aligned to state standards (units and lessons). Outcomes will be written in the form of student learning KUD

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(what students need know, understand and be able to do), permit viable methods of assessment, and reflect different types of learning.

Category: English/Language Arts

Research Cited: Research Cited: Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge.

Marzano, R. J. The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. (2001). Classroom instruction that works. Research based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G. P., McTighe, J., Kiernan, L. J., Frost, F., & Association for Supervision and Curriculum Development. (1998). Understanding by Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Unit KUD Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes (aligned to standards) for what students need to know, understand, and do will be established. Staff will also identify methods of formative assessment for the KUDs that were identified.	Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/01/2016	06/30/2022	\$0	Title II Part A	Classroom and Special Education Teachers, Principal, Learning Coach

Activity - Professional Development on Setting Instructional Outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided with 1/2 day professional development to support development of instructional outcomes for unit KUDs throughout the school year	Teacher Collaboration, Curriculum Development, Direct Instruction	Tier 1	Implement	08/01/2016	06/30/2022	\$0	Title II Part A	Classroom and Special Education Teachers, Principal, Learning Coach

Activity - Professional Development on Early Childhood Outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff may be provided with early childhood professional development through learning coach support, which will include the KRA administration, analysis and planning based on needs determined through the varied assessment data collected.	Teacher Collaboration, Academic Support Program	Tier 1	Getting Ready	06/30/2019	06/30/2022	\$0	Title I Part A, Title II Part A	Learning Coaches, Teachers, Principal

Measurable Objective 2:

5% of English Learners students will demonstrate a proficiency in reading in English Language Arts by 06/30/2022 as measured by monitoring and analyzing WIDA, MME, M-STEP, and common assessment results..

Strategy 1:

Additional Support for ELL - Staff will provide focused, intensive small group interventions for English Language Learners. Specifically, staff will provide explicit, direct instruction in the areas of structured language practice, peer-assisted learning opportunities, phonological awareness, phonics, reading fluency, vocabulary, and comprehension.

Category: English/Language Arts

Research Cited: Research Cited: Denton, C. A., Anthony, J. L., Parker, R., & Hasbrouck, J. E. (2004). Effects of two tutoring programs on the English reading development of Spanish-English bilingual students. *The Elementary School Journal*, 104

Gunn, B., Smolkowski, K., Biglan, A., & Black, C. (2002). Supplemental instruction in decoding skills for Hispanic and non-Hispanic students in early elementary school: A follow-up. *The Journal of Special Education*, 36, 69-79.

Vaughn, S., Cirino, P. T., Linan-Thompson, S., Mathes, P. G., Carlson, C. D., Cardenas-Hagan, E., et al. (2006). Effectiveness of a Spanish intervention and an English intervention for English language learners at risk for reading problems. *American Educational Research Journal*, 43.

Hill, J., Miller, K. (2013). *Classroom Instruction that Works with English Learners*. ASCD: Alexandria, VA.

Tier: Tier 1

Activity - ELL Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers, ELL teachers and other identified staff will receive and implement training to implement effective practices to support English Language Learners, to include materials and/or technology.	Academic Support Program	Tier 1	Implement	08/01/2019	06/30/2022	\$0	Title II Part A	Classroom and Other Identified Teachers, ELL Teacher, Principal
Activity - Collaboration with Classroom Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaboration between ELL, paraprofessional, and general and special education teachers to analyze data, determine intervention or tier 1 supports to include resources if necessary.	Teacher Collaboration	Tier 1	Implement	08/01/2019	06/30/2022	\$0	Section 31a, Title I Part A	ELL Teacher, Classroom Teacher

Goal 2: All students at Schickler Elementary will demonstrate positive behavior during the school year.

Measurable Objective 1:

demonstrate a behavior that is positive and actively create a school culture that promotes building positive and trusting relationships with staff, students, their families, and the broader neighborhood and community by 06/30/2022 as measured by school referral data, pre and post school year perception surveys from all stakeholders, as well as monitoring levels of participation at community events..

Strategy 1:

Provide a variety of experiences that promote positive relationships among all stakeholders - All stakeholders will be invited to participate in shared experiences designed to increase common understanding and mutual respect in order to create a culture that raises student achievement.

Category: School Culture

Research Cited: Bryk, A., & Schneider, B. (2002). Trust in schools: A core resource for improvement. New York: Russell Sage Foundation.

Fisher, Douglas, and Nancy Frey. How to create a culture of achievement in your school and classroom. Alexandria, Va.: ASCD, 2012. Print.

Parrett, William, and Kathleen M. Budge. Turning high-poverty schools into high-performing schools. Alexandria, Va.: ASCD, 2011. Print.

Tough, Paul. How children succeed grit, curiosity, and the hidden power of character. Boston: Houghton Mifflin Harcourt, 2012. Print.

Tier: Tier 1

Activity - PD for staff on school culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in shared experiences designed to promote common understanding and mutual respect. Staff will be revisiting the mission and vision of our school to ensure clarity and commitment. Staff will attend a professional development retreat focusing on parent involvement, vision recasting and team building activities. This will also include any materials necessary to implement this activity, including but not limited to technological resources and presenters.	Teacher Collaboration	Tier 1	Implement	06/24/2019	06/30/2022	\$0	Title II Part A, Title I Schoolwide, Title IV Part A, Section 31a	Principal, learning coaches and interventionists, special education team, classroom teachers office staff and paraprofessionals

Activity - Parent Participation Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Parents will be invited to join school staff and students for informal gatherings to increase comfort and partnership between home and school. This will also include any presenters and materials necessary to implement this activity, including but not limited to technological resources. Meals may also be served at evening events in order to accommodate families. Parents will also receive updates on their child's progress.	Parent Involvement	Tier 1	Monitor	06/24/2019	06/30/2022	\$0	Other, Title I Part A	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals
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Activity - Student Enrichment Experiences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have opportunities to participate in extended day enrichment activities in order to build the bond between students and school and provide all students the chance to develop skills and talents. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Academic Support Program	Tier 1	Implement	06/24/2019	06/30/2022	\$0	Title IV Part A, General Fund	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals

Activity - Connection with Community Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schickler Elementary will actively promote a connection between community agencies and resources with students and their families. This will also include any materials necessary to implement this activity, including but not limited to materials, technological resources and transportation.	Community Engagement	Tier 1	Monitor	06/24/2019	06/30/2022	\$0	Title II Part A, Section 31a, Title I Schoolwide	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals

Activity - Academic Service Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will plan and implement grade-level specific academic service learning inquiry studies, aligning grade level curriculum goals with needs of local, national, or international community members. Staff will plan collaboratively and will create a study of inquiry specific to each grade level. Projects will be connected to the CCSS.	Community Engagement, Behavioral Support Program, Academic Support Program	Tier 1	Implement	06/24/2019	06/30/2022	\$0	No Funding Required	All certified teaching staff, Learning Coaches, Principal

Goal 3: All students at Schickler Elementary will become proficient in Mathematics.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on assessments in Mathematics by 06/30/2022 as measured by state level assessments, where an annual increase will be monitored using the "Annual Measurable Objective" determined by the State..

Strategy 1:

Improve Student Learning Through High-Quality Curriculum - Staff will develop learning outcomes representing high expectations and rigor that are connected to a sequence of learning aligned to state standards (units and lessons). Outcomes will be written in the form of student learning KUD (what students need know, understand and be able to do), permit viable methods of assessment, and reflect different types of learning.

Category: Mathematics

Research Cited: Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge.

Marzano, R. J. The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. (2001). Classroom instruction that works. Research based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G. P., McTighe, J., Kiernan, L. J., Frost, F., & Association for Supervision and Curriculum Development. (1998). Understanding by design. Alexandria, Va: Association for Supervision and Curriculum Development.

Tier: Tier 1

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Activity - Unit KUD Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes (aligned to standards) for what students need to know, understand, and be able to do will be established. Staff will also identify methods of formative assessment for the KUDs that were identified.	Teacher Collaboration, Curriculum Development, Direct Instruction	Tier 1	Implement	06/24/2019	06/30/2022	\$0	Title I Part A, Title II Part A, Section 31a	General Education and Special Education Teachers, Principal, Learning Coach
Activity - Professional Development for Improving Instructional Outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff may be provided with professional development days to support development of instructional outcomes for unit KUDs throughout the school year.	Teacher Collaboration, Curriculum Development, Direct Instruction	Tier 1	Implement	06/01/2019	06/30/2022	\$0	Title II Part A	Classroom and Special Education Teachers, Principal, Learning Coach

Strategy 2:

Student Engagement Through Quality Instruction - Students will be cognitively engaged in instruction using high quality questioning and discussion techniques.

Activities and assignments will promote exploration of content to deepen understanding followed by practice to support fluency.

Category: Mathematics

Research Cited: Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving Reading Comprehension in Kindergarten Through 3rd Grad. What Works Clearinghouse. Washington D.C. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readingcomp_pg_092810.pdf#page=16

Dorn, L. J, & Soffos, C. (2005). Teaching for deep comprehension: A reading workshop approach. Portland, ME: Stenhouse Publishers.

Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly, W. D. (2009). Assisting Students Struggling with Reading: Response to Intervention (Rtl) and Multi-Tier Intervention in the Primary Grades. What Works Clearinghouse (Vol. 190). Washington D.C. doi:10.1016/j.jhazmat.2011.04.026

Gabl, K. a., Kaiser, K. L., Long, J. K., & Roemer, J. L. (2007). Improving Reading Comprehension and Fluency through the Use of Guided Reading. Online Submission, 93. Retrieved from <http://eric.ed.gov/ERICWebPortal/recordDetail?accno=ED496377>

Hewitt, C., Niego, J., & Van Ryn, S. (1996). Improving Low Reading Skills Through the Use of Reader's Workshop. Saint Xavier.

King, Ray, Torgesen, J. (2000). Improving the Effectiveness of Reading Instruction in One Elementary. Tallahassee: Florida Center for Reading Research.

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Allington, R. & Johnston, P. H. (2002). Reading to learn: Lessons from exemplary fourth-grade classrooms. New York: Guilford.

Ivey, G. & Johnston, P. H. (2013). Engagement with young adult literature: Outcomes and processes." Reading Research Quarterly.

Johnston, P. H. (2012). Choice words: How our language affects children's learning. Portland, Me: Stenhouse.

Johnston, P. (2004). Opening minds: Using language to change lives. Portland, Me. Stenhouse.

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge.

Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.). (2012). Handbook of research on student engagement. New York, NY: Springer. doi:10.1007/978-1-4614-2018-7

Marzano, R. J. (2001). Classroom instruction that works. Research based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Workshop/Exploration Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue quality instruction to engage students in critical thinking related to math through use of discussion strategies which may include Productive Talk Moves, Number Talks and 5 Practices for Orchestrating Productive Mathematics Discussions. Supplementary professional development on the previously listed strategies may be offered.	Teacher Collaboration, Curriculum Development, Materials, Direct Instruction	Tier 1	Implement	06/24/2019	06/30/2022	\$0	Title II Part A, General Fund	Classroom and Special Education Teachers, Principal, Learning Coach

Activity - Learning Coach Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Coaches, as part of their coaching plan with a teacher, will set indicators of progress toward the student-centered coaching goal focused on Tier 1 quality instruction and Tier 2 and 3 interventions. Coaches have a coach goal focus as identified by building learning coach plans. Within that, the teachers being coached will set up a goal for themselves that helps them work toward that learning coach plan goal. Included in this activity are Lab classroom and/or Lesson Study facilitation, coaching utilizing the Cognitive Coaching model, and Making Thinking Visible strategies. Principals will monitor the impact of coaching.	Professional Learning, Teacher Collaboration, Academic Support Program, Direct Instruction	Tier 1	Monitor	06/24/2019	06/30/2022	\$0	Title I Part A, Section 31a, Title II Part A	Principal, Learning Coach

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Activity - Professional Development on Math Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will learn and implement effective collaboration practices in order to identify, teach with, and assess essential content based on the common core state standards 8 mathematical practices. These practices will be learned through ongoing professional development and collaboration, including collaborative planning, lab classroom observations/visits, lesson study, conference attendance, and embedded professional development opportunities such as Making Thinking Visible. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	06/24/2019	06/30/2022	\$0	Title II Part A	Classroom and Special Education Teachers, Principal, Learning Coach
Activity - MTSS Tier 2 and 3 Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor student mathematical progress through assessments such as district and/or unit tests and other classroom assessments. Staff will meet regularly in grade-level teams to discuss student progress, analyze assessments and student work, and collaborate to increase student achievement. Students requiring additional assistance and interventions will be identified and plans will be formed for these students as necessary. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Teacher Collaboration, Academic Support Program	Tier 2	Monitor	06/24/2019	06/30/2022	\$0	Title I Part A, Section 31a, Title II Part A	Classroom and Special Education Staff, Principal, Learning Coach
Activity - Staff Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor student mathematical progress during weekly collaboration by analyzing formative assessments and district unit assessments. Staff will meet regularly in grade level teams to discuss student progress and plan instruction accordingly. Students requiring additional assistance and interventions will be identified and lessons adjusted. This will also include any materials necessary to implement this activity, including but not limited to technology resources.	Teacher Collaboration	Tier 2	Monitor	06/24/2019	06/30/2022	\$0	General Fund	Classroom and Special Education Teachers, Principal, Learning Coach
Activity - Teacher Training on Math Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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A number of teachers will receive professional development in Math Recovery in order to train additional staff and to provide instructional interventions to tier 2 and tier 3 students in math. Learning Coaches and Interventionists will help facilitate team meetings to ensure interventions align with classroom instruction. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Academic Support Program	Tier 2	Getting Ready	06/24/2019	06/30/2022	\$0	Title I Part A, Title II Part A	Teachers, learning coaches, principal
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Strategy 3:

Use of High Quality Collaborative Processes - Professional development and guidance for implementation of effective professional learning communities: Teachers will utilize formative assessments within collaboration to monitor student learning and provide feedback to students. Students will be aware of the criteria and performance standards by which their work will be evaluated. Teachers will monitor the progress of students (groups and individual) regarding their understanding and make use of the information for next steps in instruction, though the use of student data analysis software to analyze and improve instruction.

Category: Mathematics

Research Cited: Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge.

Fisher, D. & Frey, N. (2014). Checking for understanding: Formative assessment techniques for your classroom. Alexandria, VA: ASCD.

William, D. (2011). Embedded formative assessment. Bloomington, IN: Solution Tree Press.

Tier: Tier 2

Activity - Data Analysis Days	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
100% of teachers will contribute to professional learning community focused on four questions; what do we want students to learn? How are we going to assess what they know? What are we going to do if they aren't learning? What will we do if they already know what we are teaching? Training may include Adaptive Schools Seminars to develop sources and capacities of the building and of individuals. This will also include any materials necessary to implement this activity, including but not limited to technological resources, such as a data warehousing system and support of the data coach.	Teacher Collaboration	Tier 2	Implement	06/24/2019	06/30/2022	\$0	Section 31a, Title II Part A, Title I Part A	Classroom and Special Education Teachers, Principal, Learning Coach

Activity - MTSS and supplementary support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teaching staff will work with small group and individual students who have been identified for Tier 2 and 3 support. Students will have interventions adjusted as needed and teachers will provide feedback to these students based on formative assessments and progress monitoring. Analyzing progress monitoring data and formative assessments will determine next steps in instruction.	Academic Support Program	Tier 3	Monitor	06/24/2019	06/30/2022	\$0	Section 31a, Title I Part A, Title II Part A	Classroom and special education teachers, principal, Learning Coach
Activity - Weekly Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to discuss formative assessments for math units, adjust instruction based on these assessments, and tailor feedback to students to improve student learning.	Teacher Collaboration	Tier 2	Monitor	06/24/2019	06/30/2022	\$0	General Fund	Classroom and Special Education Teachers, Principal, Learning Coach
Activity - Participation in instructional rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will participate in district and building level instructional rounds. Administrators and teacher leaders will assist teacher teams toward high functioning professional learning communities.	Professional Learning	Tier 1	Implement	06/24/2019	06/30/2022	\$0	Title II Part A	Teachers, learning coaches, principals

Strategy 4:

Increase Parent Involvement with the Support of Mathematics - All certified staff will support the application and support for problem solving skills, mental math and computation strategies through supplies, training, and or resources in order to deepen parent and student understanding of the link between math concepts and life through family evening events: Title I Parent Involvement

Category: Mathematics

Research Cited: Emily; Bose, Enakshi. Parents "Don't" Do Nothing: Reconceptualizing Parental Null Actions as Agency. School Community Journal, v20 n2 p91-114 2010.

Kliman, Marlene. Math Out of School: Families' Math Game Playing at Home. School Community Journal, Page 9 of 48. v16 n2 p69-90 Fall-Win 2006.

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J.R., & Witzel, B. (2009). "Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools." National Center for Education Evaluation and Regional Assistance : 1-91.

Tier:

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Activity - Family Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families will take part in evening events to support problem solving, mental math and computation strategies that align with classroom instruction. Families will receive information on how to support their students to assist them in the classroom goals, interventions, or enrichment. Families will also receive supplementary supplies to support strategies and interventions. During this event families will be moving through stations and receiving information, materials, as well as getting answers to their instructional questions. Dinner will also be provided. This will also include any materials necessary to implement this activity, including but not limited to technological resources, to include take home books, materials, meals and after school activities hosted by the building to work with Title I eligible students.	Parent Involvement, Technology		Getting Ready	06/24/2019	06/30/2022	\$0	Title I Part A, Title I Schoolwide, Section 31a	Classroom Teachers, Special Education Teachers, Title I Learning Coaches, Interventionist and Principal

Goal 4: All students at Schickler Elementary will demonstrate proficiency in writing.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in writing in English Language Arts by 06/30/2022 as measured by district writing rubrics or show 25% growth on unit assessments from pre to post assessments..

Strategy 1:

High-Quality Instruction that is Learner-Centered - (Quality Instruction 2.1-2.2) - Teachers will foster student engagement through quality instruction and deeper learning experiences, and ensure that all students receive individualized instruction and feedback based on assessment data, both formative and summative. Training on the effectiveness of increased student engagement in relation to effectively being facilitators of student learning, as evidenced by walk-through documentation and lesson plans aligned to the Danielson model. Training, to include coaching, will be provided on student-centered learning formats, such as essential practices in literacy, workshop model components, cooperative learning (Kagan), and differentiation and feedback based on assessment data.

Category: English/Language Arts

Research Cited: Research Cited: Allington, R. & Johnston, P. H. (2002). Reading to learn: Lessons from exemplary fourth-grade classrooms. New York: Guilford.

Ivey, G. & Johnston, P. H. (2013). Engagement with young adult literature: Outcomes and processes." Reading Research Quarterly.

Johnston, P. H. (2012). Choice words: How our language affects children's learning. Portland, Me: Stenhouse.

Johnston, P. (2004). Opening Minds: Using Language to Change Lives. Portland, ME: Stenhouse.

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge.

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C.K. Schickler Elementary School

Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.). (2012). Handbook of research on student engagement. New York, NY: Springer. doi:10.1007/978-1-4614-2018-7

Marzano, R. J. (2001). Classroom instruction that works. Research based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Anderson, C. (2005). Assessing Writers. Portsmouth, NH: Heinemann.

Calkins, L. M. (1994). The art of teaching writing. Portsmouth, NH: Heinemann.

Graves, D. H. (1994). A fresh look at writing: A professional's guide. Portsmouth, NH: Heinemann.

Spandel, V. (2001). Creating writers through 6-trait writing assessment and instruction. Boston, MA: Addison Wesley Longman.

Wood Ray, K. (1999). Wondrous words: Writers and writing in the elementary classroom.

Tier: Tier 1

Activity - Writing Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to implement writing workshop as a model of writing instruction for all students. Components will include mini-lessons, independent/guided practice, and conclude with sharing or reflection. Lessons will include modeled writing, mentor texts or author study to increase student knowledge and understanding, and active engagement tasks. Specific emphasis will be placed on understanding and writing various forms of informational text, as well as cross-curricular applications at all grade levels. Through workshop, staff will offer differentiated writing instruction to students based on student need demonstrated in common assessments, daily work, and conferences. Materials needed include student notebooks, mentor texts, and technology.	Teacher Collaboration, Academic Support Program, Direct Instruction	Tier 1	Monitor	08/01/2016	06/30/2022	\$0	Title I Part A, General Fund, Title II Part A	Classroom Teachers Special Education Teachers 31A Learning Coach/Interventionist Principal

Activity - Writing With A Purpose Using Evidence	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Using digital media, students will learn to read informational text with the intent that they will be able to find evidence to inform on a topic or support an argument. Teachers will work with students on how to find the most important pieces of information in a reading passage and writing a response by utilizing this information. Materials needed include, student notebooks and technology when appropriate.	Academic Support Program, Direct Instruction	Tier 1	Monitor	08/01/2016	06/30/2022	\$0	Title I Part A, Section 31a, Title II Part A	Classroom Teachers Special Education Teachers, Learning Coach
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Activity - Learning Coach Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Coach will provide support to certified staff with regard to improved writing instruction. Included in this activity is lab/lesson study facilitation, coaching utilizing Cognitive Coaching model, and Making Thinking Visible strategies.	Professional Learning, Teacher Collaboration, Academic Support Program, Direct Instruction	Tier 2	Monitor	08/01/2016	06/30/2022	\$0	Title I Part A, Section 31a, Title II Part A	Learning Coach, Principal, SE Teachers, Classroom Teachers

Activity - Data Days and Weekly Collaboration to Plan Differentiation for improving instructional outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to implement and apply MAISA writing units of study. Staff will analyze writing data throughout the course of the year to monitor student progress and ensure those students who are struggling will receive additional support. This will also include any materials necessary to implement this activity, including but not limited to technological resources. Staff will engage in data days 2-3 times each year, as well as regular collaboration to differentiate and create intervention plans and methods for progress monitoring. Preschool teachers will be included as appropriate. This will also include any materials necessary to implement this activity, including but not limited to technology resources.	Teacher Collaboration	Tier 1	Monitor	08/01/2016	06/30/2022	\$0	Title II Part A, General Fund	Classroom and Special Education Teachers, Principal, Learning Coach

Activity - Implement Essential Practices for Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in, and incorporate, essential practices in literacy/writing instruction across the curriculum aligned to the common core (conferences, building/district PD, labs, lesson studies, instructional rounds and coaching). This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning	Tier 1	Implement	06/24/2019	06/30/2022	\$0	Title II Part A, Title I Part A	Teachers, Learning Coaches, Principal

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Activity - Facilitate student-centered learning aligned to the Danielson Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will effectively be facilitators of student-centered learning through Danielson training, ELA conferences, collaborate to unpack units and standards, in rounds, labs, coaching and implementation of evidence instructional rounds, labs, coaching and implementation of evidence-based instructional practices. Staff will analyze writing data throughout the course of the year to monitor student progress and ensure those students who are struggling will receive additional support to meet each student's individual needs and plan differentiated instruction for all students. This will also include any materials necessary to implement this activity and support students, including but not limited to technological resources.	Professional Learning, Curriculum Development	Tier 1	Implement	06/24/2019	06/30/2022	\$0	Title I Part A, Title II Part A	Teachers, Learning Coaches, Principal

Strategy 2:

High-Quality Curriculum, Aligned to State Adopted Standards - (Quality Curriculum 1.3 a and b) - Staff will develop outcomes representing high expectations and rigor that are connected to a sequence of learning aligned to state standards (units and lessons). Outcomes will be written in the form of student learning KUD (what students need to be able to know, understand and be able to do), permit viable methods of assessment, and reflect different types of learning.

Category: English/Language Arts

Research Cited: Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge.

Marzano, R. J. The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. (2001). Classroom instruction that works. Research based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G. P., McTighe, J., Kiernan, L. J., Frost, F., & Association for Supervision and Curriculum Development. (1998). Understanding by Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Unit KUD Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff may work during collaboration to develop unit KUDs before each unit, where clear outcomes (aligned to standards) for what students will need to Know, Understand, and be able to Do will be established. Staff will also identify methods of formative assessment for the KUDs that were identified.	Teacher Collaboration, Curriculum Development, Direct Instruction	Tier 1	Implement	08/01/2016	06/30/2022	\$0	Title II Part A, General Fund	Classroom and Special Education Teachers, Principal, Learning Coach
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Activity - Data Days to Plan Differentiation for improving instructional outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage in data days 2-3 times each year, as well as regular collaboration to differentiate and create intervention plans and methods for progress monitoring. Preschool teachers will be included as appropriate.	Teacher Collaboration, Curriculum Development, Direct Instruction	Tier 1	Implement	08/01/2016	06/30/2022	\$0	Title II Part A, Title I Part A	Classroom and Special Education Teachers, Principal, Learning Coach

Strategy 3:

Increase Parent Involvement and Knowledge for Writing - Parents will be invited to join school staff and students for informal writing opportunities to increase knowledge aligned to narrative and informational writing requirements. Staff will also educate parents on grade level writing components and provide examples for parents to use at home.

Category: English/Language Arts

Research Cited: Bryk, A., & Schneider, B. (2002). Trust in schools: A core resource for improvement. New York: Russell Sage Foundation. Fisher, Douglas, and Nancy Frey. How to create a culture of achievement in your school and classroom. Alexandria, Va.: ASCD, 2012. Print.

Parrett, William, and Kathleen M. Budge. Turning high-poverty schools into high-performing schools. Alexandria, Va.: ASCD, 2011. Print.

Tough, Paul. How children succeed grit, curiosity, and the hidden power of character. Boston: Houghton Mifflin Harcourt, 2012. Print.

Tier:

Activity - Family Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families will be invited to events to support writing instruction Parent across the curriculum talking part in the general and special education classrooms. During these events families will receive information on the importance of writing across the curriculum and receive appropriate materials to work with their child at home. Families will also be given resources, ideas, and information to support students in all tiers from the at-risk to the enrichment. This will include any materials necessary to implement this activity, including but not limited to technological resources.	Parent Involvement, Technology	Tier 1	Implement	08/01/2017	06/30/2022	\$0	Title I Schoolwide, Section 31a, Title I Part A	Principal, Learning Coaches, Interventionists, Classroom Teachers

Goal 5: All students at Schickler Elementary will become proficient in science.

Measurable Objective 1:

85% of All Students will demonstrate student proficiency (pass rate) on local and state assessments in Science by 06/30/2022 as measured by student scores on M-STEP or state equivalent assessment.

Strategy 1:

High-Quality Instruction that is Learner-Centered - (Quality Instruction 2.1-2.2) - Students will be cognitively engaged in high-quality instruction in every classroom through a highly coherent, learner-centered instructional model where students meet their self-determined academic and personal goals to their highest potential. Activities and assignments will support exploration of content and purpose of the lesson. Staff will assist students in monitoring and reflecting on applying new K-12 science standards and performance expectations. Additionally, staff training on the effectiveness of increased student engagement in relation to effectively being facilitators of student centered learning as evidenced by walk through documentation and lesson plans aligned to Danielson Model.

Category: Science

Research Cited: Ainsworth, L. (2007). Common formative assessments : The centerpiece of an integrated standards-based assessment system. In D. Reeves (Ed.), Ahead of the curve: The power of assessment to transform teaching and learning (pp 79-101). Bloomington, IN: Solution-Tree.

Buffam, A., et al. (2008). The collaborative administrator: Working together as a professional learning community. Bloomington IN: Solution-Tree.

Erkens, C., et al. (2008). The collaborative teacher: Working together as a professional learning community. Bloomington, IN: Solution-Tree.

Marzano, R. (2003). What works in schools: Translating research into action. Alexandria: Association for Supervision and Curriculum Development (ASCD).

Tier: Tier 1

Activity - Cross-Curriculum Science Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to implement science content across multiple areas of the curriculum. Components will include purposeful planning and pacing to aligning NGSS science standards with CCSS ELA standards. Students will be provided opportunities for reading science concepts across the curriculum. Staff will be provided professional development time to collaborate on the alignment and pacing of the NGSS standards. Staff will also be provided professional development in the form of a lesson study or lab classroom to expand teaching knowledge related to the integration of Science across the curriculum.	Professional Learning, Teacher Collaboration, Curriculum Development, Direct Instruction	Tier 1	Getting Ready	08/01/2017	06/30/2022	\$0	Title I Schoolwide, Section 31a, Title II Part A	General and Special Education Teachers, Learning Coaches, Principal

Strategy 2:

Training on Next Generation Science Standards - All staff will participate in professional development on the Next Generation Science standards. Staff will then collaborate with grade level colleagues, building learning coaches and administration related to the implementation of the new science standards.

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Category: Science

Research Cited: Ainsworth, L. (2007). Common formative assessments : The centerpiece of an integrated standards-based assessment system. In D. Reeves (Ed.), Ahead of the curve: The power of assessment to transform teaching and learning (pp 79-101). Bloomington, IN: Solution-Tree.

Buffam, A., et al. (2008). The collaborative administrator: Working together as a professional learning community. Bloomington IN: Solution-Tree.

Erkens, C., et al. (2008). The collaborative teacher: Working together as a professional learning community. Bloomington, IN: Solution-Tree.

Marzano, R. (2003). What works in schools: Translating research into action. Alexandria: Association for Supervision and Curriculum Development (ASCD).

Tier: Tier 1

Activity - Professional Development on Next Generation Science Standards and PLTW	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in professional development related to the implementation of the Next Generation Science Standards and PLTW. Staff will then participate in instructional rounds, lesson studies or lab classroom professional development with building learning coaches to support this implementation.	Professional Learning, Curriculum Development, Technology	Tier 1	Implement	08/01/2017	06/30/2022	\$0	Title IV Part A, Title II Part A	General and Special Education Teachers, Learning Coaches and Administration

Goal 6: All Schickler students will be career and college ready by graduation.

Measurable Objective 1:

85% of All Students will achieve college and career readiness in Career & Technical by 06/30/2022 as measured by as measured by SAT benchmarks for college and career readiness in Math and Evidence-Based reading and writing.

Strategy 1:

Foster active, direct, hands-on learning that enhances employability - Exposure to a variety of age appropriate career informational resources in grades k-12 with a K-6 focus on career zones.

Category: Career and College Ready

Tier: Tier 1

Activity - Exposure to career resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Exposure to a variety of age appropriate career informational resources in grades k-12 with a K-6 focus on career zones.	Career Preparation /Orientation	Tier 1	Getting Ready	06/24/2019	06/30/2022	\$0	General Fund	Teachers, learning coaches, principal
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Connection with Community Resources	Schickler Elementary will actively promote a connection between community agencies and resources with students and their families. This will also include any materials necessary to implement this activity, including but not limited to materials, technological resources and transportation.	Community Engagement	Tier 1	Monitor	06/24/2019	06/30/2022	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals
Family Events	Families will be invited to events to support writing instruction Parent across the curriculum talking part in the general and special education classrooms. During these events families will, receive information on the importance of writing across the curriculum and receive appropriate materials to work with their child at home. Families will also be given resources, ideas, and information to support students in all tiers from the at-risk to the enrichment. This will include any materials necessary to implement this activity, including but not limited to technological resources.	Parent Involvement, Technology	Tier 1	Implement	08/01/2017	06/30/2022	\$0	Principal, Learning Coaches, Interventionists, Classroom Teachers

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Cross-Curriculum Science Integration	Staff will continue to implement science content across multiple areas of the curriculum. Components will include purposeful planning and pacing to aligning NGSS science standards with CCSS ELA standards. Students will be provided opportunities for reading science concepts across the curriculum. Staff will be provided professional development time to collaborate on the alignment and pacing of the NGSS standards. Staff will also be provided professional development in the form of a lesson study or lab classroom to expand teaching knowledge related to the integration of Science across the curriculum.	Professional Learning, Teacher Collaboration, Curriculum Development, Direct Instruction	Tier 1	Getting Ready	08/01/2017	06/30/2022	\$0	General and Special Education Teachers, Learning Coaches, Principal
Reading Recovery	Certified staff will screen first grade students identified by teacher recommendation and kindergarten exit scores using the observation survey to identify Reading Recovery students. Reading Recovery teachers will deliver daily one-on-one thirty minute lessons to two students for a period of 12 to 20 weeks. Reading Recovery teachers will communicate with first grade classroom teachers on progress of Reading Recovery students. In addition, Reading Recovery trained teachers will provide professional development for kindergarten, 2nd and 3rd grade teachers on applying best practice reading recovery strategies in the classroom. This will also include materials necessary to implement this activity, including but not limited to technology resources and including funding for ongoing PD to support Reading Recovery teachers.	Academic Support Program, Technology	Tier 3	Monitor	08/01/2017	06/30/2022	\$0	Teaching Staff, Reading Recovery Certified Teachers, Principal
PD for staff on school culture	Staff will participate in shared experiences designed to promote common understanding and mutual respect. Staff will be revisiting the mission and vision of our school to ensure clarity and commitment. Staff will attend a professional development retreat focusing on parent involvement, vision recasting and team building activities. This will also include any materials necessary to implement this activity, including but not limited to technological resources and presenters.	Teacher Collaboration	Tier 1	Implement	06/24/2019	06/30/2022	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers office staff and paraprofessionals

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Family Events	Families will be invited to participate in organized events that will provide resources, strategies, and/or information to support literacy at home. This will also include food and any materials necessary to implement these activities including, but not limited to technological resources	Community Engagement, Parent Involvement	Tier 1	Monitor	08/01/2016	06/30/2021	\$0	Classroom Teachers Principal 31A Learning Coach/Interventionist
Family Events	Families will take part in evening events to support problem solving, mental math and computation strategies that align with classroom instruction. Families will receive information on how to support their students to assist them in the classroom goals, interventions, or enrichment. Families will also receive supplementary supplies to support strategies and interventions. During this event families will be moving through stations and receiving information, materials, as well as getting answers to their instructional questions. Dinner will also be provided. This will also include any materials necessary to implement this activity, including but not limited to technological resources, to include take home books, materials, meals and after school activities hosted by the building to work with Title I eligible students.	Parent Involvement, Technology		Getting Ready	06/24/2019	06/30/2022	\$0	Classroom Teachers, Special Education Teachers, Title I Learning Coaches, Interventionist and Principal

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Unit KUD Development	Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes (aligned to standards) for what students need to know, understand, and be able to do will be established. Staff will also identify methods of formative assessment for the KUDs that were identified.	Teacher Collaboration, Curriculum Development, Direct Instruction	Tier 1	Implement	06/24/2019	06/30/2022	\$0	General Education and Special Education Teachers, Principal, Learning Coach
Professional Development on Setting Instructional Outcomes	Staff will be provided with 1/2 day professional development to support development of instructional outcomes for unit KUDs throughout the school year	Teacher Collaboration, Curriculum Development, Direct Instruction	Tier 1	Implement	08/01/2016	06/30/2022	\$0	Classroom and Special Education Teachers, Principal, Learning Coach

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Learning Coach Support	Learning Coach will provide support to certified staff with regard to improved writing instruction. Included in this activity is lab/lesson study facilitation, coaching utilizing Cognitive Coaching model, and Making Thinking Visible strategies.	Professional Learning, Teacher Collaboration, Academic Support Program, Direct Instruction	Tier 2	Monitor	08/01/2016	06/30/2022	\$0	Learning Coach, Principal, SE Teachers, Classroom Teachers
Writing Workshop	Staff will continue to implement writing workshop as a model of writing instruction for all students. Components will include mini-lessons, independent/guided practice, and conclude with sharing or reflection. Lessons will include modeled writing, mentor texts or author study to increase student knowledge and understanding, and active engagement tasks. Specific emphasis will be placed on understanding and writing various forms of informational text, as well as cross-curricular applications at all grade levels. Through workshop, staff will offer differentiated writing instruction to students based on student need demonstrated in common assessments, daily work, and conferences. Materials needed include student notebooks, mentor texts, and technology.	Teacher Collaboration, Academic Support Program, Direct Instruction	Tier 1	Monitor	08/01/2016	06/30/2022	\$0	Classroom Teachers Special Education Teachers 31A Learning Coach/Interventionist Principal
Data Analysis Days	Teachers will be provided with data analysis days to analyze student progress based on formative assessments. These data analysis days will allow teachers to monitor tier 2 and 3 students and identify appropriate supports and interventions for these students.	Teacher Collaboration	Tier 2	Monitor	08/01/2016	06/30/2022	\$0	Classroom and Special Education Teachers, Principal, Learning Coach
ELL Training	Classroom teachers, ELL teachers and other identified staff will receive and implement training to implement effective practices to support English Language Learners, to include materials and/or technology.	Academic Support Program	Tier 1	Implement	08/01/2019	06/30/2022	\$0	Classroom and Other Identified Teachers, ELL Teacher, Principal

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Data Analysis Days	100% of teachers will contribute to professional learning community focused on four questions; what do we want students to learn? How are we going to assess what they know? What are we going to do if they aren't learning? What will we do if they already know what we are teaching? Training may include Adaptive Schools Seminars to develop sources and capacities of the building and of individuals. This will also include any materials necessary to implement this activity, including but not limited to technological resources, such as a data warehousing system and support of the data coach.	Teacher Collaboration	Tier 2	Implement	06/24/2019	06/30/2022	\$0	Classroom and Special Education Teachers, Principal, Learning Coach
Professional Development on Early Childhood Outcomes	Staff may be provided with early childhood professional development through learning coach support, which will include the KRA administration, analysis and planning based on needs determined through the varied assessment data collected.	Teacher Collaboration, Academic Support Program	Tier 1	Getting Ready	06/30/2019	06/30/2022	\$0	Learning Coaches, Teachers, Principal
Cross-Curriculum Science Integration	Staff will continue to implement science content across multiple areas of the curriculum. Components will include purposeful planning and pacing to aligning NGSS science standards with CCSS ELA standards. Students will be provided opportunities for reading science concepts across the curriculum. Staff will be provided professional development time to collaborate on the alignment and pacing of the NGSS standards. Staff will also be provided professional development in the form of a lesson study or lab classroom to expand teaching knowledge related to the integration of Science across the curriculum.	Professional Learning, Teacher Collaboration, Curriculum Development, Direct Instruction	Tier 1	Getting Ready	08/01/2017	06/30/2022	\$0	General and Special Education Teachers, Learning Coaches, Principal
Writing With A Purpose Using Evidence	Using digital media, students will learn to read informational text with the intent that they will be able to find evidence to inform on a topic or support an argument. Teachers will work with students on how to find the most important pieces of information in a reading passage and writing a response by utilizing this information. Materials needed include, student notebooks and technology when appropriate.	Academic Support Program, Direct Instruction	Tier 1	Monitor	08/01/2016	06/30/2022	\$0	Classroom Teachers Special Education Teachers, Learning Coach
MTSS (Multi-tiered Systems of Support)	Each classroom will have at least 30 minutes daily for intervention time for Reading. Staff will work with small group and individual students who have been identified for Tier 2 and 3 support. Students will have interventions adjusted as needed depending on progress monitoring and other forms of data. This will include any materials necessary to support teacher and student implementation, including but not limited to resources, technological resources and PD.	Professional Learning, Academic Support Program, Technology	Tier 2	Implement	08/01/2017	06/30/2022	\$0	All Classroom Teachers, Learning Coaches, Principal

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<p>MTSS Tier 2 and 3 Instruction</p>	<p>Staff will monitor student mathematical progress through assessments such as district and/or unit tests and other classroom assessments. Staff will meet regularly in grade-level teams to discuss student progress, analyze assessments and student work, and collaborate to increase student achievement. Students requiring additional assistance and interventions will be identified and plans will be formed for these students as necessary. This will also include any materials necessary to implement this activity, including but not limited to technological resources.</p>	<p>Teacher Collaboration, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/24/2019</p>	<p>06/30/2022</p>	<p>\$0</p>	<p>Classroom and Special Education Staff, Principal, Learning Coach</p>
<p>Professional Development on Next Generation Science Standards and PLTW</p>	<p>All staff will participate in professional development related to the implementation of the Next Generation Science Standards and PLTW. Staff will then participate in instructional rounds, lesson studies or lab classroom professional development with building learning coaches to support this implementation.</p>	<p>Professional Learning, Curriculum Development, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/01/2017</p>	<p>06/30/2022</p>	<p>\$0</p>	<p>General and Special Education Teachers, Learning Coaches and Administration</p>
<p>Learning Coach Support</p>	<p>Learning Coaches, as part of their coaching plan with a teacher, will set indicators of progress toward the coaching goal focused on Tier 1 quality instruction and Tier 2 and 3 interventions. Using cognitive coaching practices, coaches will co-construct measurable goals with teachers aligned to principal created building learning coach plans. Principals will monitor the impact of coaching through walk through and student achievement data in relation to the coaching cycle goal. Included in this activity are Lab classroom and/or Lesson Study facilitation, coaching utilizing the Cognitive Coaching and/or Student-Centered Coaching model, and Making Thinking Visible strategies. K-5 teachers will identify a professional development goal based on Early and Upper Elementary best practices and work with a learning coach to achieve that goal. Principals will monitor the impact of coaching. Coaches will engage in PD to support their practice as well.</p>	<p>Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/01/2016</p>	<p>06/30/2022</p>	<p>\$0</p>	<p>Learning Coaches, Principal</p>
<p>Professional Development on Feedback</p>	<p>Staff will receive professional development on the uses of feedback to students based on formative assessment results. This professional development may include job-embedded PD such as Lesson Study or Lab classrooms, and book study materials.</p>	<p>Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/01/2016</p>	<p>06/30/2022</p>	<p>\$0</p>	<p>Classroom and Special Education Teachers, Principal, Learning Coach</p>

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Student Engagement Professional Development	Staff will participate in professional learning opportunities to increase knowledge and capacity for building student engagement in all academic areas. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning	Tier 1	Implement	09/02/2015	06/30/2022	\$0	Principal, learning coaches, special education team, classroom teachers and paraprofessionals
Reading Recovery	Certified staff will screen first grade students identified by teacher recommendation and kindergarten exit scores using the observation survey to identify Reading Recovery students. Reading Recovery teachers will deliver daily one-on-one thirty minute lessons to two students for a period of 12 to 20 weeks. Reading Recovery teachers will communicate with first grade classroom teachers on progress of Reading Recovery students. In addition, Reading Recovery trained teachers will provide professional development for kindergarten, 2nd and 3rd grade teachers on applying best practice reading recovery strategies in the classroom. This will also include materials necessary to implement this activity, including but not limited to technology resources and including funding for ongoing PD to support Reading Recovery teachers.	Academic Support Program, Technology	Tier 3	Monitor	08/01/2017	06/30/2022	\$0	Teaching Staff, Reading Recovery Certified Teachers, Principal
Data Days to Plan Differentiation for improving instructional outcomes	Staff will engage in data days 2-3 times each year, as well as regular collaboration to differentiate and create intervention plans and methods for progress monitoring. Preschool teachers will be included as appropriate.	Teacher Collaboration, Curriculum Development, Direct Instruction	Tier 1	Implement	08/01/2016	06/30/2022	\$0	Classroom and Special Education Teachers, Principal, Learning Coach
Professional Development for Improving Instructional Outcomes	Staff may be provided with professional development days to support development of instructional outcomes for unit KUDs throughout the school year.	Teacher Collaboration, Curriculum Development, Direct Instruction	Tier 1	Implement	06/01/2019	06/30/2022	\$0	Classroom and Special Education Teachers, Principal, Learning Coach

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MTSS and supplementary support	Teaching staff will work with small group and individual students who have been identified for Tier 2 and 3 support. Students will have interventions adjusted as needed and teachers will provide feedback to these students based on formative assessments and progress monitoring. Analyzing progress monitoring data and formative assessments will determine next steps in instruction.	Academic Support Program	Tier 3	Monitor	06/24/2019	06/30/2022	\$0	Classroom and special education teachers, principal, Learning Coach
Implement Essential Practices for Literacy	Teachers will be trained in, and incorporate, essential practices in literacy/writing instruction across the curriculum aligned to the common core (conferences, building/district PD, labs, lesson studies, instructional rounds and coaching). This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning	Tier 1	Implement	06/24/2019	06/30/2022	\$0	Teachers, Learning Coaches, Principal
Teacher Training on Guided Reading and Strategy Group Models	Staff will utilize Dorn/Richardson's Guided Reading model for their guided reading/strategy groups portions of Reading Workshop and intervention. Teachers may receive additional professional development and training on small group instruction (strategy groups). Consistency and alignment will exist across grade levels with regard to format, progress monitoring (running records and/or comprehension interviews) and planning for future instruction. This may also include any materials necessary to implement this activity.	Academic Support Program	Tier 2	Monitor	08/01/2016	06/30/2022	\$0	Classroom and Special Education Teachers, Principal, Learning Coach
Unit KUD Development	Staff may work during collaboration to develop unit KUDs before each unit, where clear outcomes (aligned to standards) for what students will need to Know, Understand, and be able to Do will be established. Staff will also identify methods of formative assessment for the KUDs that were identified.	Teacher Collaboration, Curriculum Development, Direct Instruction	Tier 1	Implement	08/01/2016	06/30/2022	\$0	Classroom and Special Education Teachers, Principal, Learning Coach

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Data Days and Weekly Collaboration to Plan Differentiation for improving instructional outcomes	Staff will collaborate to implement and apply MAISA writing units of study. Staff will analyze writing data throughout the course of the year to monitor student progress and ensure those students who are struggling will receive additional support. This will also include any materials necessary to implement this activity, including but not limited to technological resources. Staff will engage in data days 2-3 times each year, as well as regular collaboration to differentiate and create intervention plans and methods for progress monitoring. Preschool teachers will be included as appropriate. This will also include any materials necessary to implement this activity, including but not limited to technology resources.	Teacher Collaboration	Tier 1	Monitor	08/01/2016	06/30/2022	\$0	Classroom and Special Education Teachers, Principal, Learning Coach
Unit KUD Development	Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes (aligned to standards) for what students need to know, understand, and do will be established. Staff will also identify methods of formative assessment for the KUDs that were identified.	Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/01/2016	06/30/2022	\$0	Classroom and Special Education Teachers, Principal, Learning Coach
Workshop Model	staff will continue to implement Reading Workshop as a model of reading instruction for all students. Components will include mini-lessons, independent/guided practice and conclude with sharing or reflection. Lessons include demonstrations and opportunities to practice comprehension strategies. Students will read books at their independent or instructional level with teacher support as needed. Specific emphasis will be placed on navigating and using informational text, cross curricular reading, as well as teaching the grade level CCSS. Staff will also receive training in regards to the Workshop Model as needed.	Direct Instruction	Tier 1	Implement	08/30/2016	06/30/2022	\$0	Principal, Learning Coaches and Interventionists, Special Education team, and classroom teachers
Professional Development on Math Practices	Teachers and administrators will learn and implement effective collaboration practices in order to identify, teach with, and assess essential content based on the common core state standards 8 mathematical practices. These practices will be learned through ongoing professional development and collaboration, including collaborative planning, lab classroom observations/visits, lesson study, conference attendance, and embedded professional development opportunities such as Making Thinking Visible. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	06/24/2019	06/30/2022	\$0	Classroom and Special Education Teachers, Principal, Learning Coach

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Participation in instructional rounds	Teachers and administrators will participate in district and building level instructional rounds. Administrators and teacher leaders will assist teacher teams toward high functioning professional learning communities.	Professional Learning	Tier 1	Implement	06/24/2019	06/30/2022	\$0	Teachers, learning coaches, principals
Connection with Community Resources	Schickler Elementary will actively promote a connection between community agencies and resources with students and their families. This will also include any materials necessary to implement this activity, including but not limited to materials, technological resources and transportation.	Community Engagement	Tier 1	Monitor	06/24/2019	06/30/2022	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals
Teacher Training on Math Interventions	A number of teachers will receive professional development in Math Recovery in order to train additional staff and to provide instructional interventions to tier 2 and tier 3 students in math. Learning Coaches and Interventionists will help facilitate team meetings to ensure interventions align with classroom instruction. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Academic Support Program	Tier 2	Getting Ready	06/24/2019	06/30/2022	\$0	Teachers, learning coaches, principal
Professional Development on Formative Assessment	Staff will be provided professional development on developing and using formative assessment, modifying instruction, and engaging students in the assessment process.	Professional Learning, Direct Instruction	Tier 1	Implement	08/01/2016	06/30/2022	\$0	Classroom and Special Education Teachers, Principal, Learning Coach
PD for staff on school culture	Staff will participate in shared experiences designed to promote common understanding and mutual respect. Staff will be revisiting the mission and vision of our school to ensure clarity and commitment. Staff will attend a professional development retreat focusing on parent involvement, vision recasting and team building activities. This will also include any materials necessary to implement this activity, including but not limited to technological resources and presenters.	Teacher Collaboration	Tier 1	Implement	06/24/2019	06/30/2022	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers office staff and paraprofessionals

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Cross Curricular Reading Opportunities	Staff will provide students with opportunities for reading across the curriculum outside of daily workshop and ELA instruction to include informational reading in other content areas aligned to common core. Emphasis will be placed on comprehension and reading with a purpose to find supporting evidence, including using Close Reading and Text-Dependent Analysis strategies. This will also include materials necessary to implement informational text in Social Studies and Science, including but not limited to technological resources.	Materials, Direct Instruction, Technology	Tier 1	Monitor	08/01/2016	06/30/2022	\$0	Classroom and Special Education Teachers, Principal, Learning Coach
Facilitate student-centered learning aligned to the Danielson Framework	Teachers will effectively be facilitators of student-centered learning through Danielson training, ELA conferences, collaborate to unpack units and standards, in rounds, labs, coaching and implementation of evidence instructional rounds, labs, coaching and implementation of evidence-based instructional practices. Staff will analyze writing data throughout the course of the year to monitor student progress and ensure those students who are struggling will receive additional support to meet each student's individual needs and plan differentiated instruction for all students. This will also include any materials necessary to implement this activity and support students, including but not limited to technological resources.	Professional Learning, Curriculum Development	Tier 1	Implement	06/24/2019	06/30/2022	\$0	Teachers, Learning Coaches, Principal
Workshop/Exploration Model	Staff will continue quality instruction to engage students in critical thinking related to math through use of discussion strategies which may include Productive Talk Moves, Number Talks and 5 Practices for Orchestrating Productive Mathematics Discussions. Supplementary professional development on the previously listed strategies may be offered.	Teacher Collaboration, Curriculum Development, Materials, Direct Instruction	Tier 1	Implement	06/24/2019	06/30/2022	\$0	Classroom and Special Education Teachers, Principal, Learning Coach
Learning Coach Support	Learning Coaches, as part of their coaching plan with a teacher, will set indicators of progress toward the student-centered coaching goal focused on Tier 1 quality instruction and Tier 2 and 3 interventions. Coaches have a coach goal focus as identified by building learning coach plans. Within that, the teachers being coached will set up a goal for themselves that helps them work toward that learning coach plan goal. Included in this activity are Lab classroom and/or Lesson Study facilitation, coaching utilizing the Cognitive Coaching model, and Making Thinking Visible strategies. Principals will monitor the impact of coaching.	Professional Learning, Teacher Collaboration, Academic Support Program, Direct Instruction	Tier 1	Monitor	06/24/2019	06/30/2022	\$0	Principal, Learning Coach

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Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Analysis Days	Teachers will be provided with data analysis days to analyze student progress based on formative assessments. These data analysis days will allow teachers to monitor tier 2 and 3 students and identify appropriate supports and interventions for these students.	Teacher Collaboration	Tier 2	Monitor	08/01/2016	06/30/2022	\$0	Classroom and Special Education Teachers, Principal, Learning Coach
MTSS (Multi-tiered Systems of Support)	Each classroom will have at least 30 minutes daily for intervention time for Reading. Staff will work with small group and individual students who have been identified for Tier 2 and 3 support. Students will have interventions adjusted as needed depending on progress monitoring and other forms of data. This will include any materials necessary to support teacher and student implementation, including but not limited to resources, technological resources and PD.	Professional Learning, Academic Support Program, Technology	Tier 2	Implement	08/01/2017	06/30/2022	\$0	All Classroom Teachers, Learning Coaches, Principal
Parent Participation Activities	Parents will be invited to join school staff and students for informal gatherings to increase comfort and partnership between home and school. This will also include any presenters and materials necessary to implement this activity, including but not limited to technological resources. Meals may also be served at evening events in order to accommodate families. Parents will also receive updates on their child's progress.	Parent Involvement	Tier 1	Monitor	06/24/2019	06/30/2022	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals
Take-Home Reading	All students will participate in a take-home reading program where appropriate reading level and interest books are provided for reading at home. Staff will provide parents reading tips to support reading to and with their children. Books/materials and technology to support implementation will be provided.	Academic Support Program	Tier 1	Implement	08/01/2017	06/30/2022	\$0	Learning Coaches, Principal

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Academic Service Learning	Staff will plan and implement grade-level specific academic service learning inquiry studies, aligning grade level curriculum goals with needs of local, national, or international community members. Staff will plan collaboratively and will create a study of inquiry specific to each grade level. Projects will be connected to the CCSS.	Community Engagement, Behavioral Support Program, Academic Support Program	Tier 1	Implement	06/24/2019	06/30/2022	\$0	All certified teaching staff, Learning Coaches, Principal
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Coach Support	Learning Coaches, as part of their coaching plan with a teacher, will set indicators of progress toward the student-centered coaching goal focused on Tier 1 quality instruction and Tier 2 and 3 interventions. Coaches have a coach goal focus as identified by building learning coach plans. Within that, the teachers being coached will set up a goal for themselves that helps them work toward that learning coach plan goal. Included in this activity are Lab classroom and/or Lesson Study facilitation, coaching utilizing the Cognitive Coaching model, and Making Thinking Visible strategies. Principals will monitor the impact of coaching.	Professional Learning, Teacher Collaboration, Academic Support Program, Direct Instruction	Tier 1	Monitor	06/24/2019	06/30/2022	\$0	Principal, Learning Coach
Workshop Model	staff will continue to implement Reading Workshop as a model of reading instruction for all students. Components will include mini-lessons, independent/guided practice and conclude with sharing or reflection. Lessons include demonstrations and opportunities to practice comprehension strategies. Students will read books at their independent or instructional level with teacher support as needed. Specific emphasis will be placed on navigating and using informational text, cross curricular reading, as well as teaching the grade level CCSS. Staff will also receive training in regards to the Workshop Model as needed.	Direct Instruction	Tier 1	Implement	08/30/2016	06/30/2022	\$0	Principal, Learning Coaches and Interventionists, Special Education team, and classroom teachers
Family Events	Families will be invited to participate in organized events that will provide resources, strategies, and/or information to support literacy at home. This will also include food and any materials necessary to implement these activities including, but not limited to technological resources	Community Engagement, Parent Involvement	Tier 1	Monitor	08/01/2016	06/30/2021	\$0	Classroom Teachers Principal 31A Learning Coach/Interventionist

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Teacher Training on Math Interventions	A number of teachers will receive professional development in Math Recovery in order to train additional staff and to provide instructional interventions to tier 2 and tier 3 students in math. Learning Coaches and Interventionists will help facilitate team meetings to ensure interventions align with classroom instruction. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Academic Support Program	Tier 2	Getting Ready	06/24/2019	06/30/2022	\$0	Teachers, learning coaches, principal
Facilitate student-centered learning aligned to the Danielson Framework	Teachers will effectively be facilitators of student-centered learning through Danielson training, ELA conferences, collaborate to unpack units and standards, in rounds, labs, coaching and implementation of evidence instructional rounds, labs, coaching and implementation of evidence-based instructional practices. Staff will analyze writing data throughout the course of the year to monitor student progress and ensure those students who are struggling will receive additional support to meet each student's individual needs and plan differentiated instruction for all students. This will also include any materials necessary to implement this activity and support students, including but not limited to technological resources.	Professional Learning, Curriculum Development	Tier 1	Implement	06/24/2019	06/30/2022	\$0	Teachers, Learning Coaches, Principal
Professional Development on Formative Assessment	Staff will be provided professional development on developing and using formative assessment, modifying instruction, and engaging students in the assessment process.	Professional Learning, Direct Instruction	Tier 1	Implement	08/01/2016	06/30/2022	\$0	Classroom and Special Education Teachers, Principal, Learning Coach
Teacher Training on Guided Reading and Strategy Group Models	Staff will utilize Dorn/Richardson's Guided Reading model for their guided reading/strategy groups portions of Reading Workshop and intervention. Teachers may receive additional professional development and training on small group instruction (strategy groups). Consistency and alignment will exist across grade levels with regard to format, progress monitoring (running records and/or comprehension interviews) and planning for future instruction. This may also include any materials necessary to implement this activity.	Academic Support Program	Tier 2	Monitor	08/01/2016	06/30/2022	\$0	Classroom and Special Education Teachers, Principal, Learning Coach

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Take-Home Reading	All students will participate in a take-home reading program where appropriate reading level and interest books are provided for reading at home. Staff will provide parents reading tips to support reading to and with their children. Books/materials and technology to support implementation will be provided.	Academic Support Program	Tier 1	Implement	08/01/2017	06/30/2022	\$0	Learning Coaches, Principal
MTSS and supplementary support	Teaching staff will work with small group and individual students who have been identified for Tier 2 and 3 support. Students will have interventions adjusted as needed and teachers will provide feedback to these students based on formative assessments and progress monitoring. Analyzing progress monitoring data and formative assessments will determine next steps in instruction.	Academic Support Program	Tier 3	Monitor	06/24/2019	06/30/2022	\$0	Classroom and special education teachers, principal, Learning Coach
Data Analysis Days	100% of teachers will contribute to professional learning community focused on four questions; what do we want students to learn? How are we going to assess what they know? What are we going to do if they aren't learning? What will we do if they already know what we are teaching? Training may include Adaptive Schools Seminars to develop sources and capacities of the building and of individuals. This will also include any materials necessary to implement this activity, including but not limited to technological resources, such as a data warehousing system and support of the data coach.	Teacher Collaboration	Tier 2	Implement	06/24/2019	06/30/2022	\$0	Classroom and Special Education Teachers, Principal, Learning Coach
Family Events	Families will be invited to events to support writing instruction Parent across the curriculum talking part in the general and special education classrooms. During these events families will, receive information on the importance of writing across the curriculum and receive appropriate materials to work with their child at home. Families will also be given resources, ideas, and information to support students in all tiers from the at-risk to the enrichment. This will include any materials necessary to implement this activity, including but not limited to technological resources.	Parent Involvement, Technology	Tier 1	Implement	08/01/2017	06/30/2022	\$0	Principal, Learning Coaches, Interventionists, Classroom Teachers
Data Days to Plan Differentiation for improving instructional outcomes	Staff will engage in data days 2-3 times each year, as well as regular collaboration to differentiate and create intervention plans and methods for progress monitoring. Preschool teachers will be included as appropriate.	Teacher Collaboration, Curriculum Development, Direct Instruction	Tier 1	Implement	08/01/2016	06/30/2022	\$0	Classroom and Special Education Teachers, Principal, Learning Coach

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Family Events	Families will take part in evening events to support problem solving, mental math and computation strategies that align with classroom instruction. Families will receive information on how to support their students to assist them in the classroom goals, interventions, or enrichment. Families will also receive supplementary supplies to support strategies and interventions. During this event families will be moving through stations and receiving information, materials, as well as getting answers to their instructional questions. Dinner will also be provided. This will also include any materials necessary to implement this activity, including but not limited to technological resources, to include take home books, materials, meals and after school activities hosted by the building to work with Title I eligible students.	Parent Involvement, Technology		Getting Ready	06/24/2019	06/30/2022	\$0	Classroom Teachers, Special Education Teachers, Title I Learning Coaches, Interventionist and Principal
Parent Participation Activities	Parents will be invited to join school staff and students for informal gatherings to increase comfort and partnership between home and school. This will also include any presenters and materials necessary to implement this activity, including but not limited to technological resources. Meals may also be served at evening events in order to accommodate families. Parents will also receive updates on their child's progress.	Parent Involvement	Tier 1	Monitor	06/24/2019	06/30/2022	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals
Cross Curricular Reading Opportunities	Staff will provide students with opportunities for reading across the curriculum outside of daily workshop and ELA instruction to include informational reading in other content areas aligned to common core. Emphasis will be placed on comprehension and reading with a purpose to find supporting evidence, including using Close Reading and Text-Dependent Analysis strategies. This will also include materials necessary to implement informational text in Social Studies and Science, including but not limited to technological resources.	Materials, Direct Instruction, Technology	Tier 1	Monitor	08/01/2016	06/30/2022	\$0	Classroom and Special Education Teachers, Principal, Learning Coach

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Learning Coach Support	Learning Coaches, as part of their coaching plan with a teacher, will set indicators of progress toward the coaching goal focused on Tier 1 quality instruction and Tier 2 and 3 interventions. Using cognitive coaching practices, coaches will co-construct measurable goals with teachers aligned to principal created building learning coach plans. Principals will monitor the impact of coaching through walk through and student achievement data in relation to the coaching cycle goal. Included in this activity are Lab classroom and/or Lesson Study facilitation, coaching utilizing the Cognitive Coaching and/or Student-Centered Coaching model, and Making Thinking Visible strategies. K-5 teachers will identify a professional development goal based on Early and Upper Elementary best practices and work with a learning coach to achieve that goal. Principals will monitor the impact of coaching. Coaches will engage in PD to support their practice as well.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/01/2016	06/30/2022	\$0	Learning Coaches, Principal
MTSS (Multi-tiered Systems of Support)	Each classroom will have at least 30 minutes daily for intervention time for Reading. Staff will work with small group and individual students who have been identified for Tier 2 and 3 support. Students will have interventions adjusted as needed depending on progress monitoring and other forms of data. This will include any materials necessary to support teacher and student implementation, including but not limited to resources, technological resources and PD.	Professional Learning, Academic Support Program, Technology	Tier 2	Implement	08/01/2017	06/30/2022	\$0	All Classroom Teachers, Learning Coaches, Principal
Writing Workshop	Staff will continue to implement writing workshop as a model of writing instruction for all students. Components will include mini-lessons, independent/guided practice, and conclude with sharing or reflection. Lessons will include modeled writing, mentor texts or author study to increase student knowledge and understanding, and active engagement tasks. Specific emphasis will be placed on understanding and writing various forms of informational text, as well as cross-curricular applications at all grade levels. Through workshop, staff will offer differentiated writing instruction to students based on student need demonstrated in common assessments, daily work, and conferences. Materials needed include student notebooks, mentor texts, and technology.	Teacher Collaboration, Academic Support Program, Direct Instruction	Tier 1	Monitor	08/01/2016	06/30/2022	\$0	Classroom Teachers Special Education Teachers 31A Learning Coach/Interventionist Principal

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Professional Development on Early Childhood Outcomes	Staff may be provided with early childhood professional development through learning coach support, which will include the KRA administration, analysis and planning based on needs determined through the varied assessment data collected.	Teacher Collaboration, Academic Support Program	Tier 1	Getting Ready	06/30/2019	06/30/2022	\$0	Learning Coaches, Teachers, Principal
Learning Coach Support	Learning Coach will provide support to certified staff with regard to improved writing instruction. Included in this activity is lab/lesson study facilitation, coaching utilizing Cognitive Coaching model, and Making Thinking Visible strategies.	Professional Learning, Teacher Collaboration, Academic Support Program, Direct Instruction	Tier 2	Monitor	08/01/2016	06/30/2022	\$0	Learning Coach, Principal, SE Teachers, Classroom Teachers
Data Analysis Days	Teachers will be provided with data analysis days to analyze student progress based on formative assessments. These data analysis days will allow teachers to monitor tier 2 and 3 students and identify appropriate supports and interventions for these students.	Teacher Collaboration	Tier 2	Monitor	08/01/2016	06/30/2022	\$0	Classroom and Special Education Teachers, Principal, Learning Coach
Collaboration with Classroom Teachers	Collaboration between ELL, paraprofessional, and general and special education teachers to analyze data, determine intervention or tier 1 supports to include resources if necessary.	Teacher Collaboration	Tier 1	Implement	08/01/2019	06/30/2022	\$0	ELL Teacher, Classroom Teacher
Implement Essential Practices for Literacy	Teachers will be trained in, and incorporate, essential practices in literacy/writing instruction across the curriculum aligned to the common core (conferences, building/district PD, labs, lesson studies, instructional rounds and coaching). This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning	Tier 1	Implement	06/24/2019	06/30/2022	\$0	Teachers, Learning Coaches, Principal
Unit KUD Development	Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes (aligned to standards) for what students need to know, understand, and be able to do will be established. Staff will also identify methods of formative assessment for the KUDs that were identified.	Teacher Collaboration, Curriculum Development, Direct Instruction	Tier 1	Implement	06/24/2019	06/30/2022	\$0	General Education and Special Education Teachers, Principal, Learning Coach

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Super Summer Success	All students will be invited to participate in Super Summer Success with priority given to non-proficient readers according to trimester 2 or 3 data. Super Summer Success Reading books will be given to go home over the summer to promote summer reading. There will be several opportunities over summer vacation within the community to exchange books and participate in events. Throughout the summer, family activities will be planned to support summer reading. These activities may include storytellers, authors, and reading presentations. In addition, digital media will be offered to families to check out and download digital texts for students. This will also include any materials necessary to implement this activity.	Parent Involvement, Academic Support Program	Tier 1	Implement	06/22/2017	06/30/2021	\$0	Participating Classroom Teachers, Title I Learning Coaches, Interventionist and Principal
Writing With A Purpose Using Evidence	Using digital media, students will learn to read informational text with the intent that they will be able to find evidence to inform on a topic or support an argument. Teachers will work with students on how to find the most important pieces of information in a reading passage and writing a response by utilizing this information. Materials needed include, student notebooks and technology when appropriate.	Academic Support Program, Direct Instruction	Tier 1	Monitor	08/01/2016	06/30/2022	\$0	Classroom Teachers Special Education Teachers, Learning Coach
MTSS Tier 2 and 3 Instruction	Staff will monitor student mathematical progress through assessments such as district and/or unit tests and other classroom assessments. Staff will meet regularly in grade-level teams to discuss student progress, analyze assessments and student work, and collaborate to increase student achievement. Students requiring additional assistance and interventions will be identified and plans will be formed for these students as necessary. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Teacher Collaboration, Academic Support Program	Tier 2	Monitor	06/24/2019	06/30/2022	\$0	Classroom and Special Education Staff, Principal, Learning Coach
Student Engagement Professional Development	Staff will participate in professional learning opportunities to increase knowledge and capacity for building student engagement in all academic areas. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning	Tier 1	Implement	09/02/2015	06/30/2022	\$0	Principal, learning coaches, special education team, classroom teachers and paraprofessionals

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Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PD for staff on school culture	Staff will participate in shared experiences designed to promote common understanding and mutual respect. Staff will be revisiting the mission and vision of our school to ensure clarity and commitment. Staff will attend a professional development retreat focusing on parent involvement, vision recasting and team building activities. This will also include any materials necessary to implement this activity, including but not limited to technological resources and presenters.	Teacher Collaboration	Tier 1	Implement	06/24/2019	06/30/2022	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers office staff and paraprofessionals
Professional Development on Next Generation Science Standards and PLTW	All staff will participate in professional development related to the implementation of the Next Generation Science Standards and PLTW. Staff will then participate in instructional rounds, lesson studies or lab classroom professional development with building learning coaches to support this implementation.	Professional Learning, Curriculum Development, Technology	Tier 1	Implement	08/01/2017	06/30/2022	\$0	General and Special Education Teachers, Learning Coaches and Administration
Student Enrichment Experiences	Students will have opportunities to participate in extended day enrichment activities in order to build the bond between students and school and provide all students the chance to develop skills and talents. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Academic Support Program	Tier 1	Implement	06/24/2019	06/30/2022	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Weekly Collaboration	Teachers will meet weekly to discuss formative assessments for math units, adjust instruction based on these assessments, and tailor feedback to students to improve student learning.	Teacher Collaboration	Tier 2	Monitor	08/01/2016	06/30/2022	\$0	Classroom and Special Education Teachers, Principal, Learning Coach
Unit KUD Development	Staff may work during collaboration to develop unit KUDs before each unit, where clear outcomes (aligned to standards) for what students will need to Know, Understand, and be able to Do will be established. Staff will also identify methods of formative assessment for the KUDs that were identified.	Teacher Collaboration, Curriculum Development, Direct Instruction	Tier 1	Implement	08/01/2016	06/30/2022	\$0	Classroom and Special Education Teachers, Principal, Learning Coach
Writing Workshop	Staff will continue to implement writing workshop as a model of writing instruction for all students. Components will include mini-lessons, independent/guided practice, and conclude with sharing or reflection. Lessons will include modeled writing, mentor texts or author study to increase student knowledge and understanding, and active engagement tasks. Specific emphasis will be placed on understanding and writing various forms of informational text, as well as cross-curricular applications at all grade levels. Through workshop, staff will offer differentiated writing instruction to students based on student need demonstrated in common assessments, daily work, and conferences. Materials needed include student notebooks, mentor texts, and technology.	Teacher Collaboration, Academic Support Program, Direct Instruction	Tier 1	Monitor	08/01/2016	06/30/2022	\$0	Classroom Teachers Special Education Teachers 31A Learning Coach/Interventionist Principal
Data Days and Weekly Collaboration to Plan Differentiation for improving instructional outcomes	Staff will collaborate to implement and apply MAISA writing units of study. Staff will analyze writing data throughout the course of the year to monitor student progress and ensure those students who are struggling will receive additional support. This will also include any materials necessary to implement this activity, including but not limited to technological resources. Staff will engage in data days 2-3 times each year, as well as regular collaboration to differentiate and create intervention plans and methods for progress monitoring. Preschool teachers will be included as appropriate. This will also include any materials necessary to implement this activity, including but not limited to technology resources.	Teacher Collaboration	Tier 1	Monitor	08/01/2016	06/30/2022	\$0	Classroom and Special Education Teachers, Principal, Learning Coach

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Student Enrichment Experiences	Students will have opportunities to participate in extended day enrichment activities in order to build the bond between students and school and provide all students the chance to develop skills and talents. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Academic Support Program	Tier 1	Implement	06/24/2019	06/30/2022	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals
Exposure to career resources	Exposure to a variety of age appropriate career informational resources in grades k-12 with a K-6 focus on career zones.	Career Preparation /Orientation	Tier 1	Getting Ready	06/24/2019	06/30/2022	\$0	Teachers, learning coaches, principal
Workshop/Exploration Model	Staff will continue quality instruction to engage students in critical thinking related to math through use of discussion strategies which may include Productive Talk Moves, Number Talks and 5 Practices for Orchestrating Productive Mathematics Discussions. Supplementary professional development on the previously listed strategies may be offered.	Teacher Collaboration, Curriculum Development, Materials, Direct Instruction	Tier 1	Implement	06/24/2019	06/30/2022	\$0	Classroom and Special Education Teachers, Principal, Learning Coach
Weekly Collaboration	Teachers will meet weekly to discuss formative assessments for math units, adjust instruction based on these assessments, and tailor feedback to students to improve student learning.	Teacher Collaboration	Tier 2	Monitor	06/24/2019	06/30/2022	\$0	Classroom and Special Education Teachers, Principal, Learning Coach
Staff Collaboration	Staff will monitor student mathematical progress during weekly collaboration by analyzing formative assessments and district unit assessments. Staff will meet regularly in grade level teams to discuss student progress and plan instruction accordingly. Students requiring additional assistance and interventions will be identified and lessons adjusted. This will also include any materials necessary to implement this activity, including but not limited to technology resources.	Teacher Collaboration	Tier 2	Monitor	06/24/2019	06/30/2022	\$0	Classroom and Special Education Teachers, Principal, Learning Coach

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Cross Curricular Reading Opportunities	Staff will provide students with opportunities for reading across the curriculum outside of daily workshop and ELA instruction to include informational reading in other content areas aligned to common core. Emphasis will be placed on comprehension and reading with a purpose to find supporting evidence, including using Close Reading and Text-Dependent Analysis strategies. This will also include materials necessary to implement informational text in Social Studies and Science, including but not limited to technological resources.	Materials, Direct Instruction, Technology	Tier 1	Monitor	08/01/2016	06/30/2022	\$0	Classroom and Special Education Teachers, Principal, Learning Coach
Family Events	Families will be invited to events to support writing instruction Parent across the curriculum talking part in the general and special education classrooms. During these events families will, receive information on the importance of writing across the curriculum and receive appropriate materials to work with their child at home. Families will also be given resources, ideas, and information to support students in all tiers from the at-risk to the enrichment. This will include any materials necessary to implement this activity, including but not limited to technological resources.	Parent Involvement, Technology	Tier 1	Implement	08/01/2017	06/30/2022	\$0	Principal, Learning Coaches, Interventionists, Classroom Teachers
Unit KUD Development	Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes (aligned to standards) for what students need to know, understand, and be able to do will be established. Staff will also identify methods of formative assessment for the KUDs that were identified.	Teacher Collaboration, Curriculum Development, Direct Instruction	Tier 1	Implement	06/24/2019	06/30/2022	\$0	General Education and Special Education Teachers, Principal, Learning Coach
Cross-Curriculum Science Integration	Staff will continue to implement science content across multiple areas of the curriculum. Components will include purposeful planning and pacing to aligning NGSS science standards with CCSS ELA standards. Students will be provided opportunities for reading science concepts across the curriculum. Staff will be provided professional development time to collaborate on the alignment and pacing of the NGSS standards. Staff will also be provided professional development in the form of a lesson study or lab classroom to expand teaching knowledge related to the integration of Science across the curriculum.	Professional Learning, Teacher Collaboration, Curriculum Development, Direct Instruction	Tier 1	Getting Ready	08/01/2017	06/30/2022	\$0	General and Special Education Teachers, Learning Coaches, Principal

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Data Analysis Days	100% of teachers will contribute to professional learning community focused on four questions; what do we want students to learn? How are we going to assess what they know? What are we going to do if they aren't learning? What will we do if they already know what we are teaching? Training may include Adaptive Schools Seminars to develop sources and capacities of the building and of individuals. This will also include any materials necessary to implement this activity, including but not limited to technological resources, such as a data warehousing system and support of the data coach.	Teacher Collaboration	Tier 2	Implement	06/24/2019	06/30/2022	\$0	Classroom and Special Education Teachers, Principal, Learning Coach
PD for staff on school culture	Staff will participate in shared experiences designed to promote common understanding and mutual respect. Staff will be revisiting the mission and vision of our school to ensure clarity and commitment. Staff will attend a professional development retreat focusing on parent involvement, vision recasting and team building activities. This will also include any materials necessary to implement this activity, including but not limited to technological resources and presenters.	Teacher Collaboration	Tier 1	Implement	06/24/2019	06/30/2022	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers office staff and paraprofessionals
Professional Development on Formative Assessment	Staff will be provided professional development on developing and using formative assessment, modifying instruction, and engaging students in the assessment process.	Professional Learning, Direct Instruction	Tier 1	Implement	08/01/2016	06/30/2022	\$0	Classroom and Special Education Teachers, Principal, Learning Coach
Connection with Community Resources	Schickler Elementary will actively promote a connection between community agencies and resources with students and their families. This will also include any materials necessary to implement this activity, including but not limited to materials, technological resources and transportation.	Community Engagement	Tier 1	Monitor	06/24/2019	06/30/2022	\$0	Principal, learning coaches and interventionists, special education team, classroom teachers and paraprofessionals

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Teacher Training on Guided Reading and Strategy Group Models	Staff will utilize Dorn/Richardson's Guided Reading model for their guided reading/strategy groups portions of Reading Workshop and intervention. Teachers may receive additional professional development and training on small group instruction (strategy groups). Consistency and alignment will exist across grade levels with regard to format, progress monitoring (running records and/or comprehension interviews) and planning for future instruction. This may also include any materials necessary to implement this activity.	Academic Support Program	Tier 2	Monitor	08/01/2016	06/30/2022	\$0	Classroom and Special Education Teachers, Principal, Learning Coach
Collaboration with Classroom Teachers	Collaboration between ELL, paraprofessional, and general and special education teachers to analyze data, determine intervention or tier 1 supports to include resources if necessary.	Teacher Collaboration	Tier 1	Implement	08/01/2019	06/30/2022	\$0	ELL Teacher, Classroom Teacher
Workshop Model	staff will continue to implement Reading Workshop as a model of reading instruction for all students. Components will include mini-lessons, independent/guided practice and conclude with sharing or reflection. Lessons include demonstrations and opportunities to practice comprehension strategies. Students will read books at their independent or instructional level with teacher support as needed. Specific emphasis will be placed on navigating and using informational text, cross curricular reading, as well as teaching the grade level CCSS. Staff will also receive training in regards to the Workshop Model as needed.	Direct Instruction	Tier 1	Implement	08/30/2016	06/30/2022	\$0	Principal, Learning Coaches and Interventionists, Special Education team, and classroom teachers
Family Events	Families will be invited to participate in organized events that will provide resources, strategies, and/or information to support literacy at home. This will also include food and any materials necessary to implement these activities including, but not limited to technological resources	Community Engagement, Parent Involvement	Tier 1	Monitor	08/01/2016	06/30/2021	\$0	Classroom Teachers Principal 31A Learning Coach/Interventionist
Data Analysis Days	Teachers will be provided with data analysis days to analyze student progress based on formative assessments. These data analysis days will allow teachers to monitor tier 2 and 3 students and identify appropriate supports and interventions for these students.	Teacher Collaboration	Tier 2	Monitor	08/01/2016	06/30/2022	\$0	Classroom and Special Education Teachers, Principal, Learning Coach

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Writing With A Purpose Using Evidence	Using digital media, students will learn to read informational text with the intent that they will be able to find evidence to inform on a topic or support an argument. Teachers will work with students on how to find the most important pieces of information in a reading passage and writing a response by utilizing this information. Materials needed include, student notebooks and technology when appropriate.	Academic Support Program, Direct Instruction	Tier 1	Monitor	08/01/2016	06/30/2022	\$0	Classroom Teachers Special Education Teachers, Learning Coach
Learning Coach Support	Learning Coach will provide support to certified staff with regard to improved writing instruction. Included in this activity is lab/lesson study facilitation, coaching utilizing Cognitive Coaching model, and Making Thinking Visible strategies.	Professional Learning, Teacher Collaboration, Academic Support Program, Direct Instruction	Tier 2	Monitor	08/01/2016	06/30/2022	\$0	Learning Coach, Principal, SE Teachers, Classroom Teachers
MTSS Tier 2 and 3 Instruction	Staff will monitor student mathematical progress through assessments such as district and/or unit tests and other classroom assessments. Staff will meet regularly in grade-level teams to discuss student progress, analyze assessments and student work, and collaborate to increase student achievement. Students requiring additional assistance and interventions will be identified and plans will be formed for these students as necessary. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Teacher Collaboration, Academic Support Program	Tier 2	Monitor	06/24/2019	06/30/2022	\$0	Classroom and Special Education Staff, Principal, Learning Coach
Family Events	Families will take part in evening events to support problem solving, mental math and computation strategies that align with classroom instruction. Families will receive information on how to support their students to assist them in the classroom goals, interventions, or enrichment. Families will also receive supplementary supplies to support strategies and interventions. During this event families will be moving through stations and receiving information, materials, as well as getting answers to their instructional questions. Dinner will also be provided. This will also include any materials necessary to implement this activity, including but not limited to technological resources, to include take home books, materials, meals and after school activities hosted by the building to work with Title I eligible students.	Parent Involvement, Technology		Getting Ready	06/24/2019	06/30/2022	\$0	Classroom Teachers, Special Education Teachers, Title I Learning Coaches, Interventionist and Principal

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Reading Recovery	Certified staff will screen first grade students identified by teacher recommendation and kindergarten exit scores using the observation survey to identify Reading Recovery students. Reading Recovery teachers will deliver daily one-on-one thirty minute lessons to two students for a period of 12 to 20 weeks. Reading Recovery teachers will communicate with first grade classroom teachers on progress of Reading Recovery students. In addition, Reading Recovery trained teachers will provide professional development for kindergarten, 2nd and 3rd grade teachers on applying best practice reading recovery strategies in the classroom. This will also include materials necessary to implement this activity, including but not limited to technology resources and including funding for ongoing PD to support Reading Recovery teachers.	Academic Support Program, Technology	Tier 3	Monitor	08/01/2017	06/30/2022	\$0	Teaching Staff, Reading Recovery Certified Teachers, Principal
MTSS and supplementary support	Teaching staff will work with small group and individual students who have been identified for Tier 2 and 3 support. Students will have interventions adjusted as needed and teachers will provide feedback to these students based on formative assessments and progress monitoring. Analyzing progress monitoring data and formative assessments will determine next steps in instruction.	Academic Support Program	Tier 3	Monitor	06/24/2019	06/30/2022	\$0	Classroom and special education teachers, principal, Learning Coach
Learning Coach Support	Learning Coaches, as part of their coaching plan with a teacher, will set indicators of progress toward the student-centered coaching goal focused on Tier 1 quality instruction and Tier 2 and 3 interventions. Coaches have a coach goal focus as identified by building learning coach plans. Within that, the teachers being coached will set up a goal for themselves that helps them work toward that learning coach plan goal. Included in this activity are Lab classroom and/or Lesson Study facilitation, coaching utilizing the Cognitive Coaching model, and Making Thinking Visible strategies. Principals will monitor the impact of coaching.	Professional Learning, Teacher Collaboration, Academic Support Program, Direct Instruction	Tier 1	Monitor	06/24/2019	06/30/2022	\$0	Principal, Learning Coach

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Learning Coach Support	Learning Coaches, as part of their coaching plan with a teacher, will set indicators of progress toward the coaching goal focused on Tier 1 quality instruction and Tier 2 and 3 interventions. Using cognitive coaching practices, coaches will co-construct measurable goals with teachers aligned to principal created building learning coach plans. Principals will monitor the impact of coaching through walk through and student achievement data in relation to the coaching cycle goal. Included in this activity are Lab classroom and/or Lesson Study facilitation, coaching utilizing the Cognitive Coaching and/or Student-Centered Coaching model, and Making Thinking Visible strategies. K-5 teachers will identify a professional development goal based on Early and Upper Elementary best practices and work with a learning coach to achieve that goal. Principals will monitor the impact of coaching. Coaches will engage in PD to support their practice as well.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/01/2016	06/30/2022	\$0	Learning Coaches, Principal
MTSS (Multi-tiered Systems of Support)	Each classroom will have at least 30 minutes daily for intervention time for Reading. Staff will work with small group and individual students who have been identified for Tier 2 and 3 support. Students will have interventions adjusted as needed depending on progress monitoring and other forms of data. This will include any materials necessary to support teacher and student implementation, including but not limited to resources, technological resources and PD.	Professional Learning, Academic Support Program, Technology	Tier 2	Implement	08/01/2017	06/30/2022	\$0	All Classroom Teachers, Learning Coaches, Principal
Student Engagement Professional Development	Staff will participate in professional learning opportunities to increase knowledge and capacity for building student engagement in all academic areas. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning	Tier 1	Implement	09/02/2015	06/30/2022	\$0	Principal, learning coaches, special education team, classroom teachers and paraprofessionals