



# **School Improvement Plan**

Oakwood Elementary School

Portland Public Schools

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## **Introduction**

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

# **Improvement Plan Assurance**

## **Introduction**

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

**Improvement Plan Assurance**

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

# **Title I Targeted Assistance Diagnostic**



## **Introduction**

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## Component 1: Needs Assessment

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

The comprehensive needs assessment was conducted through the collection of data on our students achievement in the areas of reading, writing, math, science, and social studies, the demographic data, and the perceptual data collected through surveys. The information was collected and analyzed through the development of the school data profile. This information was used to guide the development of the school improvement plan.

### 2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

The stakeholders are involved in analyzing MEAP data, common assessment data, and perceptual data. Students are identified through common assessments in the areas of math, reading, and writing. Teacher observations are an integral part of the identification process.

### 3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

The teachers implemented the same common assessments and scored them according to the agreed upon criteria. The students grades and teacher observations were also considered when determining which students are failing or most at risk of failing.

### 4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

The teachers implemented the same common assessments and scored them according to the agreed upon criteria. The students grades and teacher observations were also considered when determining which students are failing or most at risk of failing.

## **Component 2: Services to Eligible Students**

### **1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.**

Title I staff will support identified students through small group instruction utilizing research based instructional strategies in reading and math. The identified needs of the Title I students in science and social studies are supported through the reading and writing instruction.

### **Component 3: Incorporated Into Existing School Program Planning**

#### **1. How is program planning for eligible students incorporated into the existing school improvement planning process?**

A staff meeting is held to discuss and review the current year's program. This evaluation will bring the staff to the point of discussing the new school year's program planning. The staff is provided an allocation amount. The possible programs are brainstormed. The pro's and con's of each are discussed. A final decision is made by the staff. The program design will align with the building school improvement goals, strategies, and activities.

## Component 4: Instructional Strategies

### **1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?**

The strategies that are focused on helping eligible students are:

Eligible First grade students will receive supplemental instruction from a certified teacher using a research based reading program.

Eligible Kindergarten and Second grade students will receive supplemental instruction in the areas of reading through Title I staff. The Kindergarten students are also receiving additional instruction through computer based program Smarty Ants.

Eligible Kindergarten, First, and Second students will receive supplemental math instruction from Title I staff.

### **2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.**

The research-based methods and strategies in the plan are small group instruction, differentiated instruction, reading intervention based on the the practices of Fountas and Pinnell, and math instruction utilizing math manipulatives.

### **3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.**

The students that are receiving this instruction are showing improvements in the common assessments and grades after receiving the supplemental instruction.

### **4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.**

Small groups will be conducted through co-teaching within the classroom as well as outside of the classroom.

## **Component 5: Title I and Regular Education Coordination**

**1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?**

These strategies will also be incorporated into the teacher's classroom to help support the students and extend the strategies to new information the classroom teacher is providing.

**2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.**

Oakwood has a comprehensive transition plan for students coming in to Oakwood. We work with the local preschools providing them with information regarding Developmental Kindergarten and Kindergarten. We also have both the parents and the preschools and/or daycare provide information about the incoming students. Certified, trained teachers assess students coming to Kindergarten Round Up and plan with the parents for their first year at Oakwood. We also work closely with the Great Start Readiness Program, Headstart, ECSE, and the ISD in planning for incoming students. Oakwood houses three preschool programs, through GSRP, Headstart, and the Little Raiders program.

### Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All of the instructional paraprofessionals meet the NCLB requirements.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All of the teachers meet the NCLB requirements for highly qualified.	

## Component 7: High Quality and Ongoing Professional Development/Learning

**1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

Title I staff has participated in professional development in the area of guided reading, reading comprehension and math instruction utilizing math manipulatives and visual imaging. They are involved in all staff meetings and professional development offered each year.

**2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

Many of the staff members that work with students receiving Title I services are trained through the Instructional Consultation Team training.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	test 123	



## Component 8: Strategies to Increase Parental Involvement

### 1. How are parents involved in the design of the Targeted Assistance program plan?

Parents are asked to annually fill out an assessment/survey to help the team to better plan the Targeted Assistance program plan. They are also involved through Title I parent meetings.

### 2. How are parents involved in the implementation of the Targeted Assistance program plan?

Parents are informed at the beginning of the school year the support that is available through Title I. If a student qualifies for Title I services the student's teacher contacts the parent and discusses the struggles and requests permission for the child to receive Title I support. Materials are sent home for the parents to use when working with their child and reinforce the additional instruction the child is receiving at school.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Parents will be asked to fill out a survey following each parent involvement activity.	

### 4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

Information on the state standards and how to assist their children will be provided to all parents through newsletters and parent nights. All parents are provided a parent/teacher conference every year to discuss their child's progress in school. A second parent/teacher conference is held for parents and the teacher to discuss and plan if their child is struggling in school. The school also offers assistance to children that are struggling through Instructional Consultation Teams and Title I support. Both of these supports will provide materials and information to the parents on how to work with their child in the academic areas he/she is struggling with. When necessary parents that are in need of interpreters have been and will be provided.

### 5. Describe how the parent involvement activities are evaluated.

Parents will be asked to fill out a survey following each parent involvement activity.

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

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Through the work of the parent involvement committee, which was comprised of staff and parents created the school-parent compact. Over the years through feedback from parents and staff the compact has been improved to be the current compact.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	The Title I School-Parent Compact is attached.	

### 8. How does the school provide individual student academic assessment results in a language parents can understand?

Parent friendly reports are available through the district assessment program. Teachers provide constant feedback to parents on the performance of their child(ren) on common assessments. This feedback the child's performance and the expectation.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	The policy is attached.	

### 10. Describe how the parent compact is used at elementary-level parent teacher conferences.

The parent compact is part of every parent teacher conference. If changes need to be made to the individual compact, they are made through that meeting.

## **Component 9: Coordination of Title I and Other Resources**

### **1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.**

We currently support our students through the use of state funds for our Great Start Readiness Program. We collaborate with Community Mental Health to offer support and services to students and families in need. We offer free and reduced breakfast and lunch to those who qualify. We support students who qualify as homeless through coordination with the local churches. Finally, we coordinate our academic offerings through federally funded Title I and local programs.

### **2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

We currently support our students through the use of state funds for our Great Start Readiness Program. We collaborate with Community Mental Health to offer support and services to students and families in need. We offer free and reduced breakfast and lunch to those who qualify. We support students who qualify as homeless through coordination with the local churches. Finally, we coordinate our academic offerings through federally funded Title I and local programs.

## **Component 10: Ongoing Review of Student Progress**

### **1. Describe how the progress of participating students is reviewed on an ongoing basis.**

Our students need and progress are continually monitored through running records, common assessments, and teacher observations and anecdotal notes.

### **2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.**

The data from the assessments are reviewed by both the classroom teacher and the intervention specialists to determine the specific needs of each individual student. These needs are incorporated into the instruction of that student.

### **3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.**

At the end of each year the staff reviews the intervention services and their implementation. They review the progress of the students and determine the effectiveness of the programs. The supports that were effective are continued if the funding is still present. Those supports that are ineffective are changed or discontinued.

## **Evaluation**

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

**1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.**

At the end of each year the staff reviews the intervention services and their implementation. They review the progress of the students and determine the effectiveness of the programs. The supports that were effective are continued if the funding is still present. Those supports that are ineffective are changed or discontinued.

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

The staff reviews the data from the third grade MEAP and reviews the achievement of the students that received Title I services. We also review their achievement on our common assessments and the district computerized assessment.

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

We evaluate if they are meeting grade level expectations through common assessments, grades, district, and state assessments.

**4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.**

The instructional plan is tailored to each student's needs therefore the structure of the plan stays the same but the instruction changes as necessary.

**Updated 8.29.18**

## Overview

### Plan Name

Updated 8.29.18

### 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 Oakwood Elementary will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$14400
2	All students at Oakwood Elementary School will become proficient readers.	Objectives: 2 Strategies: 3 Activities: 17	Academic	\$469147
3	All students at Oakwood Elementary will become proficient in math.	Objectives: 2 Strategies: 3 Activities: 15	Academic	\$48290
4	All students at Oakwood Elementary will demonstrate positive behaviors.	Objectives: 2 Strategies: 2 Activities: 9	Academic	\$24050



## Goal 1: All students at Oakwood Elementary will become proficient writers.

### Measurable Objective 1:

85% of All Students will demonstrate a proficiency of using and applying the writing process across text types and purposes in Writing by 06/11/2021 as measured by M-STEP and common assessments.

### Strategy 1:

Writing Tier 1 - All instructional staff will implement researched vertical and horizontal aligned writing strategies for young writers.

Category: English/Language Arts

Research Cited: Calkins, L.(2003) Units of Study for Primary Writing. Portsmouth, NH:FirstHand, Heinemann

Tier: Tier 1

Activity - Alignment of writing instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet in grade level and professional learning curriculum teams to evaluate instructional practices implemented within and across grade levels to align instructional practices with resources used.	Academic Support Program, Curriculum Development	Tier 1	Implement	08/22/2016	06/09/2022	\$7200	General Fund	All Instructional staff, principal and curriculum director.

Status	Progress Notes	Created On	Created By
In Progress	In progress	June 13, 2017	Elizabeth Findlay

Activity - Curriculum Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The School Improvement Team will plan an implementation roll out of the MAISA Writing Units for implementation in Fall of 2017. Selected School Improvement Team members will visit neighboring districts who have implemented MAISA to help mentor Oakwood in their implementation of the units.	Curriculum Development	Tier 1	Getting Ready	01/25/2017	09/30/2017	\$2200	General Fund	School Improvement Team members, principal, curriculum director
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Status	Progress Notes	Created On	Created By
Not Completed	Not completed. As our team investigates curriculum, we are working toward bringing reading and writing curriculum together. Therefore we will be investigating curriculum that connect reading and writing best practices prior to implementation.	June 13, 2017	Elizabeth Findlay

Activity - Writing Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in implementation of the MAISA writing units.	Professional Learning	Tier 1	Getting Ready	08/01/2017	06/08/2018	\$5000	Title II Part A	All instructional staff, principal, curriculum director

Status	Progress Notes	Created On	Created By
Not Completed	We are investigating the need for an aligned writing curriculum.	June 13, 2017	Elizabeth Findlay

## Goal 2: All students at Oakwood Elementary School will become proficient readers.

### Measurable Objective 1:

85% of All Students will demonstrate a proficiency in reading and comprehension of grade level texts in English Language Arts by 06/01/2022 as measured by the M-STEP, DIBELS, and common assessment results.

## School Improvement Plan

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### Strategy 1:

Reading Tier 1 - All instructional staff will implement comprehension strategies through aligned curriculum.

Category: English/Language Arts

Research Cited: Marzano, Pickering & Pollack: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004)

Keene & Zimmerman: Mosaic of Thought (1997)

Foorman, Barbara; Francis, David; Fletcher, Jack. (1997). NICHD Early Interventions Project. Perspectives, Fall, 1997.

Graham, S., & Perrin, D. (2007). Writing next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.

Lyon, G.Reid; Alexander, Duane. (1997). Their World, 1996-1997.

National Reading Panel. (2000). Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. Publication of the National Institutes of Health.

No Child Left Behind press release. (2002) Reading First in Massachusetts. [www.NoChildLeftBehind.gov](http://www.NoChildLeftBehind.gov)

The Partnership for Reading. (2001). Put Reading First: The Research Building Blocks for Teaching Children to

Read. Publication of the National Institute for Literacy, U.S. Department of Education. Free copies of this publication can be ordered by contacting: ED Pubs, P.O.Box 1398, Jessup MD, 20794. Phone: 1-800-228-8813. The publication can also be downloaded from the National Institute for Literacy website [www.nifl.gov](http://www.nifl.gov)

RAND (2002). Reading for understanding: Toward a R&D program in reading comprehension. Santa Monica, CA: RAND Education

Torgeson, Joseph; Wagner, Richard; Rashotte, Carol; Alexander, Ann; Conway, Tim. (1997). Preventive and Remedial Interventions for Children with Severe Reading Disabilities. Learning Disabilities, Vol. 8, No. 1, 51-61.

Tier: Tier 1

Activity - Alignment of reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet in grade level and professional learning curriculum teams to evaluate instructional practices implemented within and across grade levels. Teachers will review resource materials used within and across grade levels to align instructional practices with resources used.	Curriculum Development	Tier 1	Evaluate	08/22/2016	06/07/2019	\$7200	General Fund	All instructional staff, principal, and curriculum director

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Activity - Common Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet in grade level and professional learning curriculum teams, within and across grade levels, to review and evaluate common reading comprehension assessments.	Curriculum Development	Tier 1	Evaluate	08/21/2017	06/08/2018	\$7200	General Fund	All instructional staff, principal, and curriculum director

Activity - Data analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet in grade level teams to analyze DIBELS benchmark and progress monitoring data to improve student achievement.	Curriculum Development	Tier 1	Implement	09/01/2016	06/10/2022	\$7200	General Fund	All instructional staff, principal, and curriculum director

Activity - Parent Curriculum Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will be teaching parents the reading comprehension strategies early literacy strategies that are embedded in our classroom instruction.	Parent Involvement, Community Engagement	Tier 1	Implement	06/01/2017	06/01/2017	\$2000	Title I Part A, General Fund	Family and Community Involvement PLC, volunteers

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Activity - DIBELS Reading Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building MiBLSi team and Building Coaches will be trained in how to give the DIBELS Next Assessment and how to interpret the data. The training is provided by the MiBLSi leadership. This training is free to the Portland District as we are aligned as a partner with MiBLSi grant. Cost of mileage to be paid.	Professional Learning	Tier 1	Implement	08/01/2016	06/08/2018	\$0	General Fund	Building implementation team, principal, and curriculum director.

Activity - DIBELS Reading Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All DK-2 students will be assessed with all appropriate grade level Dibels modules 3 times per year. Teachers will also progress monitor students with Dibels when students receive additional instructional support.	Academic Support Program, Professional Learning	Tier 1	Implement	08/01/2016	06/08/2018	\$3000	General Fund	Instructional staff, principal, curriculum director, and Dibels mentor

Activity - Core Reading Tier One implementation of Reading Wonders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McGraw-Hill will be providing two days of professional development to all staff from a per diem consultant on the Reading Wonder core curriculum program. The consultant will provide teachers the connection between resource materials and implementation of resources into their daily instruction	Curriculum Development	Tier 1	Getting Ready	08/20/2018	06/07/2019	\$100000	General Fund	Principal, Literacy Coach/MTSS Coordinator, all teaching staff

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Activity - Enhanced Core Reading Instruction Tier One	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Enhanced Core Reading Instruction is a multi-tiered program (Tier 1 and Tier 2) featuring a series of teaching routines designed to increase the efficiency and effectiveness of reading instruction in kindergarten, first and second grade.	Curriculum Development	Tier 1	Getting Ready	08/20/2018	06/07/2019	\$2500	General Fund	Principal, Literacy Coach/MTSS Coordinator, all Teaching staff

Activity - Teachers Learning Together	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dr. Feldman will discuss the strategies that teachers can use to ensure that all students are fully engaged in academic work, so that "everyone does everything." Participants will leave these first two days with a toolkit of highly effective engagement strategies. He will emphasize the value of a school culture where all teachers work together to improve their teaching and student learning. This session will continue the previous day's work on engagement and academic literacy strategies. Dr. Feldman will also show us the value of giving and receiving feedback, the process of learning walks, and the TLT observation form which focuses on engagement, academic rigor and scaffolding for ALL subject areas.	Professional Learning	Tier 1	Implement	08/20/2018	06/07/2019	\$3000	General Fund	Principal, Literacy Coach/MTSS Coordinator, all teaching staff

### Strategy 2:

Reading Tier 2 - Title 1 staff will work in small groups to differentiate instruction with identified students during the day both within and outside the classroom. ICT members will work with the classroom teacher to differentiate instruction with the identified students during the day both within and outside the classroom. ELL staff will work with English Language Learners both within and outside the classroom. The ELL staff will also provide the classroom teacher with strategies to better meet the needs of the ELL student(s).

Category: English/Language Arts

Research Cited: "Reading for Life" (1997) pg. 80

"The Inside Track - Reading Teacher" Fountas and Pinnell Vol 66 Issue 4

Marzano, Pickering & Pollack: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004)

Keene & Zimmerman: Mosaic of Thought (1997)

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Foorman, Barbara; Francis, David; Fletcher, Jack. (1997). NICHD Early Interventions Project. Perspectives, Fall, 1997.

Graham, S., & Perrin, D. (2007). Writing next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.

Lyon, G.Reid; Alexander, Duane. (1997). Their World, 1996-1997.

National Reading Panel. (2000). Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. Publication of the National Institutes of Health.

No Child Left Behind press release. (2002) Reading First in Massachusetts. [www.NoChildLeftBehind.gov](http://www.NoChildLeftBehind.gov)

The Partnership for Reading. (2001). Put Reading First: The Research Building Blocks for Teaching Children to Read. Publication of the National Institute for Literacy, U.S. Department of Education. Free copies of this publication can be ordered by contacting: ED Pubs, P.O.Box 1398, Jessup MD, 20794. Phone: 1-800-228-8813. The publication can also be downloaded from the National Institute for Literacy website [www.nifl.gov](http://www.nifl.gov)

RAND (2002). Reading for understanding: Toward a R&D program in reading comprehension. Santa Monica, CA: RAND Education

Torgeson, Joseph; Wagner, Richard; Rashotte, Carol; Alexander, Ann; Conway, Tim. (1997). Preventive and Remedial Interventions for Children with Severe Reading Disabilities. Learning Disabilities, Vol. 8, No. 1, 51-61.

Tier: Tier 2

Activity - Small Group Tier 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based upon assessments, identified students receive supplemental instruction provided by highly qualified instructional staff focusing on specific reading comprehension strategies.	Academic Support Program	Tier 2	Implement	08/22/2016	06/09/2017	\$77347	Title I Part A	Title 1 staff

Activity - At Risk Instructional Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At risk instructional specialist will work with small groups of students to differentiate reading instruction.	Academic Support Program	Tier 2	Implement	08/22/2016	06/09/2017	\$27600	Title I Part A	At Risk Instructional Specialist

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Activity - ELL Instructor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An ELL instructor will provide additional support to ELL students through small group/individualized instruction based upon best practices in work with ELL students.	Academic Support Program	Tier 2	Implement	08/22/2016	06/09/2017	\$1550	General Fund	ELL instructor provided though the consortium

Activity - Instructional Consultation Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ICT team members are trained in the instructional consultation approach to support the instruction and learning of students through consulting and collaboration with the classroom teacher and individualizing an academic plan.	Academic Support Program, Professional Learning, Behavioral Support Program, Teacher Collaboration	Tier 2	Implement	08/22/2016	06/09/2017	\$44000	General Fund	All instructional staff, ICT team members, principal

Activity - Tier 2 Classroom Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Grade level teams will explore research based reading intervention resources to differentiate instruction for Tier 2 students.	Academic Support Program, Supplemental Materials, Professional Learning, Teacher Collaboration	Tier 2	Getting Ready	10/24/2016	02/28/2017	\$2200	General Fund	All instructional staff, principal, and curriculum director
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Activity - Title 1 Annual Parent Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An annual meeting will be held with parents of students receiving Title 1 services. Parent education focused reading strategies and resources will be available.	Parent Involvement	Tier 2	Implement	10/12/2016	10/12/2016	\$350	Title I Part A	Title 1 Reading Interventionist

Activity - Reading Wonders Works Tier 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All special education and reading intervention staff members will receive additional training on how to implement the Reading Wonder Works program in a small group and targeted strategy.	Academic Support Program	Tier 2	Getting Ready	08/20/2018	06/07/2019	\$55000	General Fund	Principal, Literacy Coach/MTSS Coordinator, Interventionists, Special Education Staff

**Measurable Objective 2:**

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85% of Students with Disabilities students will increase student growth in their individual academic reading goals in English Language Arts by 06/10/2022 as measured by DIBELS and/or assessments.

### Strategy 1:

Intensive At Risk Instruction - Highly qualified special education teachers will provide intensive instruction centered around the research based five big elements of quality reading instruction.

Category: English/Language Arts

Research Cited: "Reading for Life" (1997) pg. 80

"The Inside Track - Reading Teacher" Fountas and Pinnell Vol 66 Issue 4

Marzano, Pickering & Pollack: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004)

Keene & Zimmerman: Mosaic of Thought (1997)

Foorman, Barbara; Francis, David; Fletcher, Jack. (1997). NICHD Early Interventions Project. Perspectives, Fall, 1997.

Graham, S., & Perrin, D. (2007). Writing next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.

Lyon, G.Reid; Alexander, Duane. (1997). Their World, 1996-1997.

National Reading Panel. (2000). Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. Publication of the National Institutes of Health.

No Child Left Behind press release. (2002) Reading First in Massachusetts. [www.NoChildLeftBehind.gov](http://www.NoChildLeftBehind.gov)

The Partnership for Reading. (2001). Put Reading First: The Research Building Blocks for Teaching Children to

Read. Publication of the National Institute for Literacy, U.S. Department of Education. Free copies of this publication can be ordered by contacting: ED Pubs, P.O.Box 1398, Jessup MD, 20794. Phone: 1-800-228-8813. The publication can also be downloaded from the National Institute for Literacy website [www.nifl.gov](http://www.nifl.gov)

RAND (2002). Reading for understanding: Toward a R&D program in reading comprehension. Santa Monica, CA: RAND Education

Torgeson, Joseph; Wagner, Richard; Rashotte, Carol; Alexander, Ann; Conway, Tim. (1997). Preventive and Remedial Interventions for Children with Severe Reading Disabilities. Learning Disabilities, Vol. 8, No. 1, 51-61.

Tier: Tier 3

Activity - Tier 3 Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Oakwood Elementary School

Based upon assessments, students will receive targeted, intensive instruction provided by highly qualified instructional staff focusing on individual growth goals.	Academic Support Program, Direct Instruction	Tier 3	Monitor	08/24/2016	06/11/2021	\$129000	General Fund	Classroom teachers, special education teachers, curriculum director, literacy coach, and building principal
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**Goal 3: All students at Oakwood Elementary will become proficient in math.**

**Measurable Objective 1:**

85% of All Students will demonstrate student proficiency (pass rate) per grade level in Mathematics by 06/01/2022 as measured by common assessments, universal math screener, and M-STEP.

**Strategy 1:**

Tier 1 Math - Oakwood Elementary teachers will implement a researched based core program that includes best mathematics teaching practices. Best teaching practices would include; establishing mathematics goals, implement tasks that promote reasoning and problem solving, use and connect mathematical representations, facilitate meaningful mathematical discourse, pose purposeful questions build procedural fluency from conceptual understanding, support productive struggle in learning mathematics, elicit and use evidence of student thinking.

Category: Mathematics

Research Cited: National Council of Teachers of Mathematics (1980). "Agenda for Action: Recommendations for School Mathematics of the 1980s. Reston, VA: NCTM. National Council of Teachers of Mathematics(1989). "Curriculum and Evaluation Standards for School Mathematics". Reston, VA:NCTM.

Tier: Tier 1

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

Oakwood Elementary School

Oakwood Math PLC will investigate an assessment that can be used to identify student math proficiency.	Professional Learning, Curriculum Development	Tier 1	Getting Ready	08/22/2016	06/09/2017	\$0	No Funding Required	Oakwood Math PLC, building principal, and curriculum director
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Status	Progress Notes	Created On	Created By
Completed	Will be implementing DIBELS Math screener for DK-2 students starting in the the fall of 2017.	June 13, 2017	Elizabeth Findlay

Activity - Implementation of Math Screener	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will implement the universal math screener to all students.	Technology, Curriculum Development	Tier 1	Getting Ready	08/23/2017	06/08/2018	\$2500	General Fund	Instructional staff, building principal, curriculum director

Activity - Analyze Universal Math Screener Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will analyze data to determine math proficiency from the universal math screener during staff meetings, grade level meetings, PLC meetings, and professional development. The MiBLSi Data Consultant will help to facilitate PLC through the process of analyzing the data.	Professional Learning	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$1000	General Fund	Instructional staff, building principal and curriculum director

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

Oakwood Elementary School

Instructional staff will investigate current common assessments used per grade level, and analyze the grade level needs determining student math proficiency at the end of each unit within the core math program.	Curriculum Development	Tier 1	Getting Ready	03/01/2018	06/08/2018	\$0	No Funding Required	Instructional staff, building principals and curriculum director
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Status	Progress Notes	Created On	Created By
In Progress	Continue to analyze common assessments during the 2017-2018 school year.	June 13, 2017	Elizabeth Findlay
In Progress	Continue to analyze common assessments during the 2017-2018 school year.	June 13, 2017	Elizabeth Findlay

Activity - Develop common math assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will develop grade level common unit assessments.	Curriculum Development	Tier 1	Getting Ready	06/12/2017	06/08/2018	\$1890	Title II Part A	Instructional staff, building principals and curriculum director

Activity - High quality professional development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will be trained to implement the math screener.	Professional Learning	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$0	No Funding Required	Building math PLC, building principal, and curriculum director

## School Improvement Plan

Oakwood Elementary School

Activity - Fidelity of program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will review the effectiveness of the core math program using a fidelity assessment.	Curriculum Development	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$0	No Funding Required	Instructional staff, building principal and curriculum director

Activity - Investigations Math Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instruction staff will be trained in Investigation Math curriculum.	Professional Learning	Tier 1	Implement	06/12/2017	10/27/2017	\$1900	Title II Part A	Instructional staff, curriculum director, principal

Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Number talks (or "math talks") are short discussions among a teacher and students about how to solve a particular mental math problem. The focus is not on the correct answer, but on all the possible methods of finding the answer. Each student has a chance to explain their method, and everyone else will learn from other people's methods! Math staff will implement "number talks" into their instruction to review student learning around prior knowledge in an effort to increase basic math fluency.	Professional Learning, Curriculum Development	Tier 1	Implement	08/20/2018	06/07/2019	\$2500	General Fund	Principal, Curriculum Director, all teaching staff

Activity - Math Recovery Tier 1	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Oakwood Elementary School

<p>The overarching objective for Math Recovery® is to provide a robust intervention framework for teachers working with elementary students to help in the construction of numeracy skills, through assessment, which incorporates a strong analysis component and individualized teaching. Specifically Math Recovery® goals are to:</p> <ul style="list-style-type: none"> <li>• Identify students “at risk” by means of a structured and objective assessment system that allows educators to know exactly where students are in their mathematical development and apply early, short term intervention.</li> <li>• Provide trained Math Recovery® specialist teachers with the intervention and detailed instructional system that increases student performance in basic arithmetic skill through intensive, individualized instruction.</li> <li>• Build student confidence as Math Recovery® students work one-on-one with the trained Math Recovery® teacher and help students find success in mathematics and other curriculum areas.</li> <li>• Offer comprehensive, sustainable and innovative staff development that ensures quality instruction by highly trained teachers.</li> </ul>	<p>Professional Learning, Curriculum Development</p>	<p>Tier 1</p>		<p>08/20/2018</p>	<p>06/07/2019</p>	<p>\$600</p>	<p>General Fund</p>	<p>Principal, Curriculum Director, trained math recovery teacher</p>
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### Strategy 2:

Math Intervention - Classroom teachers, Title 1 instructional paraprofessionals, and ICT members will work in small groups to differentiate instruction with the identified students during the school day both within and outside the classroom. Classroom teachers, Title 1, and ICT members will work in small groups to differentiate instruction utilizing the differentiate and intervention guide provided by the Investigations curriculum with identified first and second grade students.

Category: Mathematics

Research Cited: Affholder, L.P. (2003). Differentiated Instruction in Inclusive Elementary Classrooms.

Tier: Tier 2

Activity - Small Group Tier 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>High quality Tier 2 instructional staff and Title 1 paraprofessional staff will work with identified students using differentiated instructional strategies with small groups.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/24/2016</p>	<p>06/11/2021</p>	<p>\$27000</p>	<p>Title I Part A</p>	<p>Instructional staff, Title 1 paraprofessionals, building principal, and curriculum director</p>

**School Improvement Plan**

Oakwood Elementary School

Activity - Investigate Tier 2 Math Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math PLC team will investigate Tier 2 Math Interventions.	Academic Support Program, Teacher Collaboration	Tier 2	Getting Ready	09/03/2018	06/14/2019	\$7500	General Fund	Math PLC team, curriculum director, principal

Activity - Instructional Consultation Team Support Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Consultation Team will work with classroom teachers to identify students, assess student skill level, develop and implement math intervention, and monitor student progress.	Academic Support Program, Teacher Collaboration	Tier 2	Monitor	08/21/2017	06/11/2021	\$0	No Funding Required	Instructional Consultation Team, Curriculum Director, Principal

Activity - Math Recovery Tier 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Oakwood Elementary School

<p>The overarching objective for Math Recovery® is to provide a robust intervention framework for teachers working with elementary students to help in the construction of numeracy skills, through assessment, which incorporates a strong analysis component and individualized teaching. Specifically Math Recovery® goals are to: • Identify students “at risk” by means of a structured and objective assessment system that allows educators to know exactly where students are in their mathematical development and apply early, short term intervention. • Provide trained Math Recovery® specialist teachers with the intervention and detailed instructional system that increases student performance in basic arithmetic skill through intensive, individualized instruction. • Build student confidence as Math Recovery® students work one-on-one with the trained Math Recovery® teacher and help students find success in mathematics and other curriculum areas. • Offer comprehensive, sustainable and innovative staff development that ensures quality instruction by highly trained teachers.</p>	<p>Professional Learning, Curriculum Development</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/20/2018</p>	<p>06/07/2019</p>	<p>\$600</p>	<p>General Fund</p>	<p>Principal, Curriculum Director, trained math recovery teacher</p>
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### Measurable Objective 2:

A total of 7 Students with Disabilities students will demonstrate a proficiency in number sense in Mathematics by 06/10/2022 as measured by Universal screener, common assessments and M-STEP.

### Strategy 1:

Intensive At Risk Instruction - Classroom teachers and highly qualified special education teachers will provide intensive instruction to identified students in the area of number sense.

Category: Mathematics

Research Cited: Affholder, L.P. (2003). Differentiated Instruction in Inclusive Elementary Classrooms.

Tier: Tier 3

Activity - Alignment of Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Oakwood Elementary School

Highly qualified special education teachers will evaluate instructional practices implemented within special education classroom to align to the general education classroom instruction. Staff will evaluate research based resources to meet the instructional needs of the students served.	Academic Support Program, Curriculum Development	Tier 3		01/10/2017	10/31/2017	\$2800	General Fund	Special education staff, building principal, curriculum director
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**Goal 4: All students at Oakwood Elementary will demonstrate positive behaviors.**

**Measurable Objective 1:**

80% of Pre-K, Kindergarten, First and Second 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 behavior to provide capacity to support the MTSS initiative in the district in in Practical Living by 06/29/2018 as measured by MIBLSI/MTSS assessment implemented in the district..

**Strategy 1:**

Positive Behavior Interventions & Supports - Classroom management plans that support the schoolwide PBIS initiative.

Category: School Culture

Research Cited: Sprik, Ph.D, R. (2009). CHAMPS: A Proactive and Positive Approach to Classroom Management. Eugene, OR: Pacific Northwest Publishing.

Bailey, Ph.D, B.A. (2015). Conscious Discipline: Building Resilient Classrooms. Oviedo, FL: Loving Guidance, Inc.

Bradshaw, C., Koth, C., Bevans, K., Ialongo, N., & Leaf, P. (2008). The impact of school-wide positive behavioral interventions and supports (PBIS) on the organizational health of elementary schools. School Psychology Quarterly, 23(4), 462-473.

Horner, R., Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J. (2009). A Randomized Control Trial of School-wide Positive Behavior Support in Elementary Schools. Journal of Positive Behavior Interventions, 11(3), 113-144.

Tier: Tier 1

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

Oakwood Elementary School

Staff will be trained in CHAMPS	Behavioral Support Program	Tier 1	Getting Ready	08/22/2016	06/09/2017	\$4500	Title II Part A	Whole school staff, CHAMPS trainers
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Status	Progress Notes	Created On	Created By
Not Completed	Our team is currently working on implementing SW-PBIS.	June 13, 2017	Elizabeth Findlay
Not Applicable	Not planning on implementing.	June 13, 2017	Mrs. Simone Margraf

Activity - Conscious Discipline	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend a training in to learn the strategies for classroom management that are connected to the Conscious Discipline classroom management program.	Behavioral Support Program	Tier 1	Getting Ready	08/08/2016	06/09/2017	\$1000	Title II Part A	Pre Kindergarten & Kindergarten staff, and administration

Status	Progress Notes	Created On	Created By
Completed	Staff completed training	June 13, 2017	Elizabeth Findlay

Activity - School Wide Communication Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will develop a written, accessible communication plan which will include the following components: list of stakeholder groups identified in the districts organization chart, type of information to share and receive from identified stakeholders, who is responsible for communication, frequency and methods of communication, and plan to evaluate the communication plan annually, and stakeholder survey regarding effectiveness of the communication.	Behavioral Support Program	Tier 1	Getting Ready	08/24/2016	06/08/2018	\$5200	General Fund	All teaching staff, all support staff, principal, MiBLSi Leadership team, curriculum director

## School Improvement Plan

Oakwood Elementary School

Activity - SWIS - Data Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Oakwood MiBLSi team will have access to and utilize SWIS data to make data-based decisions about the health of their SW-PBIS system in an effort to reduce the number of behavior incidences. Data will include: fidelity data, outcome data, capacity data, and scale up data.	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/23/2017	06/08/2018	\$1000	General Fund	Principal, MiBLSi Team DIT 1 / DIT 2

Activity - SWIS PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD for SWPBIS staff will be conducted by highly trained individuals and the training will be skill based with opportunities for practice/behavioral rehearsals and feedback.	Academic Support Program, Professional Learning, Behavioral Support Program	Tier 1	Implement	08/21/2017	06/08/2018	\$1000	General Fund	Principal, building SWIS Coordinator, Building MiBLSi chairperson

Activity - SWIS Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Oakwood will purchase SWIS by August 1, 2017 for \$350 for a license.	Behavioral Support Program	Tier 1	Getting Ready	08/01/2017	06/08/2018	\$350	General Fund	Principal, MiBLSi Building Coach, SWIS Coordinator, Curriculum Director

## School Improvement Plan

Oakwood Elementary School

Activity - MiBLSi Building Roll Out	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fall of 2017-2018 school year, Oakwood will plan a staff roll out during which staff will be trained on how to implement an effective PBIS system through-out the entire school. The building MiBLSi leadership team will lead the training, but all staff will be involved in teaching initial behavior expectations lessons and reteaching throughout the school year.	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/23/2017	06/08/2018	\$1000	General Fund	Principal, building MiBLSi team, all instructional staff

Activity - School Wide Classroom PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When PBIS is implemented in the classroom, it may be referred to as classroom PBIS, positive classroom behavior support (PCBS), positive and proactive classroom management, or a variety of other synonyms. The same critical features (practices, data, and systems) come together to promote desired outcomes for students and educators in the classroom. Classroom PBIS practices include preventative and responsive approaches that may be effectively implemented with all students in a classroom and intensified to support small groups or a few individual students. Systems refer to the structures and supports district and school leadership teams provide to enhance teachers' implementation of classroom PBIS practices with fidelity. Data are an active, dynamic part of decision-making in the classroom that allow educators to identify patterns of strengths and needs. Those patterns drive decision making to continue, adopt, or modify classroom PBIS practices and systems.	Behavioral Support Program	Tier 1	Implement	08/20/2018	06/07/2019	\$5000	General Fund	Principal, Literacy Coach/MTSS Coordinator, Behavior Coach, all teaching staff

### Measurable Objective 2:

A 25% decrease of All Students will demonstrate a behavior that is positive and appropriate in Practical Living by 06/07/2019 as measured by major office referrals and SWIS data.

### Strategy 1:

SY 2018-2019

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SWPBIS Tier 2 - School Wide Positive Behavior Intervention and Supports will be implemented through our school MTSS process.

Category: School Culture

Research Cited: Randomized Control Trials

Cheney, D., Stage, S. Hawken, L., Lynass, L., Mielenz, C., Waugh, M. (2009). A 2-year outcome study of the check, connect, and expect intervention for students at risk for severe behavior problems. *Journal of Emotional and Behavioral Disorders*. 17, 226-243.

Randomized trial of Check-in/ Check-out procedures. Results indicate functional effect between use of procedures and both improved scores on standardized assessment instruments, and direct observation of problem behavior.

Walker, H., Seeley, J., Small, J., Severson, H., Graham, B., Feil, E., Serna, L., Golly A., Forness, S. (2009). A randomized controlled trial of the first step to success early intervention: Demonstration of program efficacy outcomes in a diverse, urban school district. *Journal of Emotional and Behavioral Disorders*. 17, 197-212.

Materials and Research on Specific Secondary Interventions.

Campbell, A., & Anderson, C. (2008). Enhancing effects of Check-in/ Check-out with function-based support. *Behavior Disorders*, 33(4), 233-245.

McIntosh, K., Campbell, A., Carter, D., & Dickey, C. (2009). Differential effects of a tier 2 behavioral intervention based on function of problem behavior. *Journal of Positive Behavior Interventions*, 11(2), 82-93.

Beard-Jordan, K., & Sugai, G. (2004). First Step to Success: An early intervention for elementary children at risk for antisocial behavior. *Behavioral Disorders*, 29, 396-409.

Cheney, D., Flower, A., Templeton, T. (2008). Applying response to intervention metrics in the social domain for students at risk of developing emotional and behavioral disorders. *Journal of Special Education*, 42(2), 108-126.

Carter, D.R. & Horner, R.H. (2009). Adding functional behavioral assessment to First Step to Success: A case study. *Journal of Positive Behavior Interventions*, 9(4), 229-238.

Chafouleas, S.M., Christ, T.J., Riley-Tillman, T.C., Briesch, A.M., & Chanese, J.M. (2007). Generalizability and dependability of Daily Behavior Report Cards to measure social behavior of preschoolers. *School Psychology Review*, 36(1), 63-79.

Chafouleas, S., Riley-Tillman, C., Sassu, K., LaFrance, M., Patwa, S. (2007) Daily behavior report cards: An investigation of the consistency of on-task data across raters and methods. *Journal of Positive Behavior Interventions*, 9(1), 30-37.

## School Improvement Plan

Oakwood Elementary School

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Debnam, K., Pas, E., Bradshaw, C. (2012). Secondary and tertiary support systems in schools implementing School-wide Positive Behavioral Interventions and Supports: A Preliminary Descriptive Analysis. *Journal of Positive Behavior Interventions*, 14(3), 142-152.

Fairbanks, S., Sugai, G., Guardino, D., & Lathrop, M. (2007). Response to intervention: Examining classroom behavior support in second grade. *Exceptional Children*, 73(3), 288-310.

Filter, K. J., McKenna, M. K., Benedict, E. A., Horner, R. H., Todd, A. W., & Watson, J. (2007). Check in/ check out: A post-hoc evaluation of an efficient, secondary-level targeted intervention for reducing problem behaviors in schools. *Education and Treatment of Children*, 30(1), 69-84.

Hawken, L. H. & Johnston, S. (2007). Preventing severe problem behavior in young children: The Behavior Education Program. *Journal of Early and Intensive Behavior Intervention*, 4(3), 599-613.

Hawken, L. & Horner, R. (2003). Evaluation of a targeted group intervention within a school-wide system of behavior support, *Journal of Behavioral Education*, 12, 225-240.

Hawken, L. H. & MacLeod, K. S., & O'Neill, R. (2007). Effects of function of problem behavior on the responsiveness to the Behavior Education Program. Manuscript submitted for publication.

Hawken, L. S., MacLeod, K. S. & Rawlings, L. (2007). Effects of the Behavior Education Program (BEP) on problem behavior with elementary school students. *Journal of Positive Behavior Interventions*, 9, 94-101.

Hawken, L. (2006). School psychologists as leaders in the implementation of a targeted intervention: The Behavior Education Program (BEP). *School Psychology Quarterly*, 21, 91-111.

Lane, K., Capizzi, A., Fisher, M., & Ennis, R. (2012). Secondary prevention efforts at the middle school level: An application of the Behavior Education Program. *Education and Treatment of Children* 35(1), 51-90.

Tier: Tier 2

Activity - Check In Check Out	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Oakwood Elementary School

<p>Check-in, Check-out (CICO), sometimes referred to as the Behavior Education Program (BEP), includes:                  Check-in and check-out daily with an adult at school.                  Regular feedback and reinforcement from teachers.                  Family component.                  Daily performance data used to evaluate progress.</p>	<p>Behavioral Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/20/2018</p>	<p>06/07/2019</p>	<p>\$5000</p>	<p>General Fund</p>	<p>Principal, Literacy Coach/MTS, S Coordinator, Behavior Coach, Counselor, all teaching staff</p>
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title 1 Annual Parent Meeting	An annual meeting will be held with parents of students receiving Title 1 services. Parent education focused reading strategies and resources will be available.	Parent Involvement	Tier 2	Implement	10/12/2016	10/12/2016	\$350	Title 1 Reading Interventionist
Small Group Tier 2	High quality Tier 2 instructional staff and Title 1 paraprofessional staff will work with identified students using differentiated instructional strategies with small groups.	Academic Support Program	Tier 2	Implement	08/24/2016	06/11/2021	\$27000	Instructional staff, Title 1 paraprofessionals, building principal, and curriculum director
Small Group Tier 2	Based upon assessments, identified students receive supplemental instruction provided by highly qualified instructional staff focusing on specific reading comprehension strategies.	Academic Support Program	Tier 2	Implement	08/22/2016	06/09/2017	\$77347	Title 1 staff
At Risk Instructional Specialist	At risk instructional specialist will work with small groups of students to differentiate reading instruction.	Academic Support Program	Tier 2	Implement	08/22/2016	06/09/2017	\$27600	At Risk Instructional Specialist
Parent Curriculum Night	Instructional staff will be teaching parents the reading comprehension strategies early literacy strategies that are embedded in our classroom instruction.	Parent Involvement, Community Engagement	Tier 1	Implement	06/01/2017	06/01/2017	\$1500	Family and Community Involvement PLC, volunteers

### General Fund

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

Oakwood Elementary School

School Wide Communication Plan	The school will develop a written, accessible communication plan which will include the following components: list of stakeholder groups identified in the districts organization chart, type of information to share and receive from identified stakeholders, who is responsible for communication, frequency and methods of communication, and plan to evaluate the communication plan annually, and stakeholder survey regarding effectiveness of the communication.	Behavioral Support Program	Tier 1	Getting Ready	08/24/2016	06/08/2018	\$5200	All teaching staff, all support staff, principal, MiBLSi Leadership team, curriculum director
Core Reading Tier One implementation of Reading Wonders	McGraw-Hill will be providing two days of professional development to all staff from a per diem consultant on the Reading Wonder core curriculum program. The consultant will provide teachers the connection between resource materials and implementation of resources into their daily instruction	Curriculum Development	Tier 1	Getting Ready	08/20/2018	06/07/2019	\$100000	Principal, Literacy Coach/MTSS Coordinator, all teaching staff
Common Assessment	Staff will meet in grade level and professional learning curriculum teams, within and across grade levels, to review and evaluate common reading comprehension assessments.	Curriculum Development	Tier 1	Evaluate	08/21/2017	06/08/2018	\$7200	All instructional staff, principal, and curriculum director
Alignment of reading Instruction	Staff will meet in grade level and professional learning curriculum teams to evaluate instructional practices implemented within and across grade levels. Teachers will review resource materials used within and across grade levels to align instructional practices with resources used.	Curriculum Development	Tier 1	Evaluate	08/22/2016	06/07/2019	\$7200	All instructional staff, principal, and curriculum director
Instructional Consultation Teams	ICT team members are trained in the instructional consultation team approach to support the instruction and learning of students through consulting and collaboration with the classroom teacher and individualizing an academic plan.	Academic Support Program, Professional Learning, Behavioral Support Program, Teacher Collaboration	Tier 2	Implement	08/22/2016	06/09/2017	\$44000	All instructional staff, ICT team members, principal

## School Improvement Plan

Oakwood Elementary School

Enhanced Core Reading Instruction Tier One	Enhanced Core Reading Instruction is a multi-tiered program (Tier 1 and Tier 2) featuring a series of teaching routines designed to increase the efficiency and effectiveness of reading instruction in kindergarten, first and second grade.	Curriculum Development	Tier 1	Getting Ready	08/20/2018	06/07/2019	\$2500	Principal, Literacy Coach/MTSS Coordinator, all Teaching staff
SWIS PD	PD for SWPBIS staff will be conducted by highly trained individuals and the training will be skill based with opportunities for practice/behavioral rehearsals and feedback.	Academic Support Program, Professional Learning, Behavioral Support Program	Tier 1	Implement	08/21/2017	06/08/2018	\$1000	Principal, building SWIS Coordinator, Building MiBLSi chairperson
Parent Curriculum Night	Instructional staff will be teaching parents the reading comprehension strategies early literacy strategies that are embedded in our classroom instruction.	Parent Involvement, Community Engagement	Tier 1	Implement	06/01/2017	06/01/2017	\$500	Family and Community Involvement PLC, volunteers
Analyze Universal Math Screener Data	All instructional staff will analyze data to determine math proficiency from the universal math screener during staff meetings, grade level meetings, PLC meetings, and professional development. The MiBLSi Data Consultant will help to facilitate PLC through the process of analyzing the data.	Professional Learning	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$1000	Instructional staff, building principal and curriculum director
Teachers Learning Together	Dr. Feldman will discuss the strategies that teachers can use to ensure that all students are fully engaged in academic work, so that "everyone does everything." Participants will leave these first two days with a toolkit of highly effective engagement strategies. He will emphasize the value of a school culture where all teachers work together to improve their teaching and student learning. This session will continue the previous day's work on engagement and academic literacy strategies. Dr. Feldman will also show us the value of giving and receiving feedback, the process of learning walks, and the TLT observation form which focuses on engagement, academic rigor and scaffolding for ALL subject areas.	Professional Learning	Tier 1	Implement	08/20/2018	06/07/2019	\$3000	Principal, Literacy Coach/MTSS Coordinator, all teaching staff

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Alignment of writing instruction	Staff will meet in grade level and professional learning curriculum teams to evaluate instructional practices implemented within and across grade levels to align instructional practices with resources used.	Academic Support Program, Curriculum Development	Tier 1	Implement	08/22/2016	06/09/2022	\$7200	All Instructional staff, principal and curriculum director.
ELL Instructor	An ELL instructor will provide additional support to ELL students through small group/individualized instruction based upon best practices in work with ELL students.	Academic Support Program	Tier 2	Implement	08/22/2016	06/09/2017	\$1550	ELL instructor provided through the consortium
DIBELS Reading Assessment	All DK-2 students will be assessed with all appropriate grade level Dibels modules 3 times per year. Teachers will also progress monitor students with Dibels when students receive additional instructional support.	Academic Support Program, Professional Learning	Tier 1	Implement	08/01/2016	06/08/2018	\$3000	Instructional staff, principal, curriculum director, and Dibels mentor
Tier 2 Classroom Intervention	Grade level teams will explore research based reading intervention resources to differentiate instruction for Tier 2 students.	Academic Support Program, Supplemental Materials, Professional Learning, Teacher Collaboration	Tier 2	Getting Ready	10/24/2016	02/28/2017	\$2200	All instructional staff, principal, and curriculum director
Data analysis	Staff will meet in grade level teams to analyze DIBELS benchmark and progress monitoring data to improve student achievement.	Curriculum Development	Tier 1	Implement	09/01/2016	06/10/2022	\$7200	All instructional staff, principal, and curriculum director

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Math Recovery Tier 2	The overarching objective for Math Recovery® is to provide a robust intervention framework for teachers working with elementary students to help in the construction of numeracy skills, through assessment, which incorporates a strong analysis component and individualized teaching. Specifically Math Recovery® goals are to: <ul style="list-style-type: none"> <li>Identify students “at risk” by means of a structured and objective assessment system that allows educators to know exactly where students are in their mathematical development and apply early, short term intervention.</li> <li>Provide trained Math Recovery® specialist teachers with the intervention and detailed instructional system that increases student performance in basic arithmetic skill through intensive, individualized instruction.</li> <li>Build student confidence as Math Recovery® students work one-on-one with the trained Math Recovery® teacher and help students find success in mathematics and other curriculum areas.</li> <li>Offer comprehensive, sustainable and innovative staff development that ensures quality instruction by highly trained teachers.</li> </ul>	Professional Learning, Curriculum Development	Tier 2	Implement	08/20/2018	06/07/2019	\$600	Principal, Curriculum Director, trained math recovery teacher
SWIS Assessment	Oakwood will purchase SWIS by August 1, 2017 for \$350 for a license.	Behavioral Support Program	Tier 1	Getting Ready	08/01/2017	06/08/2018	\$350	Principal, MiBLSi Building Coach, SWIS Coordinator, Curriculum Director
Tier 3 Reading Instruction	Based upon assessments, students will receive targeted, intensive instruction provided by highly qualified instructional staff focusing on individual growth goals.	Academic Support Program, Direct Instruction	Tier 3	Monitor	08/24/2016	06/11/2021	\$129000	Classroom teachers, special education teachers, curriculum director, literacy coach, and building principal

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Math Recovery Tier 1	The overarching objective for Math Recovery® is to provide a robust intervention framework for teachers working with elementary students to help in the construction of numeracy skills, through assessment, which incorporates a strong analysis component and individualized teaching. Specifically Math Recovery® goals are to: • Identify students “at risk” by means of a structured and objective assessment system that allows educators to know exactly where students are in their mathematical development and apply early, short term intervention. • Provide trained Math Recovery® specialist teachers with the intervention and detailed instructional system that increases student performance in basic arithmetic skill through intensive, individualized instruction. • Build student confidence as Math Recovery® students work one-on-one with the trained Math Recovery® teacher and help students find success in mathematics and other curriculum areas. • Offer comprehensive, sustainable and innovative staff development that ensures quality instruction by highly trained teachers.	Professional Learning, Curriculum Development	Tier 1		08/20/2018	06/07/2019	\$600	Principal, Curriculum Director, trained math recovery teacher
Curriculum Implementation	The School Improvement Team will plan an implementation roll out of the MAISA Writing Units for implementation in Fall of 2017. Selected School Improvement Team members will visit neighboring districts who have implemented MAISA to help mentor Oakwood in their implementation of the units.	Curriculum Development	Tier 1	Getting Ready	01/25/2017	09/30/2017	\$2200	School Improvement Team members, principal, curriculum director
Investigate Tier 2 Math Interventions	Math PLC team will investigate Tier 2 Math Interventions.	Academic Support Program, Teacher Collaboration	Tier 2	Getting Ready	09/03/2018	06/14/2019	\$7500	Math PLC team, curriculum director, principal
Check In Check Out	Check-in, Check-out (CICO), sometimes referred to as the Behavior Education Program (BEP), includes: Check-in and check-out daily with an adult at school. Regular feedback and reinforcement from teachers. Family component. Daily performance data used to evaluate progress.	Behavioral Support Program	Tier 2	Implement	08/20/2018	06/07/2019	\$5000	Principal, Literacy Coach/MTSS Coordinator, Behavior Coach, Counselor, all teaching staff

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<p>School Wide Classroom PBIS</p>	<p>When PBIS is implemented in the classroom, it may be referred to as classroom PBIS, positive classroom behavior support (PCBS), positive and proactive classroom management, or a variety of other synonyms. The same critical features (practices, data, and systems) come together to promote desired outcomes for students and educators in the classroom. Classroom PBIS practices include preventative and responsive approaches that may be effectively implemented with all students in a classroom and intensified to support small groups or a few individual students. Systems refer to the structures and supports district and school leadership teams provide to enhance teachers' implementation of classroom PBIS practices with fidelity. Data are an active, dynamic part of decision-making in the classroom that allow educators to identify patterns of strengths and needs. Those patterns drive decision making to continue, adopt, or modify classroom PBIS practices and systems.</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/20/2018</p>	<p>06/07/2019</p>	<p>\$5000</p>	<p>Principal, Literacy Coach/MTS S Coordinator, Behavior Coach, all teaching staff</p>
<p>Number Talks</p>	<p>Number talks (or "math talks") are short discussions among a teacher and students about how to solve a particular mental math problem. The focus is not on the correct answer, but on all the possible methods of finding the answer. Each student has a chance to explain their method, and everyone else will learn from other people's methods! Math staff will implement "number talks" into their instruction to review student learning around prior knowledge in an effort to increase basic math fluency.</p>	<p>Professional Learning, Curriculum Development</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/20/2018</p>	<p>06/07/2019</p>	<p>\$2500</p>	<p>Principal, Curriculum Director, all teaching staff</p>
<p>Reading Wonders Works Tier 2</p>	<p>All special education and reading intervention staff members will receive additional training on how to implement the Reading Wonder Works program in a small group and targeted strategy.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>08/20/2018</p>	<p>06/07/2019</p>	<p>\$55000</p>	<p>Principal, Literacy Coach/MTS S Coordinator, Interventionists, Special Education Staff</p>

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Alignment of Math Instruction	Highly qualified special education teachers will evaluate instructional practices implemented within special education classroom to align to the general education classroom instruction. Staff will evaluate research based resources to meet the instructional needs of the students served.	Academic Support Program, Curriculum Development	Tier 3		01/10/2017	10/31/2017	\$2800	Special education staff, building principal, curriculum director
SWIS - Data Review	The Oakwood MiBLSi team will have access to and utilize SWIS data to make data-based decisions about the health of their SW-PBIS system in an effort to reduce the number of behavior incidences. Data will include: fidelity data, outcome data, capacity data, and scale up data.	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/23/2017	06/08/2018	\$1000	Principal, MiBLSi Team DIT 1 / DIT 2
DIBELS Reading Training	Building MiBLSi team and Building Coaches will be trained in how to give the DIBELS Next Assessment and how to interpret the data. The training is provided by the MiBLSi leadership. This training is free to the Portland District as we are aligned as a partner with MiBLSi grant. Cost of mileage to be paid.	Professional Learning	Tier 1	Implement	08/01/2016	06/08/2018	\$0	Building implementation team, principal, and curriculum director.
MiBLSi Building Roll Out	Fall of 2017-2018 school year, Oakwood will plan a staff roll out during which staff will be trained on how to implement an effective PBIS system through-out the entire school. The building MiBLSi leadership team will lead the training, but all staff will be involved in teaching initial behavior expectations lessons and reteaching throughout the school year.	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/23/2017	06/08/2018	\$1000	Principal, building MiBLSi team, all instructional staff
Implementation of Math Screener	Instructional staff will implement the universal math screener to all students.	Technology, Curriculum Development	Tier 1	Getting Ready	08/23/2017	06/08/2018	\$2500	Instructional staff, building principal, curriculum director

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Develop common math assessments	Instructional staff will develop grade level common unit assessments.	Curriculum Development	Tier 1	Getting Ready	06/12/2017	06/08/2018	\$1890	Instructional staff, building principals and curriculum director



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Champs	Staff will be trained in CHAMPS	Behavioral Support Program	Tier 1	Getting Ready	08/22/2016	06/09/2017	\$4500	Whole school staff, CHAMPS trainers
Conscious Discipline	Teachers will attend a training in to learn the strategies for classroom management that are connected to the Conscious Discipline classroom management program.	Behavioral Support Program	Tier 1	Getting Ready	08/08/2016	06/09/2017	\$1000	Pre Kindergarten & Kindergarten staff, and administration
Writing Professional Development	Teachers will be trained in implementation of the MAISA writing units.	Professional Learning	Tier 1	Getting Ready	08/01/2017	06/08/2018	\$5000	All instructional staff, principal, curriculum director
Investigations Math Training	All instruction staff will be trained in Investigation Math curriculum.	Professional Learning	Tier 1	Implement	06/12/2017	10/27/2017	\$1900	Instructional staff, curriculum director, principal

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
High quality professional development	All instructional staff will be trained to implement the math screener.	Professional Learning	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$0	Building math PLC, building principal, and curriculum director
Fidelity of program	Instructional staff will review the effectiveness of the core math program using a fidelity assessment.	Curriculum Development	Tier 1	Getting Ready	08/21/2017	06/08/2018	\$0	Instructional staff, building principal and curriculum director

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Universal Math Screener	Oakwood Math PLC will investigate an assessment that can be used to identify student math proficiency.	Professional Learning, Curriculum Development	Tier 1	Getting Ready	08/22/2016	06/09/2017	\$0	Oakwood Math PLC, building principal, and curriculum director
Math common assessment	Instructional staff will investigate current common assessments used per grade level, and analyze the grade level needs determining student math proficiency at the end of each unit within the core math program.	Curriculum Development	Tier 1	Getting Ready	03/01/2018	06/08/2018	\$0	Instructional staff, building principals and curriculum director
Instructional Consultation Team Support Math	The Instructional Consultation Team will work with classroom teachers to identify students, assess student skill level, develop and implement math intervention, and monitor student progress.	Academic Support Program, Teacher Collaboration	Tier 2	Monitor	08/21/2017	06/11/2021	\$0	Instructional Consultation Team, Curriculum Director, Principal