



School Improvement Plan

Gill Elementary School

Farmington Public School District

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See goals and plans in ASSIST	

2018-2019 School Improvement Plan

Overview

Plan Name

2018-2019 School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	82% of k-5 students will demonstrate proficiency in math standards by 2020.	Objectives: 1 Strategies: 2 Activities: 11	Academic	\$90500
2	84% of K-12 students will be proficient in reading standards by 2020	Objectives: 1 Strategies: 2 Activities: 11	Academic	\$86500
3	85% of students will report a positive environment by 2020	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$0

Goal 1: 82% of k-5 students will demonstrate proficiency in math standards by 2020.

Measurable Objective 1:

82% of All Students will demonstrate a proficiency in grade level math standards in Mathematics by 06/15/2018 as measured by NWEA.

Strategy 1:

Enhancing instructional practices - Staff will improve upon Tier 1 instructional practices through collaboration and professional development. Staff will also collaborate on Tier 2 and Tier 3 interventions to meet the needs of all students.

Category: Mathematics

Research Cited: Classroom Assessment for student Learning - Doing It Right - Using It Well

By : Jan Chappuis, Rick Stiggins, Steve Chappuis, Judith Arter

copyright 2012

Learning By Doing - A Handbook for Professional Learning Communities at Work

By: Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas Many

Copyright 2010

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
grade level weekly meeting to discuss student progress	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/27/2018	06/14/2019	\$0	No Funding Required	grade level teachers, title one interventonists, para professionals, principal, resource room teacher, bilingual teacher

Activity - Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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using Power Standards to frame curriculum	Curriculum Development, Professional Learning, Getting Ready, Academic Support Program, Supplemental Materials	Tier 1	Implement	08/27/2018	06/14/2019	\$0	No Funding Required	grade level teachers
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Activity - School Wide Speciality Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Junior Great Books, Lego League, Math Pentathlon, Cultures of Thinking, STEAM	Teacher Collaboration, Parent Involvement, Professional Learning, Academic Support Program	Tier 1	Monitor	08/27/2018	06/14/2019	\$1000	Other	all staff, families

Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MTSS, IST, Title I	Curriculum Development, Implementation, Behavioral Support Program, Academic Support Program	Tier 2	Monitor	09/05/2017	06/15/2018	\$85000	Title I Schoolwide	administration, all staff, Title 1 interventionists

Activity - 8 Mathematical Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The 8 Mathematical Practices gets students to engage with math in a meaningful way but not just focusing on an answer but the process. Students look for patterns to solve problems.	Teacher Collaboration, Technology, Implementation, Direct Instruction, Communication, Walkthrough	Tier 1	Implement	08/27/2018	06/14/2019	\$0	General Fund	Principals Teachers Math Coaches (K-8)
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Activity - Staff and Student Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will engage in practices for staff and student feedback. Core practices to promote a culture of effective feedback include: <ul style="list-style-type: none"> - Identifying learning goals - Setting criteria for success - Creating tasks, activities and exemplars that elicit evidence of student learning - Using questioning strategies that elicit evidence of student learning - Extending thinking during discourse Providing descriptive feedback <ul style="list-style-type: none"> - Providing opportunities for peer feedback - Providing opportunities for self-assessment - Providing a collaborative culture of learning - Using evidence to inform instruction 	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	General Fund	Principals Teachers

Activity - Staff and Student Discourse	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will engage in practices for staff and student discourse. Core practices to promote effective discourse include: <ul style="list-style-type: none"> - Providing safe, equitable environments for students discourse - Using strategies to increase productive dialogue 	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	General Fund	Principals Teachers

Strategy 2:

MTSS - grade level representatives and support staff will meet bi-monthly to discuss student growth and needs, intervention activities and assessment data. Students will be provided with an instructional match and research-based strategies to support student growth.

Category: Learning Support Systems

Research Cited: Learning By Doing A Handbook for Professional Learning Communities at Work

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by: Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas Many

Copy right 2010

RTI from All Sides What Every Teacher Needs to Know

by: Mary Howard

Copyright 2009

Tier: Tier 2

Activity - Data Literacy Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
staff will triangulate data looking at NWEA, MStep and montly math assignments	Teacher Collaboration, Curriculum Development, Academic Support Program, Direct Instruction, Monitor	Tier 1	Monitor	08/27/2018	06/14/2019	\$0	No Funding Required	all staff and administration

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
workshop model, students given materials at their level, students will receive intervention and or extension as needed	Academic Support Program	Tier 2		08/27/2018	06/14/2019	\$0	No Funding Required	grade level teachers, title one interventionists, para professionals, special ed. staff

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
parents are included in tier 2 conversations and planning	Monitor	Tier 2	Monitor	08/27/2018	06/14/2019	\$0	No Funding Required	all

Activity - Online tools to support leveled instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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compass learning which aligns with NWEA, Moby Max	Curriculum Development, Academic Support Program, Monitor	Tier 2	Monitor	08/27/2018	06/14/2019	\$4500	General Fund	administration, classroom teachers, special ed. staff, ELL staff
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Goal 2: 84% of K-12 students will be proficient in reading standards by 2020

Measurable Objective 1:

84% of All Students will demonstrate a proficiency in reading in English Language Arts by 06/12/2020 as measured by NWEA, MSTEP, and F and P.

Strategy 1:

Enhancing Instructional Practices - Staff will improve tier 1 instructional practices through collaboration and PD. They will also collaborate on Tier 2 and Tier 3 interventions to meet the needs of all students.

Category: Learning Support Systems

Research Cited: Learning by Doing - A Handbook of Professional Learning Communities at Work

by: Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas Many

copyright 2010

Tier: Tier 2

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
grade level weekly meetings to discuss student progress. Primary focus will be on questions #3 & 4 and small groups.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/27/2018	06/14/2019	\$0	No Funding Required	grade level teachers, ELL, Title 1, para professionals

Activity - Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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using Power Standards to frame curriculum	Curriculum Development, Professional Learning, Academic Support Program, Direct Instruction	Tier 2	Implement	08/27/2018	06/14/2019	\$0	No Funding Required	grade level teachers
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Activity - School Wide Specialty Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Junior Great Books, Lego League, Cultures of Thinking, STEAM, Word Masters	Teacher Collaboration, Parent Involvement, Professional Learning, Academic Support Program	Tier 1	Monitor	08/27/2018	06/14/2019	\$1500	Other	families, staff

Activity - Extended Learning Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MTSS, Title 1 interventionists, IST	Curriculum Development, Implementation, Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/27/2018	06/14/2019	\$85000	Title I Schoolwide	Administration, Title 1 interventionists, all staff

Activity - 10 Essential Literacy Practices - Phonics and Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The 10 essential literacy practice (k-3 and 4/5) are research-supported instructional practices. Research suggests that each of the ten practices can have a positive impact on literacy development. The use of these practices in every classroom every day could make a measurable positive difference in literacy achievement. They should be viewed, as in practice guides in medicine, as presenting a 'standard of care' for our students.	Teacher Collaboration, Technology, Parent Involvement, Professional Learning, Implementation, Direct Instruction, Walkthrough, Materials	Tier 1	Implement	08/27/2018	06/14/2019	\$0	General Fund	Principal Teachers Literacy Coaches K-2 District Literacy Coordinator
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Activity - Staff and Student Discourse	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will engage in practices for staff and student discourse. Core practices to promote effective discourse include: *Providing safe, equitable environments for student discourse *Using strategies to increase productive dialogue	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	General Fund	Principals Teachers

Activity - Staff and Student Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will engage in practices for staff and student feedback. Core practices to promote a culture of effective feedback include: *Identifying learning goals *Setting criteria for success *Creating tasks, activities, and exemplars that elicit evidence of student learning *Using questioning strategies that elicit evidence of student learning *Extending thinking during discourse *Providing descriptive feedback *Providing opportunities for feedback *Providing opportunities for peer feedback *Providing opportunities for self-assessment *Providing a collaborative culture of learning *Using evidence to inform instruction *	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	General Fund	Principals Teachers

Strategy 2:

MTSS - grade level teachers, administration and support staff meet bi-monthly to discuss student progress and data and develop plans to make instructional matches

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Category: English/Language Arts

Research Cited: Learning by Doing A Handbook of Professional Learning Communities at Work by: Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas Many copyright 2010

Tier: Tier 2

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC monitor the implementation of MTSS by collaborating, initiating and following through on MTSS recommendations with fidelity. (IST)	Teacher Collaboration, Curriculum Development, Implementation, Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/27/2018	06/14/2019	\$0	No Funding Required	Administrator, teachers, support staff, Title 1 Interventionists, paraprofessionals, MTSS coordinator
Activity - Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using Power Standards to frame curriculum and determine interventions/extensions	Teacher Collaboration, Implementation, Academic Support Program, Direct Instruction	Tier 2	Implement	08/27/2018	06/14/2019	\$0	No Funding Required	MTSS Team, PLC teams (teachers, Title 1 interventionists, support staff, paraprofessionals), administrator
Activity - School wide Specialty Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Jr. Great Books -extension, Lego League, Word Masters, Math Pentathlon, Cultures of Thinking, STEAM All students will be offered an opportunity to participate.	Teacher Collaboration, Parent Involvement, Professional Learning, Implementation, Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/27/2018	06/14/2019	\$0	No Funding Required	PLCs , support staff, MTSS team, administration, ELA coordinator, paraprofessionals, Title 1 Interventionists, families
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Activity - Extended Learning Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IST, MTSS, Title 1 Intervention	Teacher Collaboration, Implementation, Academic Support Program, Direct Instruction, Monitor	Tier 2	Monitor	08/27/2018	06/14/2019	\$0	No Funding Required	PLCs , support staff, MTSS team, administration, ELA coordinator, paraprofessionals, Title 1 Interventionists.

Goal 3: 85% of students will report a positive environment by 2020

Measurable Objective 1:

85% of All Students will demonstrate student proficiency (pass rate) report a positive response to the environment in Practical Living by 06/15/2018 as measured by LACO Survey.

Strategy 1:

Enhancing Instructional Practices - Culturally responsible teaching strategies will be used in the classroom.

Category: School Culture

Research Cited: Creating the School Family, Dr. Becky Bailey Copyright 2011 Loving Guidance, Inc.

Tier: Tier 1

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Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaboration with team to discuss best practice in culturally responsive teaching.	Behavioral Support Program	Tier 1	Implement	08/27/2018	06/14/2019	\$0	No Funding Required	All staff

Activity - Student Six Engagement Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Student Six Engagement strategies identify concrete behaviors for staff to be culturally responsive to all students, develop meaningful relationships and increase student engagement in learning.</p> <p>Visibility - Making every student feel acknowledged and included in the classroom.</p> <p>Engaging Students' Cultures - Incorporating positive elements of students' culture into classroom learning and community building</p> <p>Proximity - Using physical space to engage students and reduce perceived threat.</p> <p>Addressing Race - Talking openly about racial dynamics and how they impact the student experience.</p> <p>Connection to Students' Lives - Making linkages between classroom content and student experiences and perspectives.</p> <p>Connection to Future Selves - Helping students identify thier future paths and using classroom experiences to guide students towards personal goals.</p>	Teacher Collaboration, Implementation, Professional Learning, Direct Instruction, Communication	Tier 1	Implement	08/27/2018	06/14/2019	\$0	General Fund	Principals Teachers Central Administration

Strategy 2:

PBIS - All staff will follow PBIS guidelines and lessons to create a culturally responsive environment.

Category: School Culture

Research Cited: Creating the School Family by Dr. Becky Bailey, copyright 2001, Loving Guidance, Inc.

Tier: Tier 1

Activity - School wide lessons, assemblies/behavior plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assemblies and PBIS training related to best practice regarding a culturally responsive environments.	Behavioral Support Program	Tier 1	Implement	08/27/2018	06/14/2019	\$0	No Funding Required	All staff.

Strategy 3:

MTSS - Bi-weekly meetings to discuss and support our culturally responsive environment.

Category: School Culture

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Research Cited: RTI for Diverse Learners by Catherine Collier, 2010 . Corwin Publishing

Tier: Tier 2

Activity - School Wide Specialty Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific behavioral support programs, i.e peer mediation, social emotional groups, lunch buddies.	Behavioral Support Program, Academic Support Program	Tier 3	Implement	08/27/2018	06/14/2019	\$0	No Funding Required	All staff and students

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
Extended Learning Opportunities	MTSS, IST, Title I	Curriculum Development, Implementation, Behavioral Support Program, Academic Support Program	Tier 2	Monitor	09/05/2017	06/15/2018	\$85000	administration, all staff, Title 1 interventionists
Extended Learning Activities	MTSS, Title 1 interventionists, IST	Curriculum Development, Implementation, Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/27/2018	06/14/2019	\$85000	Administration, Title 1 interventionists, all staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC	Collaboration with team to discuss best practice in culturally responsive teaching.	Behavioral Support Program	Tier 1	Implement	08/27/2018	06/14/2019	\$0	All staff

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Standards	Using Power Standards to frame curriculum and determine interventions/extensions	Teacher Collaboration, Implementation, Academic Support Program, Direct Instruction	Tier 2	Implement	08/27/2018	06/14/2019	\$0	MTSS Team, PLC teams (teachers, Title 1 interventionists, support staff, paraprofessionals), administrator
Standards	using Power Standards to frame curriculum	Curriculum Development, Professional Learning, Academic Support Program, Direct Instruction	Tier 2	Implement	08/27/2018	06/14/2019	\$0	grade level teachers
PLC	grade level weekly meetings to discuss student progress. Primary focus will be on questions #3 & 4 and small groups.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/27/2018	06/14/2019	\$0	grade level teachers, ELL, Title 1, paraprofessionals
School wide Specialty Programs	Jr. Great Books -extension, Lego League, Word Masters, Math Pentathlon, Cultures of Thinking, STEAM All students will be offered an opportunity to participate.	Teacher Collaboration, Parent Involvement, Professional Learning, Implementation, Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/27/2018	06/14/2019	\$0	PLCs, support staff, MTSS team, administration, ELA coordinator, paraprofessionals, Title 1 Interventionists, families

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Professional Learning Communities	grade level weekly meeting to discuss student progress	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/27/2018	06/14/2019	\$0	grade level teachers, title one interventionists, para professionals, principal, resource room teacher, bilingual teacher
Extended Learning Activities	IST, MTSS, Title 1 Intervention	Teacher Collaboration, Implementation, Academic Support Program, Direct Instruction, Monitor	Tier 2	Monitor	08/27/2018	06/14/2019	\$0	PLCs, support staff, MTSS team, administration, ELA coordinator, paraprofessionals, Title 1 Interventionists.
Parent Involvement	parents are included in tier 2 conversations and planning	Monitor	Tier 2	Monitor	08/27/2018	06/14/2019	\$0	all
Differentiated Instruction	workshop model, students given materials at their level, students will receive intervention and or extension as needed	Academic Support Program	Tier 2		08/27/2018	06/14/2019	\$0	grade level teachers, title one interventionists, para professionals, special ed. staff
Standards	using Power Standards to frame curriculum	Curriculum Development, Professional Learning, Getting Ready, Academic Support Program, Supplemental Materials	Tier 1	Implement	08/27/2018	06/14/2019	\$0	grade level teachers

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School Wide Specialty Programs	Specific behavioral support programs, i.e peer mediation, social emotional groups, lunch buddies.	Behavioral Support Program, Academic Support Program	Tier 3	Implement	08/27/2018	06/14/2019	\$0	All staff and students
Data Literacy Analysis	staff will triangulate data looking at NWEA, MStep and montly math assignments	Teacher Collaboration, Curriculum Development, Academic Support Program, Direct Instruction, Monitor	Tier 1	Monitor	08/27/2018	06/14/2019	\$0	all staff and administration
School wide lessons, assemblies/behavior plan	Assemblies and PBIS training related to best practice regarding a culturally responsive environments.	Behavioral Support Program	Tier 1	Implement	08/27/2018	06/14/2019	\$0	All staff.
PLC	PLC monitor the implementation of MTSS by collaborating, initiating and following through on MTSS recommendations with fidelity. (IST)	Teacher Collaboration, Curriculum Development, Implementation, Behavioral Support Program, Academic Support Program	Tier 2	Monitor	08/27/2018	06/14/2019	\$0	Administrator, teachers, support staff, Title 1 Interventionists, paraprofessionals, MTSS coordinator

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Wide Speciality Programs	Junior Great Books, Lego League, Math Pentathlon, Cultures of Thinking, STEAM	Teacher Collaboration, Parent Involvement, Professional Learning, Academic Support Program	Tier 1	Monitor	08/27/2018	06/14/2019	\$1000	all staff, families
School Wide Specialty Programs	Junior Great Books, Lego League, Cultures of Thinking, STEAM, Word Masters	Teacher Collaboration, Parent Involvement, Professional Learning, Academic Support Program	Tier 1	Monitor	08/27/2018	06/14/2019	\$1500	families, staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Staff and Student Discourse	Schools will engage in practices for staff and student discourse. Core practices to promote effective discourse include: - Providing safe, equitable environments for students discourse - Using strategies to increase productive dialogue	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Principals Teachers
8 Mathematical Practices	The 8 Mathematical Practices gets students to engage with math in a meaningful way but not just focusing on an answer but the process. Students look for patterns to solve problems.	Teacher Collaboration, Technology, Implementation, Direct Instruction, Communication, Walkthrough	Tier 1	Implement	08/27/2018	06/14/2019	\$0	Principals Teachers Math Coaches (K-8)

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Staff and Student Feedback	Schools will engage in practices for staff and student feedback. Core practices to promote a culture of effective feedback include: <ul style="list-style-type: none"> - Identifying learning goals - Setting criteria for success - Creating tasks, activities and exemplars that elicit evidence of student learning - Using questioning strategies that elicit evidence of student learning - Extending thinking during discourse Providing descriptive feedback <ul style="list-style-type: none"> - Providing opportunities for peer feedback - Providing opportunities for self-assessment - Providing a collaborative culture of learning - Using evidence to inform instruction 	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Principals Teachers
Online tools to support leveled instruction	compass learning which aligns with NWEA, Moby Max	Curriculum Development, Academic Support Program, Monitor	Tier 2	Monitor	08/27/2018	06/14/2019	\$4500	administration, classroom teachers, special ed.staff, ELL staff
Student Six Engagement Strategies	The Student Six Engagement strategies identify concrete behaviors for staff to be culturally responsive to all students, develop meaningful relationships and increase student engagement in learning. Visibility - Making every student feel acknowledged and included in the classroom. Engaging Students' Cultures - Incorporating positive elements of students' culture into classroom learning and community building Proximity - Using physical space to engage students and reduce perceived threat. Addressing Race - Talking openly about racial dynamics and how they impact the student experience. Connection to Students' Lives - Making linkages between classroom content and student experiences and perspectives. Connection to Future Selves - Helping students identify their future paths and using classroom experiences to guide students towards personal goals.	Teacher Collaboration, Implementation, Professional Learning, Direct Instruction, Communication	Tier 1	Implement	08/27/2018	06/14/2019	\$0	Principals Teachers Central Administration
Staff and Student Discourse	Schools will engage in practices for staff and student discourse. Core practices to promote effective discourse include: *Providing safe, equitable environments for student discourse *Using strategies to increase productive dialogue	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Principals Teachers

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<p>Staff and Student Feedback</p>	<p>Schools will engage in practices for staff and student feedback. Core practices to promote a culture of effective feedback include: *Identifying learning goals *Setting criteria for success *Creating tasks, activities, and exemplars that elicit evidence of student learning *Using questioning strategies that elicit evidence of student learning *Extending thinking during discourse *Providing descriptive feedback *Providing opportunities for feedback *Providing opportunities for peer feedback *Providing opportunities for self-assessment *Providing a collaborative culture of learning *Using evidence to inform instruction *</p>	<p>Teacher Collaboration, Professional Learning, Direct Instruction</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/27/2018</p>	<p>06/14/2019</p>	<p>\$0</p>	<p>Principals Teachers</p>
<p>10 Essential Literacy Practices - Phonics and Vocabulary</p>	<p>The 10 essential literacy practice (k-3 and 4/5) are research-supported instructional practices. Research suggests that each of the ten practices can have a positive impact on literacy development. The use of these practices in every classroom every day could make a measurable positive difference in literacy achievement. They should be viewed, as in practice guides in medicine, as presenting a 'standard of care' for our students.</p>	<p>Teacher Collaboration, Technology, Parent Involvement, Professional Learning, Implementation, Direct Instruction, Walkthrough, Materials</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/27/2018</p>	<p>06/14/2019</p>	<p>\$0</p>	<p>Principal Teachers Literacy Coaches K-2 District Literacy Coordinator</p>