



# **School Improvement Plan**

Hillside 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**

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

# **2018-19 HIL SIP**

## Overview

### Plan Name

2018-19 HIL SIP

### Plan Description

final as of June 19



## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Students will demonstrate growth in reading comprehension	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$0
2	Students will demonstrate growth in the area of character development and leadership within an equitable learning environment	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$0
3	Students will demonstrate growth in the area of inquiry based mathematical reasoning.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$0

## Goal 1: Students will demonstrate growth in reading comprehension

### Measurable Objective 1:

72% of All Students will demonstrate a proficiency and/or increase student growth to the 65th growth percentile in Reading by 06/19/2020 as measured by NWEA MAP.

Status	Progress Notes	Created On	Created By
Met	Spring 2018 data = 58.8% proficient and 65.4% met growth percentile at 65th%tile	June 19, 2018	Mrs. Debra L Amos

### Strategy 1:

Effective Professional Learning Teams - All teachers will create professional learning teams within the developing and sustaining stages, as measured by DuFour's implementation rubric, to enhance instruction and promote continuous improvement in students' reading comprehension.

Category: English/Language Arts

Research Cited: Calkins, Lucy; The Art of Teaching Reading and Making Meaning

Conzemius, Anne & O'Neill, Jan; The Power of Smart Goals

Developmental Studies Center; Strategies That Build Comprehension and Community

Dufour, Richard & Eaker, Robert; Professional Learning Communities Research

Fountas & Pinnell; Continuum of Literacy Learning

Fountas & Pinnell; Guiding Readers and Writers

Harvey, Stephanie & Goudvis; Strategies That Work

Marzano, Robert; Classrooms That Work

Marzano, Robert; What Works in Elementary Schools

Tier: Tier 1

Activity - Assess, Monitor, Track student progress	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Professional Learning Teams will decide upon, create and implement frequent and common grade level assessments to monitor student progress. Formative assessments will align with district power standards and CCSS using appropriate rubric/target/scale. Teams will discuss student outcomes/data and design instructional strategies for all students.	Evaluation, Teacher Collaboration, Professional Learning, Monitor	Tier 1	Monitor	09/03/2018	06/19/2020	\$0	No Funding Required	All instructional staff
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Activity - Collaborative Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning teams will use the 4 guiding questions of a PLT to identify individual students who need additional support/enrichment, discover curricular concerns, and collaborate on instructional strengths and strategies to overcome possible gaps in literacy	Curriculum Development, Teacher Collaboration	Tier 1	Monitor	09/03/2018	06/19/2020	\$0	No Funding Required	all instructional staff

### Strategy 2:

Quality Instructional Practices - Instructional staff will participate in the professional development and implementation of Marzano's - Domain 1-5 Quality Instructional Practices, and through Culturally Responsive Teaching Strategies, to effectively engage all learners. Staff will monitor their progress through administrative evaluations and feedback, survey data, ongoing progress monitoring of student data, and possible lab classroom participation.

Category: English/Language Arts

Research Cited: Calkins, Lucy; The Art of Teaching Reading and Making Meaning

Chappuis, Stiggins, Chappuis, Arter; Classroom Assessment for Student Learning

Conzemius, Anne & O'Neill, Jan; The Power of Smart Goals

Developmental Studies Center; Strategies That Build Comprehension and Community

Dufour, Richard & Eaker, Robert; Professional Learning Communities Research

Fountas & Pinnell; Continuum of Literacy Learning

Fountas & Pinnell; Guiding Readers and Writers

Harvey, Stephanie & Goudvis; Strategies That Work

Marzano, Robert; Classrooms That Work

Marzano, Robert; What Works in Elementary Schools

Tier: Tier 1

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Activity - Cultural Competency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>1. All instructional staff will participate in ongoing Cultural Competency training through Oakland Schools - Jay Marks. 2. Instructional staff will incorporate elements of the culturally responsive classroom within their instruction. Progress monitoring will occur through the Cultural Competency Survey. 3. This is 1 of the 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.</p>	Direct Instruction, Professional Learning	Tier 1	Implement	09/05/2017	06/19/2020	\$0	No Funding Required	All instructional staff

Activity - Reference Learning Goals and Scales- Provide opportunities for staff and student discourse and feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>1. All instructional staff will provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students understanding of the learning goal and the levels of performance. 2. Instruction reflects embedded reference to learning goals and targets, and students are able to explain learning goal for the lesson. 3. Opportunity for staff and student discourse and feedback will be developed in relationship to the learning goals and targets to support student growth in literacy.</p>	Direct Instruction, Communication	Tier 1	Implement	09/04/2012	06/19/2020	\$0	No Funding Required	All instructional staff

### Strategy 3:

MTSS - Intervention/Extension - Using formative and summative assessments all instructional staff and professional learning teams will design and implement the necessary intervention and/or extension to empower students through an equitable instructional match in literacy comprehension. Effectiveness of intervention/extension strategies will be measured by student growth data.

Category: Learning Support Systems

Research Cited:

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Calkins, Lucy; The Art of Teaching Reading and Making Meaning  
 Conzemius, Anne & O'Neill, Jan; The Power of Smart Goals  
 Developmental Studies Center; Strategies That Build Comprehension and Community  
 Dufour, Richard & Eaker, Robert; Professional Learning Communities Research  
 Fountas & Pinnell; Continuum of Literacy Learning  
 Fountas & Pinnell; Guiding Readers and Writers  
 Harvey, Stephanie & Goudvis; Strategies That Work  
 Marzano, Robert; Classrooms That Work  
 Marzano, Robert; What Works in Elementary Schools  
 Tier: Tier 2

Activity - 10 Essential Literacy Practices - with a focus on 1,3,9	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. All instructional staff will participate in a problem solving approach, through the support of PLT and MTSS teams, data dig days, to redesign, align, and assess instruction of the 10 Essential Literacy practices 2. Monitoring of student progress will be ongoing. Data will be collected through IRIPs (K-3), CBMs, student growth/progress in F&P reading assessments, NWEA, documentation of strategy group/strategies in lesson plans, and through MTSS paperwork. 3. Instruction of tier 1 essential literacy practices will then take place to address individual/small group needs with a focus, but not limited to, practices 1,3,9.	Direct Instruction, Academic Support Program, Teacher Collaboration	Tier 1	Monitor	09/03/2018	06/19/2020	\$0	No Funding Required	All instructional staff

Activity - Leader In Me Data Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will monitor and track student progress, while providing opportunities for consistent and meaningful feedback to encourage student achievement within their individual goal area in literacy.	Direct Instruction, Monitor	Tier 1	Monitor	09/03/2018	06/19/2020	\$0	No Funding Required	all instructional staff students

## Goal 2: Students will demonstrate growth in the area of character development and leadership within an equitable learning environment

### Measurable Objective 1:

95% of All Students will demonstrate a behavior in agree/strongly agree to reporting that they are leaders in a positive and equitable learning environment in Practical Living by 06/14/2019 as measured by LIM Survey each trimester and the yearly Oakland County School Climate survey.

### Strategy 1:

MTSS - Intervention/Enrichment - Using formative and summative assessments all instructional staff and professional learning teams will design and implement the necessary interventions and enrichment to meet the needs of individual students leadership and character development.

Category: Learning Support Systems

Tier: Tier 2

Activity - Leader In Me - 7 Habits - PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>1. All instructional staff will participate in a problem solving approach, through the support of PLT and MTSS teams, to redesign, align, and assess instruction of learning behaviors both in Tier 1 and Tier 2 to meet the needs of individual students through the implementation of the LIM framework for character education and development of foundations of leadership.</p> <p>2. Monitoring of student progress will be ongoing. Data will be collected through student and staff survey, documentation of DEN time and classroom strategies, as well as, necessary MTSS paperwork.</p>	Direct Instruction, Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/05/2017	06/19/2020	\$0	No Funding Required	All instructional support

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Activity - Leader In Me Data Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. All students will be engaged in the Leader In Me - 7 Habits instruction and PBIS protocols. Students K-5 will actively participate in 1 or more leadership roles in classroom or building setting. Leadership activities/participation will be shared with community at large. 2. Teachers and students will monitor and track student progress, while providing opportunities for consistent and meaningful feedback to encourage student achievement within their individual goal area in behavior and leadership.	Direct Instruction, Behavioral Support Program, Academic Support Program, Monitor	Tier 1	Implement	09/05/2017	06/19/2020	\$0	No Funding Required	All instructional staff

### Strategy 2:

Quality Instructional Practices - Instructional staff will participate in the professional development and implementation of Marzano's - Domain 1-5 Quality Instructional Practices, and through Culturally Responsive Teaching Strategies, to effectively engage all learners. Staff will monitor their progress through administrative evaluations and feedback, survey data, ongoing progress monitoring of student data, and possible lab classroom participation.

Category: Learning Support Systems

Research Cited: Covey, Stephen; The Leader in Me and Seven Habits of Happy Kids

Covey, Stephen; Four Disciplines of Execution

Conzemius, Anne & O'Neill, Jan; The Power of Smart Goals

Developmental Studies Center; Strategies That Build Comprehension and Community

Dufour, Richard & Eaker, Robert; Professional Learning Communities Research

Fountas & Pinnell; Continuum of Literacy Learning

Fountas & Pinnell; Guiding Readers and Writers

Harvey, Stephanie & Goudvis; Strategies That Work

Marzano, Robert; Classrooms That Work

Marzano, Robert; What Works in Elementary Schools

Chappius, Jan & Stiggins, Rick & Chappuis, Steve & Arter, Judith; Classroom Assessment for Student Learning

Tier: Tier 1

Activity - Cultural Competency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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1. All instructional staff will participate in ongoing Cultural Competency training through Oakland Schools - Jay Marks. 2. Instructional staff will incorporate elements of the culturally responsive classroom within their instruction. Progress monitoring will occur through the Cultural Competency Survey. 3. This is 1 of the 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.	Direct Instruction	Tier 1	Implement	09/05/2017	06/19/2020	\$0	No Funding Required	All instructional staff
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Activity - Reference Learning Goals and Scales - Provide opportunities for student and staff discourse and feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. All instructional staff will provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students understanding of the learning goal and the levels of performance. 2. Instruction reflects embedded reference to learning goals and targets, and students are able to explain learning goal for the lesson. 3. Opportunity for staff and student discourse and feedback will be developed in relationship to the learning goals and targets to support student growth in character development and leadership.	Direct Instruction, Communication	Tier 1	Implement	09/05/2017	06/19/2020	\$0	No Funding Required	All instructional staff

### Strategy 3:

Effective Professional Learning Teams - Hillside teachers will create professional learning teams within the developing and sustaining stages, as measured by DuFour's implementation rubric, to promote continuous improvement in all students' behavior/character development.

Category: Learning Support Systems

Research Cited: Covey, Stephen; The Leader in Me and Seven Habits of Happy Kids

Covey, Stephen; Four Disciplines of Execution

Conzemius, Anne & O'Neill, Jan; The Power of Smart Goals

Developmental Studies Center; Strategies That Build Comprehension and Community

DuFour, Richard & Eaker, Robert; Professional Learning Communities Research



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Fountas & Pinnell; Continuum of Literacy Learning

Fountas & Pinnell; Guiding Readers and Writers

Harvey, Stephanie & Goudvis; Strategies That Work

Marzano, Robert; Classrooms That Work

Marzano, Robert; What Works in Elementary Schools

Chappius, Jan & Stiggins, Rick & Chappuis, Steve & Arter, Judith; Classroom Assessment for Student Learning

Covey, Stephen; The Leader in Me and Seven Happy of Happy Kids

Covey, Stephen; Four Disciplines of Execution

Tier: Tier 1

Activity - Assess, Monitor, Track student progress	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Teams will decide upon, create and implement frequent and common grade level assessments to monitor student progress. Formative assessments will be developed to align with essential learning goals and CCSS using appropriate rubric/target/scale. Teams will discuss student outcomes/data and design instructional strategies to meet the needs of students' behavioral and leadership growth.	Evaluation, Monitor	Tier 1	Monitor	09/05/2017	06/19/2020	\$0	No Funding Required	all instructional staff

Activity - Collaborative Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning teams will use the 4 guiding questions of a PLT to identify individual students who need additional support/enrichment, discover curricular concerns, and collaborate on instructional strengths and strategies to overcome possible gaps in students' behavior/character development and leadership.	Teacher Collaboration	Tier 1	Monitor	06/21/2017	06/19/2020	\$0	No Funding Required	All instructional staff

### Goal 3: Students will demonstrate growth in the area of inquiry based mathematical reasoning.

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### Measurable Objective 1:

70% of All Students will demonstrate a proficiency and/or increase student growth to the 65th growth percentile in Mathematics by 06/19/2020 as measured by NWEA MAP.

Status	Progress Notes	Created On	Created By
Met	Spring 2018 Data = 51.8% proficient and 63.6% met growth percentile at 65th%tile	June 19, 2018	Mrs. Debra L Amos

### Strategy 1:

MTSS - Intervention/Extension - Using formative and summative assessments all instructional staff and professional learning teams will design and implement the necessary intervention and/or extension to empower students through an equitable instructional match in math. Effectiveness of intervention/extension strategies will be measured by student growth data.

Category: Learning Support Systems

Research Cited: Conzemius, Anne & O'Neill, Jan; The Power of Smart Goals

Dufour, Richard & Eaker, Robert; Professional Learning Communities Research

Harvey, Stephanie & Goudvis; Strategies That Work

Marzano, Robert; Classrooms That Work

Marzano, Robert; What Works in Elementary Schools

Wall, Edward S. & Posamentier, Alfred S.; What Successful Math Teachers Do

Tier: Tier 2

Activity - Leader In Me Data Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will monitor and track student progress, while providing opportunities for consistent and meaningful feedback to encourage student achievement within their individual goal area in math.	Direct Instruction, Monitor	Tier 1	Implement	09/04/2012	06/19/2020	\$0	No Funding Required	All Instructional Staff

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Activity - Professional Learning for 8 Essential Math Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>1. All instructional staff will participate in a problem solving approach, through the support of PLT and MTSS teams, to redesign, align, and assess instruction in the 8 Mathematical Practices.</p> <p>2. Monitoring of student progress will be ongoing. Data will be collected through Pre/Post Unit tests within the Everyday Math program, CBMs, NWEA, documentation of strategy group/strategies in lesson plans, and through MTSS paperwork.</p> <p>3. Instruction of 8 mathematical practices will then take place to address individual/small group needs.</p>	Direct Instruction, Academic Support Program, Technology	Tier 1	Implement	09/04/2012	06/19/2020	\$0	No Funding Required	All Instructional Staff

### Strategy 2:

Quality Instructional Practices - Instructional staff will participate in the professional development and implementation of Marzano's - Domain 1-5 Quality Instructional Practices, and through Culturally Responsive Teaching Strategies, to effectively engage all learners. Staff will monitor their progress through administrative evaluations and feedback, survey data, ongoing progress monitoring of student data, and possible participation with math instructional coaches/lab classrooms.

Category: Mathematics

Research Cited: Conzemius, Anne & O'Neill, Jan; The Power of Smart Goals

Dufour, Richard & Eaker, Robert; Professional Learning Communities Research

Harvey, Stephanie & Goudvis; Strategies That Work

Marzano, Robert; Classrooms That Work

Marzano, Robert; What Works in Elementary Schools

Wall, Edward S. & Posamentier, Alfred S.; What Successful Math Teachers Do

Tier: Tier 1

Activity - Cultural Competency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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1. All instructional staff will participate in ongoing Cultural Competency training through Oakland Schools - Jay Marks. 2. Instructional staff will incorporate elements of the culturally responsive classroom within their instruction. Progress monitoring will occur through the Cultural Competency Survey. 3. This is 1 of the 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.	Direct Instruction, Monitor	Tier 1	Implement	09/04/2012	06/19/2020	\$0	No Funding Required	All Instructional Staff
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Activity - Reference Learning Goals and Scales - Provide opportunities for student and staff discourse and feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. All instructional staff will provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students understanding of the learning goal and the levels of performance. 2. Instruction reflects embedded reference to learning goals and targets, and students are able to explain learning goal for the lesson. 3. Opportunity for staff and student discourse and feedback will be developed in relationship to the learning goals and targets to support student growth in mathematical reasoning.	Direct Instruction, Communication	Tier 1	Implement	09/04/2012	06/19/2020	\$0	No Funding Required	All Instructional Staff

### Strategy 3:

Effective Professional Learning Teams - All teachers will create professional learning teams within the developing and sustaining stages, as measured by DuFour's implementation rubric, to enhance instruction to promote continuous improvement in all students' mathematical reasoning.

Category: Mathematics

Research Cited: Conzemius, Anne & O'Neill, Jan; The Power of Smart Goals

Dufour, Richard & Eaker, Robert; Professional Learning Communities Research

Harvey, Stephanie & Goudvis; Strategies That Work

Marzano, Robert; Classrooms That Work

Marzano, Robert; What Works in Elementary Schools

Wall, Edward S. & Posamentier, Alfred S.; What Successful Math Teachers Do

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Tier: Tier 1

Activity - Assess, Monitor, Track student progress	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Teams will decide upon, create and implement frequent and common grade level assessments to monitor student progress. Formative assessments will align with district power standards and CCSS using appropriate rubric/target/scale. Teams will discuss student outcomes/data and design instructional strategies for all students.	Professional Learning	Tier 1	Monitor	09/04/2012	06/19/2020	\$0	No Funding Required	All Instructional Staff

Activity - Collaborative Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning teams will use the 4 guiding questions of a PLT to identify individual students who need additional support/enrichment, discover curricular concerns, and collaborate on instructional strengths and strategies to overcome possible gaps in math.	Teacher Collaboration	Tier 1	Monitor	09/04/2012	06/19/2020	\$0	No Funding Required	All Instructional Staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Leader In Me Data Notebooks	Teachers and students will monitor and track student progress, while providing opportunities for consistent and meaningful feedback to encourage student achievement within their individual goal area in literacy.	Direct Instruction, Monitor	Tier 1	Monitor	09/03/2018	06/19/2020	\$0	all instructional staff students
Collaborative Questioning	Professional learning teams will use the 4 guiding questions of a PLT to identify individual students who need additional support/enrichment, discover curricular concerns, and collaborate on instructional strengths and strategies to overcome possible gaps in math.	Teacher Collaboration	Tier 1	Monitor	09/04/2012	06/19/2020	\$0	All Instructional Staff
Assess, Monitor, Track student progress	Professional Learning Teams will decide upon, create and implement frequent and common grade level assessments to monitor student progress. Formative assessments will be developed to align with essential learning goals and CCSS using appropriate rubric/target/scale. Teams will discuss student outcomes/data and design instructional strategies to meet the needs of students' behavioral and leadership growth.	Evaluation, Monitor	Tier 1	Monitor	09/05/2017	06/19/2020	\$0	all instructional staff
10 Essential Literacy Practices - with a focus on 1,3,9	<ol style="list-style-type: none"> <li>All instructional staff will participate in a problem solving approach, through the support of PLT and MTSS teams, data dig days, to redesign, align, and assess instruction of the 10 Essential Literacy practices</li> <li>Monitoring of student progress will be ongoing. Data will be collected through IRIPs (K-3), CBMs, student growth/progress in F&amp;P reading assessments, NWEA, documentation of strategy group/strategies in lesson plans, and through MTSS paperwork.</li> <li>Instruction of tier 1 essential literacy practices will then take place to address individual/small group needs with a focus, but not limited to, practices 1,3,9.</li> </ol>	Direct Instruction, Academic Support Program, Teacher Collaboration	Tier 1	Monitor	09/03/2018	06/19/2020	\$0	All instructional staff

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Leader In Me Data Notebooks	<p>1. All students will be engaged in the Leader In Me - 7 Habits instruction and PBIS protocols. Students K-5 will actively participate in 1 or more leadership roles in classroom or building setting. Leadership activities/participation will be shared with community at large.</p> <p>2. Teachers and students will monitor and track student progress, while providing opportunities for consistent and meaningful feedback to encourage student achievement within their individual goal area in behavior and leadership.</p>	Direct Instruction, Behavioral Support Program, Academic Support Program, Monitor	Tier 1	Implement	09/05/2017	06/19/2020	\$0	All instructional staff
Assess, Monitor, Track student progress	Professional Learning Teams will decide upon, create and implement frequent and common grade level assessments to monitor student progress. Formative assessments will align with district power standards and CCSS using appropriate rubric/target/scale. Teams will discuss student outcomes/data and design instructional strategies for all students.	Evaluation, Teacher Collaboration, Professional Learning, Monitor	Tier 1	Monitor	09/03/2018	06/19/2020	\$0	All instructional staff
Leader In Me Data Notebooks	Teachers and students will monitor and track student progress, while providing opportunities for consistent and meaningful feedback to encourage student achievement within their individual goal area in math.	Direct Instruction, Monitor	Tier 1	Implement	09/04/2012	06/19/2020	\$0	All Instructional Staff
Reference Learning Goals and Scales - Provide opportunities for student and staff discourse and feedback	<p>1. All instructional staff will provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students understanding of the learning goal and the levels of performance.</p> <p>2. Instruction reflects embedded reference to learning goals and targets, and students are able to explain learning goal for the lesson.</p> <p>3. Opportunity for staff and student discourse and feedback will be developed in relationship to the learning goals and targets to support student growth in character development and leadership.</p>	Direct Instruction, Communication	Tier 1	Implement	09/05/2017	06/19/2020	\$0	All instructional staff
Assess, Monitor, Track student progress	Professional Learning Teams will decide upon, create and implement frequent and common grade level assessments to monitor student progress. Formative assessments will align with district power standards and CCSS using appropriate rubric/target/scale. Teams will discuss student outcomes/data and design instructional strategies for all students.	Professional Learning	Tier 1	Monitor	09/04/2012	06/19/2020	\$0	All Instructional Staff

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Cultural Competency	<p>1. All instructional staff will participate in ongoing Cultural Competency training through Oakland Schools - Jay Marks.</p> <p>2. Instructional staff will incorporate elements of the culturally responsive classroom within their instruction. Progress monitoring will occur through the Cultural Competency Survey.</p> <p>3. This is 1 of the 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.</p>	Direct Instruction	Tier 1	Implement	09/05/2017	06/19/2020	\$0	All instructional staff
Cultural Competency	<p>1. All instructional staff will participate in ongoing Cultural Competency training through Oakland Schools - Jay Marks.</p> <p>2. Instructional staff will incorporate elements of the culturally responsive classroom within their instruction. Progress monitoring will occur through the Cultural Competency Survey.</p> <p>3. This is 1 of the 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.</p>	Direct Instruction, Professional Learning	Tier 1	Implement	09/05/2017	06/19/2020	\$0	All instructional staff
Collaborative Questioning	Professional learning teams will use the 4 guiding questions of a PLT to identify individual students who need additional support/enrichment, discover curricular concerns, and collaborate on instructional strengths and strategies to overcome possible gaps in students' behavior/character development and leadership.	Teacher Collaboration	Tier 1	Monitor	06/21/2017	06/19/2020	\$0	All instructional staff
Professional Learning for 8 Essential Math Practices	<p>1. All instructional staff will participate in a problem solving approach, through the support of PLT and MTSS teams, to redesign, align, and assess instruction in the 8 Mathematical Practices.</p> <p>2. Monitoring of student progress will be ongoing. Data will be collected through Pre/Post Unit tests within the Everyday Math program, CBMs, NWEA, documentation of strategy group/strategies in lesson plans, and through MTSS paperwork.</p> <p>3. Instruction of 8 mathematical practices will then take place to address individual/small group needs.</p>	Direct Instruction, Academic Support Program, Technology	Tier 1	Implement	09/04/2012	06/19/2020	\$0	All Instructional Staff
Collaborative Questioning	Professional learning teams will use the 4 guiding questions of a PLT to identify individual students who need additional support/enrichment, discover curricular concerns, and collaborate on instructional strengths and strategies to overcome possible gaps in literacy	Curriculum Development, Teacher Collaboration	Tier 1	Monitor	09/03/2018	06/19/2020	\$0	all instructional staff



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Leader In Me - 7 Habits - PBIS	<p>1. All instructional staff will participate in a problem solving approach, through the support of PLT and MTSS teams, to redesign, align, and assess instruction of learning behaviors both in Tier 1 and Tier 2 to meet the needs of individual students through the implementation of the LIM framework for character education and development of foundations of leadership.</p> <p>2. Monitoring of student progress will be ongoing. Data will be collected through student and staff survey, documentation of DEN time and classroom strategies, as well as, necessary MTSS paperwork.</p>	Direct Instruction, Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/05/2017	06/19/2020	\$0	All instructional support
Reference Learning Goals and Scales- Provide opportunities for staff and student discourse and feedback	<p>1. All instructional staff will provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students understanding of the learning goal and the levels of performance.</p> <p>2. Instruction reflects embedded reference to learning goals and targets, and students are able to explain learning goal for the lesson.</p> <p>3. Opportunity for staff and student discourse and feedback will be developed in relationship to the learning goals and targets to support student growth in literacy.</p>	Direct Instruction, Communication	Tier 1	Implement	09/04/2012	06/19/2020	\$0	All instructional staff
Reference Learning Goals and Scales - Provide opportunities for student and staff discourse and feedback	<p>1. All instructional staff will provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students understanding of the learning goal and the levels of performance.</p> <p>2. Instruction reflects embedded reference to learning goals and targets, and students are able to explain learning goal for the lesson.</p> <p>3. Opportunity for staff and student discourse and feedback will be developed in relationship to the learning goals and targets to support student growth in mathematical reasoning.</p>	Direct Instruction, Communication	Tier 1	Implement	09/04/2012	06/19/2020	\$0	All Instructional Staff
Cultural Competency	<p>1. All instructional staff will participate in ongoing Cultural Competency training through Oakland Schools - Jay Marks.</p> <p>2. Instructional staff will incorporate elements of the culturally responsive classroom within their instruction. Progress monitoring will occur through the Cultural Competency Survey.</p> <p>3. This is 1 of the 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.</p>	Direct Instruction, Monitor	Tier 1	Implement	09/04/2012	06/19/2020	\$0	All Instructional Staff