



# **School Improvement Plan**

**Power Upper Elementary**

**Farmington Public School District**

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Farmington Hills, MI 48335-5001

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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.

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Power Upper Elementary School serves a diverse population of 648 students (322 females, 326 males) in grades 5-6.

-Black = 151

-Asian= 78

-Hispanic= 25

-White= 393

-American Indian-1

There are 47 professional teaching staff members and appropriate staff to meet the needs of all student learners. This dynamic school is nestled in a suburban neighborhood and serves the communities of Farmington and Farmington Hills Michigan.

We are in the fifth year of a new configuration serving 5th and 6th grade students as an upper elementary school. Power previously served 6th-8th as a middle school. Four elementary school buildings closed so our staff is a combination of traditional elementary and middle school in a new upper elementary model.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Power Upper Elementary School will provide a safe and caring environment, which allows students and staff to maximize individual growth as they make transitions in a changing world.

Power Upper Elementary embodies its purpose through a team approach to learning. Students are placed on small academic teams where groups of teachers interact with students to assess their individual needs and provide instruction, caring, and other factors that will increase the likelihood for high levels of student achievement. Intervention programs supported by Title I funds and district resources ensure that student gaps are identified and addressed. Our school wide PBIS program allows students to be successful both socially and academically in the school setting.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Power Upper Elementary opened its doors as a new configuration at the beginning of the 2010-2011 school year. The initial year was a challenging time of transition. However, in very short time the school created policies and procedures that are developmentally appropriate for 5th and 6th grade students. The concept of teaming has taken hold, we have developed a positive culture in our building, and we have established an identity within the community. Parents and students look forward to attending Power Upper Elementary. Power has improved transitions for students entering 5th grade as well as those exiting 6th grade. We have a strong partnership with our PTSA and parental support is tremendous.

In the coming years, we are working toward a number of goals that will support our culture within the school and within the community. Continued emphasis will focus on school climate. Full and successful implementation of a PBIS program that supports student learning is another goal of our building. Increased levels of achievement on various measures including MEAP, NWEA, and other assessments will be our focus through quality instruction and our teacher evaluation process. At the same time, we will focus on reducing and eventually eliminating the achievement gap for students. Additionally, Power is looking to increase access to technology through tools such as iPads and Interactive Projectors. We will work to identify opportunities to increase parental involvement. Safety and security will be an important focus of the next three years as well. Through a strong partnership with our PTSA, Power hopes to increase the extra curricular activities available to students outside of the school day.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Power Upper Elementary is a school where learning is valued, students are the top priority, and we are a community of learners. Power has been a successful school for nearly half a century and the plan is to be successful for many years to come.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

Our district involves stakeholders throughout the community to be part of the School Improvement Planning process. The School Improvement Team consisted of teachers, support staff, our principal, and parent representatives.

Input was sought from all staff regularly at staff meetings, through Professional Learning Teams, data analysis, and professional development opportunities. Parents were kept informed of the progress the Team was making, and regular input and feedback was welcomed. Parent representatives attended parent meetings where progress was shared. Meetings were scheduled to accommodate parent and staff member work schedules. Meetings were held during the school day for staff and after school hours in the evenings for parents. All stakeholders were surveyed (parents, students, staff, community) and the information obtained through the surveys was considered in developing our Plan.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

All Staff - Creation of Goals Strategies and Activities for the School Improvement Plan.

James Anderson - Principal - Writing and review of the School Improvement Plan.

Cindy Long - 6th Grade Teacher - Writing and review of the School Improvement Plan.

Dave Hebert - 5th Grade Teacher - Writing and review of the School Improvement Plan.

Gayle Killingbeck - 5th/6th Grade Art Teacher - Writing and review of the School Improvement Plan.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

Our final improvement plan was reviewed by all members of our School Improvement Team May 5th of 2015. Each School Improvement Team Member was charged with sharing the plan with their Professional Learning Team prior to the end of the school year. James Anderson, Principal, will share the plan with parents at an upcoming PTA Meeting.

# **School Data Analysis**

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

## **Demographic Data**

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

### **Student Demographic Data**

#### **1. In looking at the three year trend in student enrollment data, what challenges have been identified?**

Over the course of the last three years, our enrollment has declined across the district. This has created challenges because we have had to reduce staff and work with less funding. Because we work in collaborative academic teams, reductions in staffing require us to reconfigure teaching teams on an annual basis. This disrupts the flow of teaching and also causes some teachers to have to switch subjects.

### **Student Demographic Data**

#### **2. In looking at the three year trend in student attendance data, what challenges have been identified?**

For a small portion of our student population, excessive absences negatively affect student achievement. When students lose weeks of instruction it reflects in their achievement on assessments. Those students with lower levels of missed days achieve higher than those with more absences.

### **Student Demographic Data**

#### **3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?**

This is a constant area that is defined as a challenge for us. We have worked hard over the last three years to reduce suspensions and to keep students in class. However, at this age level we see an increase in disruptive behaviors and work hard to reduce office referrals. We have implemented a successful PBIS program. We have also put an emphasis on relationships with kids to help create connections. However, it is always a balance between providing students with the teaching and reflection they need to change behaviors and not taking time away from academics. The addition of our Title I funded behavioral interventionist has been a positive step as well.

### **Student Demographic Data**

#### **4. What action(s) could be taken to address any identified challenges with student demographic data?**

The following steps can be taken to address our challenges:

Continue to improve our PBIS program to teach and reinforce desired behaviors and keep students in class.

We have revamped our policy on truancy and will be more closely partnering with the county to address chronic concerns related to attendance.

The passing of a bond issue that is slated for the May Election will provide us the funds to improve our buildings which will then in turn attract new families to the area.

**Teacher/School Leader(s) Demographic Data**

**5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?**

The principal has been in the building for the past 15 years. However he only taught for 4 of those years.

The assistant principal is in his first year as an administrator, but brings a longer teacher background.

Because we have had a different administrative pair each of the 5 years we have been in existence as an upper elementary school. Because of this there has been a lack of continuity around many policies and processes. The team in place now is the right mix to have a positive impact on student achievement.

**Teacher/School Leader(s) Demographic Data**

**6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?**

We have a veteran staff with a lot of teaching experience. They bring a wide variety of experiences and expertise. They have a stronger sense of classroom management than young teachers. They are well versed in their content and have more strategies for engagement.

These all have the ability to positively impact student achievement.

**Teacher/School Leader(s) Demographic Data**

**7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?**

Any time either school leader is out of the building it has the potential to negatively impact student achievement. When this occurs, the regular duties of the other roles need to be flexed to accommodate for the missing team member. In cases when both leaders are out of the building at the same time, a teacher is now pulled away from the most important work of the school.

**Teacher/School Leader(s) Demographic Data**

**8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?**

Any time teachers are absent there is a potential loss of instruction time. This may have an impact on student learning and achievement.

**Teacher/School Leader(s) Demographic Data**

**9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?**

From a district perspective, a reduction of meetings that occur during the school day. Possible incentives for increased attendance due to illness. A more systemic process for address chronic illnesses with both administrators and teachers. Health and wellness initiatives for all employees might be a positive step as well. When staff is present it has a positive impact on student achievement.



## **Process Data**

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

**10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?**

Some strengths unidentified were "Resources and Support Systems" as well as "Purpose and Direction".

**11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?**

Some challenges identified were "Using Results for Continued Improvement" and "Teaching and Assessing for Learning".

**12. How might these challenges impact student achievement?**

Mastery of formative assessments will lead to changes in instruction that will positively impact student achievement. Data analysis through our PLT groups will ensure we are using results for continuous improvement.

**13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.**

Our goals include PLT initiatives surrounding data analysis as well as group learning around formative assessments.

**14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?**

We educate all students through an inclusive model to ensure exposure to various learning opportunities.

**15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?**

Students in all grades have access to online academic programs to extend their learning while away from the classroom setting. Our school also supports students after school hours with Math Olympiad, Science Olympiad, Math Pentathlon and other academic programs.

**16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?**

All students have the opportunity to participate in Extended Learning activities.

**17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?**

Districts curriculum is designed, implemented and delivered based on state content standards. The NWEA standardized test assesses Common Core State Standards.

**18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.**

N/A

## **Achievement/Outcome Data**

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

### **19a. Reading- Strengths**

- Reading stamina
- "With in the Text" reading comprehension
- Responding to text and providing evidence from the text
- Applying reading strategies and skills within the content areas
- Improved ability to grow conversations with peers about the text
- Growing ability to have rich conferring with teachers
- Students tracking and reflecting on their personal growth
- Students are motivated by the data they collecting

### **19b. Reading- Challenges**

- "Beyond the Text" and "About the Text" reading comprehension
- Identifying the "Author's Purpose" and "Author's Craft"
- Increasing our "Bottom 30%" scores at the same rate as the rest of our student population's scores

### **19c. Reading- Trends**

-Students have continued to increase their reading stamina and fluency

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- Students have continued to becoming more and more skilled at conferring with teachers
- Reading comprehension and visual thinking skills continue to improve
- Students continue to hone skills in tracking and reflecting on their personal growth

### 19d. Reading- Summary

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

To improve in reading overall, we have increased our focus on informational text and text structures. We now teach reading and reading strategies in all areas including social studies and science. We plan to continue to use leveled text to teach reading as this provides the opportunity to meet each student at their instructional level and move the student forward in their learning.

### 20a. Writing- Strengths

- Building writing stamina
- Students are becoming more skilled at conferring with teachers about their needs as a writer
- Students are showing growth in their writing as measured by pre and post assessments
- Continued growth in the areas of "ideas and organization"
- Students providing more constructive feedback to their peers about their writing
- Students tracking and reflecting on their personal growth

### 20b. Writing- Challenges

- Increasing our "Bottom 30%" scores at the same rate as the rest of our student population's scores
- Applying grammar and convention skills within their daily writing
- More manageable scoring rubrics
- Lack of school wide writing prompts

### 20c. Writing- Trends

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- Students have continued to increase their writing stamina
- Students have continued to becoming more and more skilled at conferring with teachers about their needs
- Continued growth in "Ideas and Organization"
- Students continue to hone skills in tracking and reflecting on their personal growth
- Students continue to struggle with grammar and conventions in their daily writing

### 20d. Writing- Summary

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

To improve in writing overall, we have increased our focus on grammar and conventions. We now teach writing and writing strategies in all areas including social studies and science. We plan to continue to use student-teacher conferring to meet each student at their instructional level and move the student forward in their learning. Teachers are working in PLTs to develop writing prompts and scoring rubrics to help monitor student growth.

### 21a. Math- Strengths

- Students tracking and reflecting on their personal growth
- Geometry/Masurement: Finding perimeter and area
- Graphing: Plotting points on coordinate grid
- Computation: Identifying "greater than and less than"

### 21b. Math- Challenges

- Computation: Basic fact fluency ( $\times$ ,  $+$ ,  $-$ ,  $\div$ )
- Computation: Fraction foundations ( $\times$ ,  $+$ ,  $-$ ,  $\div$ )
- Place Value: Decimals

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-Current math program/curriculum is very reading intensive

### 21c. Math- Trends

-Students continue to hone skills in tracking and reflecting on their personal growth.

### 21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

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### 22a. Science- Strengths

- Inquiring-based curriculum
- Constructivist approach to student learning
- Instructional and lab materials provided by the district]
- Students tracking and reflecting on their personal growth

### 22b. Science- Challenges

- Lack of district common assessments
- NWEA Science assessments are not administered to students so data tracking is more difficult
- District grade-level curriculum units/concepts are not always aligned to state standards

### 22c. Science- Trends

-Students continue to hone skills in tracking and reflecting on their personal growth

**22d. Science- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

-Teachers are beginning to realign the science curriculum with the current state grade level content expectations. Teachers are also beginning to develop common assessments to help track student progress/growth.

**23a. Social Studies- Strengths**

- Students tracking and reflecting on their personal growth
- Growth seen in students ability to draw conclusions, make connections and engage in higher level thinking skills
- Many skills and strategies used in reading and writing students transfer into their social studies work
- District's adoption and integration of Oakland Schools MAISA Social Studies Units

**23b. Social Studies- Challenges**

- Lack of district common assessments
- NWEA Social Studies assessments are not available to be administered to students, therefore data tracking is more difficult

**23c. Social Studies- Trends**

- Teachers have been trying to integrate more and more informational reading and writing into the social studies curriculum.
- School has purchased some teachers materials to help with ELA integration.

**23d. Social Studies- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

- Teachers are also beginning to develop common assessments to help track student progress/growth. This work is taking place at the building level in PLTs and at the district level with the help of Oakland Schools.

## **Perception Data**

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

### **24a. Student Perception Data**

#### **Which area(s) indicate the overall highest level of satisfaction among students?**

Student survey data indicates that "My school has computers to help me learn." with 96.06% agreement. The second indicator is "In my school my teachers want me to do my best work" with 93.7% agreement.

### **24b. Student Perception Data**

#### **Which area(s) indicate the overall lowest level of satisfaction among students?**

Student survey results indicate the lowest level of student satisfaction is "Mr principal and teachers ask me what I think about school" with 30.71% agreement. The second indicator was "In my school student treat adults with respect." 32.28% agreement.

### **24c. Student Perception Data**

#### **What actions will be taken to improve student satisfaction in the lowest area(s)?**

Teachers will continue to focus on Marzano's DQ8 to help foster student teacher relationships.

### **25a. Parent/Guardian Perception Data**

#### **What area(s) indicate the overall highest level of satisfaction among parents/guardians?**

The Parent/Guardian survey results indicate "Our school provides qualified staff to support student learning" 44.62 % strongly agreed. A second indicator was "Our school communicates effectively about the school goals and activities" 40.85 % strongly agreed.

### **25b. Parent/Guardian Perception Data**

#### **What area(s) indicate the overall lowest level of satisfaction among parents/guardians?**

The Parent/Guardian survey results indicate "The schools governing body interferes with the operation or leadership of our school" with 18% strongly agreed.

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**25c. Parent/Guardian Perception Data**

**What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?**

This information will be provided to the district to allow for more local control when deemed appropriate.

**26a. Teacher/Staff Perception Data**

**What area(s) indicate the overall highest level of satisfaction among teachers/staff?**

The Teacher/Staff survey results indicate "All teachers in our school participate in Collaborative Learning Communities that meet both formally and informally across grade levels and content areas." 66.67 strongly agree. A second indicator is "Our school's purpose statement is clearly focused on student success" 64.29% strongly agree.

**26b. Teacher/Staff Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among teachers/staff?**

The Teacher/Staff survey results indicate "All teachers in our school use multiple types of assessments to modify and adjust the curriculum" 8.33% strongly agree.

**26c. Teacher/Staff Perception Data**

**What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?**

Staff continues to work in PLT groups to develop various formative and summative assessments.

**27a. Stakeholder/Community Perception Data**

**What area(s) indicate the overall highest level of satisfaction among stakeholders/community?**

The Community/Stakeholder survey results indicate "All schools have highly qualified staff to address student needs" 85% agree.

**27b. Stakeholder/Community Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?**

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The Community/Stakeholder survey results indicate "Foreign Language and International Skills" 41% agree. This program was eliminated in recent years due to budget restraints.

### 27c. Stakeholder/Community Perception Data

**What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?**

Due to district budget restraints foreign language will not be offered at our building.

## Summary

### **28a. Summary**

**Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.**

We recognize the fact that our achievement gap is too large and are working on strategies to reduce the gap between the bottom 30 percent of achievement scores and the top 30 percent. We are accomplishing this through a systemic approach to intervention and support. We are using Marzano's strategies for improved instruction. Math remains as our biggest area of concern and we are also piloting a new math program in the coming year to increase achievement.

We are strong in the area of perception data. Parents and students alike report positive experiences at Power Upper Elementary School. The biggest challenge on the horizon is the possible reconfiguration that may occur as the district once again goes through the process of closing buildings due to declining enrollment.

### **28b. Summary**

**How might the challenges identified in the demographic, process and perception data impact student achievement?**

By addressing the challenges in our demographic, process, and perception data we are afforded the opportunity to systemically target our population of students who have the greatest needs. From that point, we can provide tiered instruction that meets the needs of each learner. It will be important to our perception data that we remained focused on the achievement of all learners and not allow the bottom 30 percent of achievement scores to be our sole focus. By implementing Marzano strategies and common core state standards delivered through research based instructional strategies, we have the opportunity to help students achieve at great levels while they spend two years with us at Power.

### **28c. Summary**

**How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?**

All of the areas that pose a challenge for us are addressed in the school improvement plan and more specifically in the goal areas. We have goals for all of our major academic areas as well as our social and emotional needs of our students. Marzano strategies are listed in each of the goal areas and PBIS initiatives are reinforced in our social and emotional goal.

# **School Additional Requirements Diagnostic**

## **Introduction**

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	Our school only serves 5th and 6th grade students. Students are tested annually in literacy and math in both grades.	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	<a href="http://www.farmington.k12.mi.us/schools/annualreports/pues_1314.pdf">http://www.farmington.k12.mi.us/schools/annualreports/pues_1314.pdf</a>	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Our school does not serve 8th grade students.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Our school does not serve 8th grade students.	

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Kathy Smith Executive Director of Human Resources 35000 Shiawasee Farmington, MI 48335 248-489-3357	

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Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		Power Parent Involvement Policy

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Power Parent Compact

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes		

# **Title I Schoolwide Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide 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: Comprehensive Needs Assessment**

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

During regularly scheduled School Improvement Team meetings held throughout the year, the team examined multiple sources of data, reviewed current goals, objectives, strategies and activities, and based upon this analysis made recommendations for revising and updating our school improvement plan. The team consisted of elementary teachers, support staff, administrators, and parents.

Student achievement, program/process, demographic and perception data were analyzed by the team. Throughout the process, the team kept the entire staff informed of progress at staff meetings, professional development sessions, as well as through written communications. Parents were kept informed of the progress at Parent Teachers Student Association (PTSA) meetings and through written communications including weekly listserv messages.

Following our detailed analysis of all sources of data, our team determined that specific goals were necessary in math, reading, science, social studies and writing. Objectives were based on our current academic standings on standardized and district level assessments. The focus and priority of these goals is to close all achievement gaps currently evident, and also to help all students make adequately yearly progress according to our newly identified targets. Strategies and activities were selected to align with the goals and objectives in our revised plan.

Data examined included:

Student Achievement: Michigan Student Test of Educational Progress M-STEP, Northwest Evaluation

Association (NWEA), Fountas and Pinnell Literacy Evaluation scores (F&P), Report Cards, Progress Reports, Summative and Formative Assessments, End of Unit Tests, and District Assessments. After conducting an item analysis we determined that math computation, comprehension of informational text, earth science concepts were priority areas.

Program / Process: School Data Profile and our Self Assessment were analyzed and reviewed by members of the team.

Demographic: Enrollment trends over a 5 year span when our school reconfigured to an upper elementary with new attendance boundaries were analyzed and reviewed by members of the team. These enrollment trends were reviewed with a focus on enrollment, mobility and attendance for different subgroups.

Perception: The entire community, which includes 5th and 6th grade students, staff, and parents, completed a survey regarding instruction, student learning, school climate and student relationships. The results of the survey

### **2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?**

Student Achievement Data: MEAP Results - 2010 - 2013

Grade 5 Reading

--All Students: Fifth grade reading proficiency was stable during the 4-year period examined. In 2010, 76% of all students were proficient. In 2011, 76% were proficient, and in 2012, 78% of all students were proficient or advanced.

--Gender: There has consistently been a gap between males and females, with females outperforming males each year. In 2010, there was an 8% gap; in 2011, a 17% gap, and in 2012, a 14% gap.

--Ethnicity: Asian students have been our highest performing subgroup, at 98% in 2010, 81% in 2011, and 90% in 2012. White students have been consistent at 80%, 80% and 81%. Black or African American students have the biggest gap, at 58%, 65%, and 63%. Hispanic students are not a large subgroup, and we do not always get proficiency levels, but in 2010, 36% were proficient and in 2012, 82% were proficient.

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--Economically & non-economically disadvantaged: Consistent gaps are evident in the ED subgroup. In 2010, 56% were proficient, in 2011, 61% were proficient, and in 2012, 61% were proficient. In contrast, non-ED students consistently out-performed the aggregate: 84%, 82% and 83%.

--English proficient and Limited English Proficient: English proficient students performed consistently close to the aggregate: 80%, 77%, and 80%. A large gap for LEP students was noted in 2010 (17% vs 80%), but the gap narrowed in 2011 (77% vs 52%) and 2012 (80% vs 57%).

#### Grade 5 Math

--All students - Proficiency fluctuated, but overall, remained stable. 2010 - 48% proficient; 2011 - 37% proficient; 2012 - 49% proficient.

--Gender: Males and females performed at comparable levels of proficiency for all 3 years, and remained close to the aggregate. Males - 49%, 37% and 50%; Females - 47%, 37% and 48%.

--Ethnicity: Again, Asian students were consistently the highest performing subgroup: 89%, 70%, 83%. White students were consistently close to the aggregate: 49%, 37%, 52%. Black or African American students had the largest gaps, at 26%, 18%, and 23% proficiency. Our smaller Hispanic subgroup performed at 21% in 2010 and 55% in 2012. There is no data for 2011.

--Economically & non-economically disadvantaged: There is a significant gap between ED and non-ED students. Proficiency for ED students was 20%, 15%, and 22%. For non-ED students it was 60%, 46%, and 57%.

--English proficient and Limited English Proficient: English proficient students mirror the aggregate group - 50%, 39%, 50%. A gap was again noted for LEP students: 15%, 12%, and 29%.

#### Grade 5 Science

--All Students: Proficiency among all students declined for the 3-year period examined: 25%, 22%, and 14%.

--Gender: Males and females remained close to the aggregate and no significant gaps were noted. Males - 24%, 19%, and 15%. Females - 27%, 26%, and 14%.

--Ethnicity: Our Asian subgroup continued to be above the aggregate - 48%, 30% and 36%. This was followed by white students - 27%, 27%, and 12%. Black or African American students continued to lag behind the aggregate - 8%, 6%, and 3%. Our smaller Hispanic subgroup provided data in 2010 and 2012 - 21% and 27%.

--Economically & non-economically disadvantaged: There remains a significant gap between ED and non-ED students. Proficiency for ED students was 9%, 7% and 5%. For non-ED students it was 32%, 29%, and 17%.

--English proficient and Limited English Proficient: English proficient students remained close to the aggregate group - 27%, 23%, and 15%. LEP students again had a significant gap - 4%, 8%, and 8%, but did show growth during the 3-year period.

#### Grade 6 Reading

--All students: We noted a slight decline over the 3-year period among all students - 79%, 78%, and 72%.

--Gender: A decline for males, with a gap between males and females. Males - 72%, 73%, and 61%. Females - 84%, 83%, and 83%.

--Ethnicity: In all three years of testing data, Asian students made up our highest performing ethnic group, with some fluctuation and a moderate decline - 93%, 98%, and 86%. Caucasian students followed, also with fluctuation and an overall decline - 82%, 85%, and 76%. Black or African American students were 61%, 60%, and 57% proficient. Proficiency for Hispanic of Any Race and Two or More Races was intermittently provided, without enough data to provide a trend.

--Economically & non-economically disadvantaged: A gap is seen between ED and non-ED students. ED - 77%, 61%, and 54%. Non-ED students - 83%, 86%, and 78%. Both groups had similar fluctuations as other subgroups, with an overall decline.

--English proficient and Limited English Proficient: English proficient students were close to the aggregate group - 81%, 80%, and 74%. LEP students again had a significant gap with proficiency at 35%, 38%, and 37%. LEP proficiency, while below the aggregate, remained stable.

#### Grade 6 Math

--All students: Overall proficiency in math declined: 59%, 48%, and 42%.

--Gender: Both groups declined. Females slightly outperformed males during this period. Males - 59%, 47%, and 40%. Females - 60%, 50%, and 43%.

--Ethnicity: Asian students continued to have the highest proficiency levels - 91%, 85%, and 77% - following the overall decline in math

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proficiency. White or Caucasian students were closer to the aggregate - 62%, 54%, and 45%. Black or African American students also declined and retained the gaps previously noted - 35%, 26%, and 19%. Hispanic and Two or More Races did not yield enough data to report.

--Economically & non-economically disadvantaged: A gap remains between ED and non-ED students. ED - 35%, 23%, and 18%. Non-ED students were stronger than the aggregate group - 68%, 60%, and 50%. Both groups had a similar decline in math.

--English proficient and Limited English Proficient: English proficient students followed the trends of other subgroups, close to the aggregate but overall decline - 60%, 50%, and 43%. LEP students retained the previously noted gaps - 39%, 0%, and 24%. The gap in 2011 (0%

proficient) is larger than we have seen prior to this year.

#### Grade 6 Social Studies

--All Students: We saw a slight fluctuation but overall stability in social studies. Proficiency levels for the 3-year period - 40%, 44%, and 39%.

--Gender - In two out of the three years of testing data, female students performed at a higher rate than male students. Females - 45%, 44%, and 41%. Males - 36%, 44%, and 36%.

--Ethnicity - Asian students with proficiency of 54%, 64%, and 61% made up our highest performing ethnic group. This is followed by Caucasian students with 43%, 51% and 43%, and by Black or African American students with 27%, 24%, and 20%. All other ethnic categories did not have consistent data due to lower number of students enrolled.

--Economically & non-economically disadvantaged: Again we saw a significant gap and an overall decline: ED - 26%, 25%, and 16%. Non-ED students were stable and closer to the aggregate group - 46%, 53%, and 47%.

--English proficient and Limited English Proficient: English proficient students remained stable at 42%, 45% and 40%. LEP students remained low but with an overall increase in proficiency - 6%, 6% and 14%.

Item Analysis: A MEAP item analysis revealed that our weakest areas among content standards were comprehension of information text across content areas, math computation, and earth science.

#### Grade 7 Writing:

The data for writing is not assessed at Power Upper Elementary School. The current data reflects students who now attend East Middle School.

Students struggle with conventions in both narrative and informational writing. Students have excelled at mechanics such as spelling and grammar and usage. Writing proficiency stayed consistent: in 2010, 58% of all students were proficient. In 2011 and 2012, the rate remained the same at 59%.

Once again, there were gender gaps, as girls consistently outperformed boys. The gap in 2010 was 20% (Girls - 69%, Boys - 49%); in 2011, it was 27% (Girls - 72%, Boys - 45%); and in 2012, it was 23% (Girls - 70%, Boys - 47%).

Among ethnic groups, Asian students consistently performed higher than other groups: 77%, 84%, and 93%. White or Caucasian students followed with 63%, 60%, and 64%. Black or African American students fell to 41%, 45%, and 41%. Hispanic and Two or More Races did not yield enough data.

Another notable gap was with Economically Disadvantaged students, who performed lower at 34%, 41%, and 32%. English Language Learners also present significant gaps, at 21%, 26%, and 11% proficiency. Students with Disabilities scored lowest, ranging from 0% proficient to 14%.

#### Program/Process Data

Using our school wide Self Assessment the areas identified that need additional attention include establishing and communicating our Vision and Purpose. We also recognize that improvement is needed in analysis of data to drive instruction, access to technology and media services, and monitoring school climate. Our data indicates that our stakeholders need to be informed of continuous improvement.

Although we see ourselves as operational in these areas, we see the need for continuous improvement in fostering a learning community and responding to community expectations and stakeholder satisfaction.

The strengths of Power Upper Elementary include leadership involving policies and procedures throughout the building. This can be seen in

the development and implementation of curriculum based on clearly defined expectations for student learning. There are many support systems in place to ensure student achievement within the curriculum. Staff understands the importance of showing student growth and achievement through on-going data selection.

### Demographic Data

Our overall student population has declined over the last 4 years. Our enrollment has gone from 781 in 2010 to 780 in 2011 to 756 in 2012 and 680 in 2013 and 637 in 2014.

The percentage of African American students has increased from 24% in 2010 to 27% in 2011 to 26% in 2012. During the same period, we have seen a decrease in the number of Caucasian students at Power.

Our staff is still over 90% white. We have experienced a decrease in staffing in conjunction with the declining enrollment.

The free/reduced lunch rates have decreased, with 27% in 2011 and 25% in 2012.

Our African American subgroup had a slightly higher mobility rate for the 3 year period examined.

For the 2010 school year our average mobility rate was 4%; for the African American subgroup it was 6% and for the Caucasian subgroup it was 3%. When reviewing attendance patterns over the same span of time, there is a higher absenteeism rate for African American students.

### Perception Data

**Student Survey:** Overall, student perceptions on the survey were positive. Specifically the survey showed 92% positive agreement with questions regarding the instructional program, student learning, and school climate. Most students (87%) feel they have strong relationships with their teachers. Areas for improvement noted in the survey were perceptions surrounding respect for adults, inviting families to events and activities, and asking students for input about school.

**Parent Survey:** Parents identified strengths in the areas communication of student expectations, variety of teaching strategies and learning activities, teachers helping parents understand student progress, safety, and trust of their school and teachers. Improvement areas identified by parents were: equitable curriculum for all achievement levels, differentiated instruction, and updating of facilities.

**Staff Survey:** The strengths identified by staff include caring about students, setting high expectations for students, working in academic teams, and administration supporting teachers and students.. The staff feels that building a sense of community is critical. Areas of improvement identified by staff are discipline decisions, continuation of community building, a more united administrative team, and specific strategies to address social and emotional issues regarding Tier 2 students.

Due to changes in the state assessment, some data was not available in time for submission.

**NWEA:** For 5th grade, math students have demonstrated consistent increases over the last 4 years. The mean RIT has increased from 213.2 to 223.3.

For 6th grade, math students have demonstrated consistent increases over the last 4 years. The mean RIT has increased from 217.2 to 224.4

For 5th grade students in Reading, like math, trend data shows steady increase from fall 2012 to winter 2015.

In the fall of 2012 the mean RIT score was 207.2. In the winter of 2015, the mean RIT was 212.7.

For 6th grade students in Reading, like math, trend data shows steady increase from fall 2012 to winter 2015.

In the fall of 2012 the mean RIT score was 210.7. In the winter of 2015, the mean RIT was 217.8.

### **3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.**

Power elected to maintain goals in math, reading and writing, but they have been revised to be more aligned with the newly identified needs of all students and our targeted populations.

Using results from our needs assessment and looking at the data, we focused our goals in the areas of: math, reading, grammar usage and conventions in writing across the curriculum. We also looked at how focusing on positive behavior can increase academic achievement.

According to our data analysis, activities and strategies will target certain subgroups such as African American students, economically disadvantaged students, and English Language Learners. This is in addition to our bottom 30 percent which remains our strongest area of focus as a focus school.

All content areas have been included in the goals since our data analysis reflected needs in all content areas. Each of the goals was narrowed using data identifying priority needs. These goal areas were also supported by findings from the comprehensive needs assessment.

#### **4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?**

The goals in math, reading and writing that we have chosen will address the needs of the whole school population by setting clear learning objectives, student self monitoring progress, integrating technology into instruction, developing common assessments, and differentiating instruction.

Extended learning opportunities, differentiated instruction, along with the strategies listed above will address the needs of our targeted student population. Classroom teachers and academic teams of teachers continually monitor the progress of targeted students. Support includes differentiation of instruction to meet the needs of each student by individual and/or small group instruction, flexible grouping, and leveled reading materials across the curriculum.

All students self monitor their individual progress allowing teachers and students to determine who needs additional support. For select students who need additional assistance, there are interventions available. Including: math, reading, and behavior intervention, as well as small group instruction.

## **Component 2: Schoolwide Reform Strategies**

### **1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.**

Strategies that will help ALL students:

The following strategies are provided for all students across all content areas as applicable:

- Teachers determine clear learning objectives for lessons taught in reading.
- Teachers guide students in monitoring of their own academic progress in combination with regular teacher monitoring of student progress.
- Teachers implement technology into their daily lessons and learning opportunities to increase student learning, understanding, and achievement.
- Teachers meet weekly in their Professional Learning Team (PLT), to develop, use, and revise common assessments.
- Teachers differentiate instruction to provide an individualized approach to student learning.
- Teachers participate and create a school wide PBIS (Positive Behavior Intervention Support) program that assists students in making positive behavior choices, thereby reducing the need for disciplinary intervention and increased academic achievement through increased engagement in classroom activities.

In addition to these strategies, the following additional strategies specific to each content area will be provided:

**Reading:** To specifically target reading comprehension of informational text, grammar usage and conventions in writing we implement a workshop model for instruction. The workshop model allows teachers to hone in on specific areas of need for students across the school but also to our African American Students, Economically Disadvantaged Students, and English Language Learners who were identified as subgroups in need of additional support in our comprehensive needs assessment. Through this model of instruction, students are presented with a mini lesson on a particular skill such as comprehension. Students then carry out the task using text that is appropriate to their reading level. Teachers conference with individual students to assess areas of strengths and weaknesses and provide appropriate support. Ability groups are also formed for students struggling with a particular skill to help bridge gaps in their learning.

**Math:** To specifically target the area of math computation, in which there is a specific gap with our African American, Economically Disadvantaged Students, and English Language Learners, specific strategies are highlighted. The use of computer based computation support in the form of Max Math helps students practice and strengthen their skills of math computation. Through guided instruction with the teacher the skill is reviewed and then practiced using Max Math. The program allows for differentiated instruction and progress at an individual pace. Teachers are able to monitor and view the progression of the students and the amount of time each student practices the computation skills. This strategy is available to all students in the school and as such they all spend time progressing on their skills at a level that is appropriate to their current knowledge and skill level.

### **2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).**

The strategies we will use to increase the quality (improvement) of instruction include:

- Identifying and communicating clear learning goals in reading, math, science and social studies. By posting the learning objective and referring back to it often, teachers are able to keep the instruction on target. Students are also able to make connections between individual concepts and the overall goal of the lesson.

--Self monitoring progress in reading, math, science and social studies. As a district focus, students are practicing and developing the skill of  
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self monitoring their progress relative to the learning goal. The expected outcome of this strategy will be a student population that more readily recognizes when they do not understand a concept and can advocate for additional support or it will be provided automatically to them. The process of self monitoring also helps students remain focused on the overall goal of the lesson or unit (which is posted) so they can see the ultimate goal of their work and effort.

--Differentiating instruction in reading, math, science and social studies. Supporting the needs of all learners is the ultimate goal of for each student. In reading, the workshop model paired with leveled reading texts that are appropriate to the learner allows teachers to teach concepts and have students practice with text that is not too challenging or too easy. In math, differentiation opportunities exist in both mathematics programs used in the building. Both Bridges and Connected Mathematics have varying levels of difficulty for the same mathematical concept. Teachers can tailor the assigned questions to fit the needs of the learner. In addition to these programs, the use of Max Math puts a specific focus on computation skills and meets students at their current level to build skills over time. Students are able to work at their own pace and can be monitored by the teacher. In both social studies and science, the increase of leveled non-fiction text allows for higher levels of differentiation and comprehension of text. This allows teachers to differentiate based on the level of the student.

--Analyzing data to drive instruction in reading, math science and social studies. This past year and for the years going forward there has been the development of cohesive and strong professional learning teams (PLT's). These PLT groups sit down with data specific to a particular curricular area to assess need and target populations. This systemic approach ensures that target populations are more accurately identified as well as areas of need regarding standards.

The strategies we will use to increase the quantity (additional, time) of instruction include:

--Extended learning opportunities in reading, math, science and social studies. At Power Upper Elementary School this includes lunch time support in all four curricular areas, before and after school support from the teacher by appointment, and after school tutoring by certified teachers in conjunction with our youth centers. By holding this tutoring at the youth center sites, transportation is provided to students and additional supervision is available to parents free of charge until 5:30 each day to accommodate working parents.

--Creating a school wide PBIS program that assists students in making positive behavior choices, thereby reducing the need for disciplinary intervention and increase academic achievement through increased engagement in classroom activities. If behavioral intervention must occur, students are given opportunities to reflect and be retaught the current expectations. Power also has a rubric to help students see the steps to address unwanted behavior and future consequences should it continue.

### **3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.**

According to Robert Marzano in "The Art and Science of Teaching: A Comprehensive Framework for Classroom Instruction" (2007), the following methods and strategies will improve and increase quality instruction: identifying learning goals, student self monitoring of progress, and providing extended learning opportunities.

According to Howard Pitler, Elizabeth R. Hubbell, Matt Kuhn, and Kim Malenoski in "Using Technology with Classroom Instruction that Works" (2007), the following will increase student learning, understanding, and achievement: Integrate technology into daily lessons, and implement technology into learning opportunities.

According to Carol Ann Tomlinson and McTighe in "Integrating Differentiated Instruction and Understanding by Design" (2006), the following will increase student learning, understanding, and achievement: differentiating instruction for all students based on individual needs, innovating and adjusting lessons while in progress.

According to Fisher and Frey, in "Checking for Understanding: Formative Assessment Techniques for your Classroom" (2007), teachers will meet in their Professional Learning Teams to review data. This data will be used to monitor progress.

We feel that the strategies taken from the above research will address the needs of our targeted students and increase their proficiency in the identified goal areas.

**4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.**

The strategy of identifying and communicating clear learning goals will help all of our learners understand the learning target and ultimately, improve understanding thereby improving progress and closing learning gaps. The strategy of self monitoring progress in all academic areas will help students self monitor if they are following along with the lesson. If not, they can seek assistance, thereby improving progress and closing the learning gap. The strategy of differentiating instruction enriches, accelerates, and supports all students by meeting their needs with appropriate challenge and rigor. This strategy can help meet the needs of all learners, thereby improving progress and closing the learning gap. Meeting in professional learning teams to analyze data and plan instruction insures those students needing additional challenges have their needs met. This strategy also meets the needs of struggling students, thereby improving progress and closing the learning gap. The strategy where teachers will participate and create a school wide PBIS program will assist students in making positive behavior choices. This will reduce the need for disciplinary intervention and increase academic achievement through increased engagement in classroom activities.

**5. Describe how the school determines if these needs of students are being met.**

The school engages in an annual process of data analysis to determine if the needs of the students are being met. In addition to the review of data on annual state assessments, the district issues more frequent testing sessions using NWEA, M-Step and Fountas and Pinnel. These assessments allow for more regular review of data during the course of one school year. This allows staff to evaluate and determine if the needs of the students are being met.

**Component 3: Instruction by Highly Qualified Staff**

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All instructional paraprofessionals at Power Upper Elementary School meet the No Child Left Behind requirements as highly qualified. Our Human Resources Department monitors certification qualifications and status to ensure that all staff meet the requirements.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All teachers at Power Upper Elementary School meet the No Child Left Behind requirements as highly qualified. Our Human Resources Department monitors certification qualifications and status to ensure that all staff meet the requirements.	

## **Component 4: Strategies to Attract Highly Qualified Teachers**

### **1. What is the school's teacher turnover rate for this school year?**

Since Power became an upper elementary school in 2010, there has been little change in the staffing number and the majority of teachers have been with us since the reconfiguration. We strive to maintain a positive atmosphere at Power, making it a highly desirable place to work and learn. We have a very low turnover rate since our reconfiguration. For the past year, we did have to reduce by two classes.

### **2. What is the experience level of key teaching and learning personnel?**

As of the 2014-2015 School year, we have one teachers that has been teaching 0-5 years, 3 teachers at 6-10 years, nine teachers at 11-15, thirteen teachers at 16-20, nine teachers at 21-25, seven at 26-30, and one teacher with 30 or more years of teaching experience. Ten teachers are male and thirty-two are female. All of our teachers and paraprofessionals are highly qualified in their fields. The average years of teaching per teacher is 20 years.

### **3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.**

Power Upper Elementary School prides itself on a team philosophy where staff are members of many collaborative teams. Teacher leadership is encouraged as a significant part of our culture. The school climate is positive and student-centered. The staff works collaboratively with members of the community and a supportive PTSA. Together as a staff we ensure high achievement for all students. To acquire the most talented teachers and staff, employment opportunities are posted on the district website and the Oakland Schools Consortium. In previous years we have sent district representation to teacher job fairs and other employment forums; however due to the decline in staffing over the past few years this has not been the case in the recent past.

### **4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.**

The Farmington Public School District is a highly desirable place to live and work. Its prime location in Oakland County, MI draws applicants from across the country. Its proximity to major expressways, cultural experiences (libraries, theaters and museums), higher education, entertainment, and historical sites, offers opportunities for rich cultural experiences. In addition to offering competitive compensation and benefits, the district provides innovative professional development with opportunities for advancement and leadership, and onsite continuing education. The district is on the cutting edge of curriculum reform and use of technology in instructional practices. There is shared ownership of key initiatives as we implement teacher evaluation reform. The staff is drawn to the diversity and uniqueness of our student body. To acquire the most talented teachers and staff, employment opportunities are posted on the district website and the Oakland Schools Consortium. In previous years we have sent district representation to teacher job fairs and other employment forums; however due to the decline in staffing over the past few years this has not been the case in the recent past.

**5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?**

Not applicable. Since Power became an upper elementary school in 2010, there has been little change in the staffing number and the majority of teachers have been with us since the reconfiguration. We strive to maintain a positive atmosphere at Power making it a highly desirable place to work and learn.

## **Component 5: High Quality and Ongoing Professional Development**

### **1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.**

The following professional development has occurred (or will occur) this year to support our goals in ELA,, Math, Science and Social Studies, as well as our goal in Positive Behavior Support.

August: Data Analysis, PBiS, Teacher Evaluation Growth Model, Integrating Technology

September: Data Analysis, Professional Learning Teams (PLTs)

October: PBiS, Data Analysis, Professional Learning Teams (PLTs)

November: Data Analysis, Differentiated Instruction, Integrating Technology

December: Data Analysis, PBiS, Professional Learning Teams

January: Technology Integration, Data Analysis

February: PBiS, Data Analysis

March: PBiS, professional learning teams (PLTs)

April: PBiS, Professional Learning Teams (PLTs)

May: Technology Integration, Professional Learning Teams (PLTs)

June: Professional Learning Teams (PLTs)

Power Upper Elementary teaching and support staff will spend several staff meetings learning how to implement school-wide behavior interventions (PBiS), Common Core standards, service new technology, and interpret data effectively. During planned professional development, staff will meet with department professional learning teams to align classroom instruction with new Common Core standards. All administrators, teachers, counselors, and ancillary staff have been issued an iPad for professional use, and extending classroom learning. Continuous staff development has taken place to discuss the best use of this technology to enhance classroom learning and staff communication. Staff surveys and feedback have driven professional development needs for iPad training. Technology training is ongoing for all staff throughout the school year.

Teaching and support staff will spend several staff meetings receiving training on how to interpret data from M-Step scores and NWEA test results. Classroom teachers will identify common achievement gaps, and identify cut off scores. Additionally, teachers will determine whether or not a specific skill requires a small group intervention or a full class intervention.

Additional needs that have been addressed through professional development are positive behavior interventions, and the new teacher evaluation model. Continuous professional development time is spent on promoting positive behavior of the students on a school wide level and how to make PBiS a part of the everyday school culture.

Several professional development sessions are conducted to help better understand Robert Marzano's design questions and its components.

### **2. Describe how this professional learning is "sustained and ongoing."**

Professional development at Power Upper Elementary is sustained and ongoing throughout the school year and will continue into the next school year. Monthly professional development days are built in to the school year. Professional learning teams collaborate to address the immediate needs of the staff and school including Common Core standards, technology training, and analyzing and interpreting data.

Building instructional coaches are used to host formal and imbedded professional development sessions. In addition, separate committees,  
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including Tech Team and PBIS teams conduct meetings before and after school throughout the year. Every professional development meeting is conducted with an agenda and common goal.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	No	At the time of submission, we are waiting for the exact dates and times for professional development opportunities. With the new budget restraints there are initiatives that may change at the district level.	

**Component 6: Strategies to Increase Parental Involvement**

**1. Describe how parents are (will be) involved in the design of the schoolwide plan.**

Parents/families are invited to join our School Improvement Team, participate in our Advanc-ed process and District committees.

Parents/families are encouraged to provide input through surveys and open forums such as PTA meetings, FAAPN meetings, Multicultural Parent Network, Proud Dads, Title 1 Parent Advisory, Grandparents Group, and others.

Parents/families will have a shared partnership in the Building School Improvement Team at Power Upper Elementary and will be involved in the organized and ongoing planning, review and improvement of the school improvement plan and parent involvement policy.

**2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.**

Parents/families are key stakeholders in the implementation process. Subsequent to being involved in the design of the schoolwide plan, parents' roles in implementation include:

--Engaging in school-parent two-way communication for information and actions.

--Participating in parent networks to present programs and training pertaining to the education process. Parent networks might include, not exhaustively, the PTSA, Multicultural Parent Network, African American Parent Network, Proud Dads, and enrichment activities for students.

--Parents are engaged as school volunteers in the classrooms and for schoolwide activities fostering student academic and affective skills achievement.

**3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.**

Parents are invited to be a part of the School Improvement Team and the annual evaluation process. Parent input and feedback is also sought through surveys which assist in the annual evaluation of the plan. Individual feedback throughout the school year is valuable and is encouraged.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	Power Upper Elementary School has a Parent Involvement Policy that meets all requirements of ESEA Section 1118(c) through (f). It is attached.	

**5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).**

Section 1118(e)(1)

In order to assist with understanding of the curriculum Power Upper Elementary will provide academic content standards, the State's student academic achievement standards, the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators. Specific details on how to understand these documents and access

information is also provided in the weekly note to parents.

### Section 1118(e)(2)

Power Upper Elementary will provide support, materials and training to help parents/families work with their children to improve their children's academic achievement, such as literacy training and using technology as appropriate to foster parental/family involvement by: parent/family forums, parent-teacher Conferences, workshops, literacy nights, 5th grade orientation, new family parent night, open house/curriculum nights, and support for joining ListServ, MiStar and other technology based parent information sources. A series of additional curriculum websites and other materials are also located under the Title I tab on the school website. Parents can request this information on paper as well and computers are accessible to parent without internet access. Parents/families will be encouraged to request additional support in any areas of need and will be provided reasonable support as requested.

### Section 1118(e)(3)

Power Upper Elementary School will with the assistance of parents/families educate its teachers, principals and other staff in how to reach out to, communicate with and work with parents/families as equal partners, in the value and utility of contributions of parents/families and in how to implement and coordinate parent/family programs and build productive relationships between parents/families and schools by: professional development and encouragement for staff to attend parent/family meetings. This training occurs through meetings spread across the school year as well as individual assistance to teachers and staff provided by the Title I parent and family coordinator who works primarily with Power Upper Elementary School.

### Section 1118(e)(4)

Power Upper Elementary School will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: Head Start, State-operated preschool programs and Title III Language Instruction Programs. Because Power does not serve pre-school aged children, the support of the Title I parent and family coordinator is a valuable resource to align the work of our buildings. These programs utilize strategies and activities such as but not limited to: needs assessments, home visits, monthly parent meetings, parent-child activity days, parent training and workshops, ESL classes, translation, community outreach and partnering with service and faith based organizations.

### Section 1118(e)(5)

Power Upper Elementary School will ensure that information related to the school and parent/family programs, meetings, and other activities is sent to the parents/families in a timely, understandable and uniform format, including alternative formats upon request, and to the extent possible in a language the parents/families can understand. Multiple modes of communication will be utilized including but not limited to; ListServ, paper copies of listserv messages to families without internet access, building website, student planners, school phone messenger, mailings, wikis, teacher websites, teacher newsletters, and follow-up personal phone calls and translation (where applicable).

### Section 1118(e)(14)

Parents/families will be encouraged to request additional support in any areas of need and will be provided reasonable support as requested.

### Section 1118(e)(f)

Power Upper Elementary School will provide opportunities for participation of parents/families with limited English proficiency, parents/families with disabilities and parents/families of migratory children. Power Upper Elementary is fully ADA compliant. Language interpretation services are available when needed. Special needs of migrant families (we currently do not have such families), will be addressed as they arise. School reports as well as all relevant information will be provided in a format and language that parents/families can understand.

### **6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.**

Annually the parent involvement component of the schoolwide plan will be evaluated by parents/families and staff for its effectiveness and content. The process will include identifying barriers that impact parent involvement and identifying policies and procedures which supported parent involvement. Particular attention will be given to parents/families that are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or any groups who have traditionally experienced bias. Survey information will also be used to extrapolate perceptual data regarding our schoolwide plan.

### **7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.**

The school will use the findings of the evaluation of our Parent Involvement strategies and activities (surveys, attendance records, feedback from parents and staff) to revise and update the Schoolwide Plan, and also to revise and update the Parent Involvement component of the plan, to better meet the changing needs of our families and to increase opportunities for parent involvement.

Our Schoolwide Plan, Parent Involvement Policy and School-Parent Compact will be reviewed annually and updated as necessary. Parents/families will be involved throughout this process.

### **8. Describe how the school-parent compact is developed.**

Parents/families were involved in the creation of the Student-Parent-School Compact when Power was reconfigured to an upper elementary building 5 years ago. The Compact describes the expectations and responsibilities of all partners throughout the school year. The Compact addresses the importance of ongoing communication, and will describe specific expectations for the school, the students, and families. The Compact will be reviewed annually at SIT meetings and with our PTSA to ensure that it continues to meet the changing needs of our student populations and families.

### **9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.**

Power Upper Elementary serves grades 5-6, and as such, uses the Compact at parent teacher conferences.

During the initial parent-teacher conference, the school-parent compact is reviewed as a tool to monitor student progress by identifying the student's role, the school's role, and the parent's role in sustaining a true partnership for learning throughout the year. The compact is reviewed at subsequent conferences as applicable, to identify achievements as well as challenges.

### **10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?**

Not applicable.

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Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Power Parent Compact

## 11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Results of student academic assessments are shared with parents in a variety of ways according to need. Interpretations of those results are in a language that parents can understand. Educational terms and acronyms are defined and/or explained.

--Weekly communications through ListServ, in person and phone conversations, fall and spring conferences. Progress reports are sent or personally reported to indicate growth or lack thereof for parents' continued awareness.

--Copies of local assessments are sent home with students where protocol permits to show students' performance results.

--Standardized assessments results are sent by parent letters, including the ITBS, MEAP and NWA results. School staff, translators, and parent community coordinators share the responsibility of identifying parent community needs and responding accordingly.

## **Component 7: Preschool Transition Strategies**

### **1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?**

Power Upper Elementary School is a 5/6 elementary and doesn't service kindergarten students. However, we have several programs in place to address the transitions made by our incoming 5th graders and our outgoing 6th graders.

In the spring, 4th grade students are invited to Power for tours of the building, teacher/staff greetings and a general familiarity of their future 5th grade school. Then again in August, incoming 5th graders are invited to "Power Up Orientation Day" where they meet their teachers and classmates. They participate in various transition and orientation activities.

In the spring, our 6th graders visit the middle school they will attend as 7th graders. They participate in tours and meet administrators, teachers and other students. The middle school offers an August orientation for their incoming 7th graders.

### **2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?**

Power Upper Elementary is a 5/6 elementary and does not service kindergarten students. However, we have several transition-related meetings for the parents of our incoming 5th graders and our outgoing 6th graders.

In the spring, parents of incoming 5th graders are invited to an informational meeting and informal tours. They are again invited to tour the school and meet the teachers as part of our August orientation and transition activities.

Early in the school year Power Upper Elementary holds their Annual Curriculum Night where parents are presented with the 5th and 6th grade curriculum, introduced to the the Common Core Standards, and informed of various district and state assessments. Teachers and staff also provide suggestions on how parents can support their child at home throughout the school year.

In the spring, parents of our outgoing 6th graders are invited to an informational meeting and informal tours at the middle school.

In addition, we host an annual Title I night, at which our Interventionists (Literacy & Math) provide parents with strategies for working with their students at home. Our website also offers tips on school-related topics, as well as how to support our curriculum at home and strategies for working with their children.

## **Component 8: Teacher Participation in Making Assessment Decisions**

### **1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?**

Throughout the Farmington Public School District teachers are provided opportunities to participate in collaborative groups to design assessments in many subject areas. Recently work groups made up of K-5 classroom teachers and district curriculum leaders met to review a variety of math programs and choose a new program for the district. The BRIDGES program was selected and accompanying assessment were developed. Summative assessments are mandated throughout the district to evaluate common check points for all students in all Farmington Elementary Schools. The School Improvement Teams and Grade Level Teams are currently working together to design formative and summative assessments that align with the newly adopted Math and ELA Common Core standards, as well as in Science and Social Studies. Individual classroom teachers are given the discretion to administer formative assessments to drive instruction and adjust learning activities to improve student understanding. These formative assessments ensure that students are adequately prepared for the summative assessments. Classroom teachers also assess student learning through observations and authentic assessments. IEP Teams work with classroom teachers to select appropriate state standardized assessments for students with special needs.

### **2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?**

Teachers are involved in Professional Learning Teams (PLTs) where student achievement data is analyzed to improve academic success for all students. These PLTs and Grade Level Teams frequently meet to discuss and analyze formative and summative data. These findings are used to implement adjustments to curriculum instruction for all learners.

School Improvement Teams are subject-based and comprised of teachers from all grade levels. These School Improvement Teams evaluate formative and summative assessments to create Student Goal Statements and Measurable Objective Statements. These teams then develop researched-based strategies and activities to help the school community reach School Improvement Goals in each subject area. Classroom teachers use a wide variety of formative assessment throughout each marking period to drive quality instruction and track student learning.

All teachers in the district have access to the Pearson electronic database where summative assessment data is uploaded and stored. This database allows multiple ways to sort, compare, and analyze data.

## **Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

### **1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.**

ELA: Students at Power Upper Elementary are identified for additional ELA services when they do not perform proficiently in the following assessment areas: NWEA where we use the criteria of students who scored at the 50th percentile or lower, F & P (Fountas and Pinnell Literacy Assessments) where we use the criteria of students who scored at least two levels below projected target using an A-Z system (each letter does not indicate a full grade level) and district writing prompts where we use the criteria of students who scored partially proficient or not proficient. Report Cards, Progress Reports, End of Unit Tests, and teacher observations may also indicate a need for additional support based on various criteria for each assessment coupled with the data from the standardized assessments.

MATH: Students at Power Upper Elementary are identified for additional Math services when they do not perform proficiently in the following assessment areas: NWEA of 50th percentile or lower, Bridges Unit Assessments of 60 percent or lower, CMP (Connected Mathematics) Assessments of 60 percent or lower, and District Trimester Assessments of 60 percent or lower. Report Cards, Progress Reports, End of Unit Tests, and teacher observations may also indicate a need for additional support based on various criteria for each assessment coupled with the data from the standardized assessments.

SCIENCE: Students at Power Upper Elementary are identified for additional Science support when they do not perform proficiently in the following assessment areas: NWEA of 50th percentile or lower, and Science Common Assessments at a district level of 60 percent or lower. Report Cards, Progress Reports, End of Unit Tests, and teacher observations may also indicate a need for additional support based on various criteria for each assessment coupled with the data from the standardized assessments.

SOCIAL STUDIES: Students at Power Upper Elementary are identified for additional Social Studies support when they do not perform proficiently in the following assessment areas: NWEA of 50th percentile or lower, and Social Studies Unit Assessments at a district level of 60 percent or lower. Report Cards, Progress Reports, End of Unit Tests, and teacher observations may also indicate a need for additional support based on various criteria for each assessment coupled with the data from the standardized assessments.

### **2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

Classroom teachers and academic teams of teachers continually monitor the progress of all students. Support includes differentiation of instruction to meet the needs of each student by individual and/or small group instruction, flexible grouping, and leveled reading materials across the curriculum.

ELA: A school focus is on setting clear learning objectives and student self monitoring progress. Once students are identified as needing additional support, the following interventions are available: LLI (Leveled Literacy Intervention), ESL (English Second Language) paraprofessional support, instructional coaching, Title 1 Literacy Interventionist. General education teachers create intervention plans to differentiate instruction and Title 1 literacy intervention support in implementing the plan. Technology integration through the use of Moby

## School Improvement Plan

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Max Reading, Read Naturally, Compass Learning, and iPad computer programs are used in addition to support non-proficient students in the ELA

area. Students are also offered extended learning opportunities including lunch time support in the classroom, before and after school help by appointment with the teacher.

**MATH:** A school focus is on setting clear learning objectives and student self monitoring progress. Once students are identified as needing additional support, the following interventions are available: ESL (English Second Language) paraprofessional support , Instructional Coaching, Title 1 Interventionist, small group instruction using manipulatives and visual representation, and general education and Title 1 paraprofessional support. General education teachers create intervention plans to differentiate instruction. Technology integration through the use of Moby Math, Compass Learning, and iPad computer programs will be used to support students in the area of math, specifically focused on computation and basic skill development. Students are also offered extended learning opportunities including lunch time support in the classroom, before and after school help by appointment with the teacher. Unique to math the use of Moby Math can be used as an extended learning opportunity to rebuild lagging skills needed for the future concepts in math.

**SCIENCE:** A school focus is on setting clear learning objectives and student self monitoring progress. Once students are identified as needing additional support, the following interventions are available: ESL (English Second Language) paraprofessional support, instructional coaching, and general education and Title 1 interventionist support. General education teachers create intervention plans to differentiate instruction. Technology integration through the use of Compass Learning, FOSS Science and iPad computer programs will be used to support students in the area of science. There is a leveled literacy library with non-fiction text to support the science curriculum. Students are also offered extended learning opportunities including lunch time support in the classroom, before and after school help by appointment with the teacher.

**SOCIAL STUDIES:** A school focus is on setting clear learning objectives and student self monitoring progress. Once students are identified as needing additional support, the following interventions are available: ESL (English Second Language) paraprofessional support, instructional coaching, and general education and Title 1 interventionist support. General education teachers create intervention plans to differentiate instruction. Technology integration through the use of Compass Learning, and iPad computer programs will be used to support students in the area of social studies. There is a leveled literacy library with non-fiction text to support the social studies curriculum. Students are also offered extended learning opportunities including lunch time support in the classroom, before and after school help by appointment with the teacher.

**PBIS:** The strategy where teachers will participate and create a school wide PBIS program will assist students in making positive behavior choices. This will reduce the need for disciplinary intervention and increase academic achievement through increased engagement in classroom activities. Some of the activities used that help those students who need the most support in this area include: Grade level Town Hall Meetings, Weekly PBIS Team meetings, Power Up Day, building wide teacher PBIS training, Blue ticket incentives, and VIG award. Extended learning opportunities are assigned to students who struggle to meet behavioral expectations. These extended opportunities include lunch time reflection and after school reflection time based upon need and collaboration with the parents.

### INTERVENTION KEY:

**LLI:** A general education short term intervention where students are placed in a small group, given direct instruction and daily practice five days a week. This is an addition to classroom instruction (IE Double Dip).

**ESL paraprofessional support:** Provides support for small group and individual students who do not perform proficiently on the ELPA (English Language Proficiency Assessment).

**Instructional Coaching:** Works with general education classroom teacher to provide differentiated instruction, modification, possible reteaching, visual schedules, and small group/individual instruction.

Title 1 Interventionist: Works along side of general education classroom teachers to provide small group and individual instruction for targeted students giving students a double dip in the targeted area; also provides before and after school tutoring.

General Education and Title 1 Interventionist support: Works along side of general education classroom teachers to provide small group and individual instruction for targeted students giving students a double dip in the targeted area.

### **3. How are students' individual needs being addressed through differentiated instruction in the classroom?**

Teachers differentiate for the needs of all of their learners in a variety of ways, both for high and low achieving students. Some of these ways include: Small group instruction, leveled reading in all content areas, individual instruction, computer based programs such as Compass Learning and Read Naturally, accommodations of curriculum, modification of curriculum, individualized educational plans, small group formation based on need.

There are some systemic extended learning opportunities for Power Upper Elementary School. Each classroom teacher provides lunch time assistance and reteaching, before and after school support by appointment, after school tutoring contracted through our youth centers to provide certified teachers as tutors and also provide transportation and extended care opportunities for working parents. Power provides summer camp opportunities for students as well, again contracted through our youth centers to provided certified staff and additional childcare opportunities for working parents.

At Power, students are placed on academic teams with 2 or 3 teachers who deliver the curriculum in each of the 4 content areas including ELA, Math, Science, and Social Studies. Teachers differentiate in these classrooms in a variety of ways. In ELA, students choose texts to study and learn overarching themes using text that is appropriate for their reading level. Writing assignments also follow a workshop model where students needs are differentiated through conferencing and small group instruction. In Math, both the Bridges and Connected Mathematics curricula offer imbedded opportunities for differentiation. Students are able to work through a series of problems from basic to challenge questions based upon the teachers assessment of their needs. In science and social studies, teachers used content based projects and hands on activities to again cover overarching concepts at a variety of ability and skill levels. All of these steps help to support the differing needs of learners to help students achieve at the highest levels possible.

## **Component 10: Coordination and Integration of Federal, State and Local Programs and Resources**

### **1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.**

All funding is supplied directly to Farmington Public Schools and then dispersed through various departments (Superintendent, Instructional Leaders, Special Education, Title One, Business Office, Bilingual Education). The building administrators, with their building leadership team, make decisions based on school improvement plans and fund programs and interventions accordingly.

Our funding sources are state funds (The general fund), Federal Funds (Title IA, Title IIA, Title IIIA, National School Lunch Program), and local funds (Farmington Youth Assistance, PTSA, Target Corp, Staples Office Supplies, Suburban Collection, Classroom Grants, Etc.)

#### STATE FUNDS

The General Fund provides all basic teaching supplies, materials and staffing, as well as maintenance of buildings and facilities.

#### FEDERAL FUNDS

Title IA is used primarily for staffing support, including paraprofessionals, Interventionists, Before / After School programming and summer supports. Title IIA supports are used for professional development aligned to our interventions, including training on Easy CBM, Pearson Inform, and DIBELS.

Title III is used to support our ESL/ELL students in the building. Funds are used primarily for staffing needs and supplies.

The National School Lunch Program allows us to provide free and/or reduced lunch and breakfast to students who qualify.

#### LOCAL FUNDS

Local agencies, businesses and our parent organizations support our school with additional materials, supplies, programs and incentives.

AdvancED drives all of our school improvement planning and accountability. Our school is in compliance with NCLB requirements.

### **2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.**

The General Fund provides all basic teaching supplies, materials and staffing, as well as technology, general operations, capital outlay, and maintenance of buildings and facilities.

Title IA is used primarily for staffing support, including paraprofessionals, Interventionists, Before / After School programming and summer supports.

Title IIA supports are used for professional development aligned to our interventions, including training on Easy CBM, Pearson Inform, and DIBELS.

Title III is used to support our ESL/ELL students in the building. Funds are used primarily for staffing needs and supplies.

The National School Lunch Program allows us to offer free breakfast and lunch to eligible students.

Farmington Youth Assistance provides social and emotional support to families.

Target Corporation provides grant monies for new and innovative projects in our school.

Suburban Collection provides a lease of a car to one Farmington Public Schools Teacher who is selected as the teacher of the year.

The Parent Teacher Student Association provides financial support in a number of ways. Building level PTSA's provide funding for initiatives at the building level. The district PTSA Council provides educational grants for new and innovative practices in classrooms around the

district.

AdvancED drives all of our school improvement planning and accountability. Our school is in compliance with NCLB requirements.

**3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

The General Fund provides all basic teaching supplies, materials and staffing, as well as technology, general operations, capital outlay, and maintenance of buildings and facilities.

Title IA is used primarily for staffing support, including paraprofessionals, Interventionists, Before / After School programming and summer supports.

Title IIA supports are used for professional development aligned to our interventions, including training on Easy CBM, Pearson Inform, and DIBELS.

Title III is used to support our ESL/ELL students in the building. Funds are used primarily for staffing needs and supplies.

The National School Lunch Program allows us to offer free breakfast and lunch to eligible students.

Farmington Youth Assistance provides social and emotional support to families.

Target Corporation provides grant monies for new and innovative projects in our school.

Suburban Collection provides a lease of a car to one Farmington Public Schools Teacher who is selected as the teacher of the year.

The Parent Teacher Student Association provides financial support in a number of ways. Building level PTSA's provide funding for initiatives at the building level. The district PTSA Council provides educational grants for new and innovative practices in classrooms around the district.

AdvancED drives all of our school improvement planning and accountability. Our school is in compliance with NCLB requirements.

## **Evaluation:**

### **1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.**

Power Upper Elementary annually evaluates the implementation of the SIP. The School Improvement Team practices the SIP cycle. The cycle includes four stages: Gathering Data, Study, Plan and Do. Data is gathered and then studied to formulate the SIP. The strategies of the plan are put in place to reach the goals and objectives of the plan. Finally, after the SIP has been in place for two years, the School Improvement Team gathers data to determine if the SIP was successful. Formal program evaluation occurs for strategies and activities to determine the effectiveness of said strategy and activity and to decide if that step will be continued.

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

The School Improvement Team annually collects and studies student achievement data: M-Step scores, NWEA, DIBELS, Fountas and Pinnell and other district curriculum assessments. This data is disseminated during PLC meetings for review and discussion. Current scores are compared with previous scores to identify trends and to determine if growth goals were met. If growth goals were not met, appropriate adjustments are made to prepare for the next SIP cycle.

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

The data collected and analyzed from M Step results, NWEA, DIBELS, Fountas and Pinnell and other district curriculum assessments is evaluated on an individual student basis, and is also examined as aggregated and disaggregated data. We look at previously identified target (sub-group) populations and look for changes - increase / decrease in achievement, reduction of gaps, etc. The information gathered is studied to determine if the students who were furthest from achieving the standards have made economic gains toward the standards.

### **4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?**

If the data tells the staff at Power that the students who were furthest from achieving the standards have not made academic gains toward the standards or the other goals and objectives were not met, the School Improvement Team revises the plan. The plan is revised by adding new researched-based strategies and activities that will better facilitate student growth in the needed academic area. The strategies and activities that were not successful are evaluated. The Plan is continually monitored through ongoing data analysis and revised annually or as necessary.

# **2015-2016 School Improvement Plan**

## **Overview**

### **Plan Name**

2015-2016 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	All students at Power Upper Elementary School will become proficient in math.	Objectives: 1 Strategies: 7 Activities: 17	Academic	\$36200
2	All students at Power Upper Elementary School will become proficient in reading.	Objectives: 1 Strategies: 6 Activities: 15	Academic	\$46200
3	All students at Power Upper Elementary School will increase proficiency in Social Studies.	Objectives: 1 Strategies: 6 Activities: 16	Academic	\$56200
4	All students at Power Upper Elementary School will increase proficiency in Science.	Objectives: 1 Strategies: 6 Activities: 17	Academic	\$56200
5	Power Upper Elementary Students will increase academic achievement through the implementation of Positive Behavior Supports providing social and emotional supports.	Objectives: 1 Strategies: 4 Activities: 9	Organizational	\$76000
6	All Students Power Upper Elementary School will become proficient writers.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$3200

# Goal 1: All students at Power Upper Elementary School will become proficient in math.

**Measurable Objective 1:**

59% of All Students will demonstrate a proficiency in skill development in Mathematics by 06/17/2016 as measured by the state assessment.

**Strategy 1:**

Identifying Learning Goals - Teachers will determine clear learning objectives for lessons taught in mathematics. This objective will be communicated to the students in a number of ways and revisited throughout the lessons. Having students understand a clear learning objective improves learning and retaining new knowledge and skills.

Research Cited: "The Art and Science of Teaching: A Comprehensive Framework for Classroom Instruction" Robert Marzano, 2007

Tier:

Activity - Common Core Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend grade level professional development on the integration of common core state standards into our math curriculum in order to identify learning goals for students.	Professional Learning		Implement	09/08/2015	06/17/2016	\$0	General Fund	Teachers and Administrators

Activity - Providing multiple representations of objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of strategies including inquiry, manipulatives, and visual representations to help students reach the learning goal.	Direct Instruction		Monitor	09/08/2015	06/17/2016	\$0	General Fund	Teachers and Administrators

**Strategy 2:**

Differentiated Instruction for Targeted Students - Teachers will differentiate instruction to provide an individualized approach to student learning. This includes teachers using the knowledge of their students and data to plan lessons that meet the needs of all students, as well as innovating and adjusting lessons while in progress to meet student needs. Differentiation will also include specific programs and activities that target the bottom 30% of students in achievement as measured by the NWEA assessment.

Research Cited: "Integrating Differentiated Instruction & Understanding by Design: Connecting Content & Kids" Tomlinson and McTighe 2006

Tier: Tier 2

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers with the help of Instructional Coaches will work to analyze data and student work in order to create appropriate lessons and individualized education plans that meet the needs of targeted students. Through this process the bottom 30 percent of students will be identified for increased support.	Professional Learning	Tier 2	Monitor	09/08/2015	06/17/2016	\$0	General Fund	Teachers and Administrators
<b>Activity - Learning Interventionist</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Learning Interventionist will work with targeted students (bottom 30 percent) to provide additional learning opportunities and individualized instruction through the use of strategy groups, reteaching, online computer programs. Learning Interventionist will also assist in curriculum accommodations/modifications for targeted students.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/17/2016	\$0	General Fund	Administrators, learning interventionists, and other staff.
<b>Activity - Small Group Instruction</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will use data to identify skills and strategies that students need more assistance with. Students will be pulled in a small setting to receive more direct instruction to meet their individual needs. Small group instruction will be provided by ESL, Title I, and general education paraprofessionals and certified teachers.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	General Fund	All staff members and support staff.
<b>Activity - Scaffolded Instruction</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will have time to meet as a department in all core areas to develop scaffolded instruction techniques to meet the needs of all learners. Special attention will be given to students who are identified as the bottom 30 percent in this subject area	Professional Learning	Tier 1	Monitor	09/08/2015	06/17/2016	\$3000	Title I Schoolwide	All Core Teachers

### Strategy 3:

Provided Extended Learning Opportunities for Targeted Students - Teachers will provide structured time and opportunities for targeted students identified as the bottom 30 percent in math to independently apply and practice skills and knowledge attained during lessons. Teachers will ensure that students have materials and support to practice independently at a level that challenges students enough to grow them in their learning, but not so challenging that independent practice leads to frustration.

This ensures the task is an "Instructional Match" and meets students at their zone or proximal development.

Research Cited: "Classroom Instruction that Works: Researched Based Strategies for Effective Instructions" Robert J. Marzano, Debra J. Pickering and Jane E.

Pollock, 2004

Tier: Tier 2

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Activity - Academic Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using certified interventionists, academic support will be provided in all core areas of the curriculum. Interventionists will push in and support classroom teachers in the classroom setting working with students from the bottom 30 percent in the area of math.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/17/2016	\$30000	Title I Schoolwide	All staff members and administrators

### Strategy 4:

Student Self-monitoring Progress - Teachers will guide students in monitoring of their own academic progress in combination with regular teacher monitoring of student progress. This combination of progress monitoring increases student self-efficacy, motivation, and student achievement.

Research Cited: "The Art and Science of Teaching: A Comprehensive Framework for Classroom Instruction" Robert J. Marzano, 2007.

Tier: Tier 1

Activity - Learning Scale	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During lessons students will reflect on the current level of understanding of the lesson objective. They will monitor their current ability to apply the taught concept.	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	General Fund	All staff members and support staff

Activity - Student Learning Goal Monitoring Self-Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will self-monitor and record their progress over time relative to the learning goals.	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	Title I School Improvement (ISI)	All teachers, administrators, and support staff.

### Strategy 5:

Common Assessments - Teachers will meet in their PLT to develop, use, and revise common assessments. Teachers will use the learning goals to develop common assessments. Teacher will also use the data provide by those common assessments to monitor student progress, re-teach concepts, and revise the common assessments.

Research Cited: Checking for Understanding: Formative Assessment Techniques for Your Classroom; Fisher & Frey, 2007.

Tier: Tier 1

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Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze data from common assessments within the PLT to inform next steps in instruction. Students who are in or have the potential to be included in the bottom 30 percent are also monitored for early intervention.	Professional Learning	Tier 1		09/08/2015	06/17/2016	\$0	General Fund	All teachers and administrators

Activity - Develop Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop common assessments that align to the Common Core State Standards.	Professional Learning	Tier 1		09/08/2015	06/17/2016	\$0	General Fund	All teachers and administrators

Activity - Develop and Implement Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop rubrics to assess common assessments and make revisions as necessary.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	General Fund	All teachers and administrators

### Strategy 6:

Integrating Technology into Instruction and Learning - Teachers will integrate and implement technology into their daily lessons and learning opportunities to increase student learning, understanding, and achievement.

Research Cited: "Using Technology with Classroom Instruction that Works" Howard Pitler, Elizabeth R. Hubbell, Matt Kuhn and Kim Malenoski, 2007

Tier: Tier 1

Activity - Moby Max Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online math program that will differentiate lessons based on individual achievement and progress of targeted students. The use of this program will be expanded to use with all students.	Technology	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	General Fund	All staff members and administrators

Activity - Technology Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Targeted students in the bottom 30 percent in the area of math will use the iPad and other technology tools to support math instruction and student learning.	Technology	Tier 2	Implement	09/08/2015	06/17/2016	\$0	General Fund	All staff members and administrators
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Activity - Compass Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Compass Learning will be used to identify individual Learning Paths based on NWEA scores. Compass will take students where they are at and move them forward with individual activities and assessments.	Technology, Direct Instruction, Academic Support Program	Tier 1	Getting Ready	09/08/2015	06/17/2016	\$3200	General Fund	All Staff

### Strategy 7:

Professional Learning Team Instructional Practices - Teachers will work within their professional learning teams (PLT) to implement clear learning goals and targets within their classrooms.

Research Cited: The Art and Science of Teaching, Robert Marzano. Classroom Instruction that Works, Marzano et al. Professional Learning Communities at Work, DeFour et al. Revisiting Professional Learning Communities at Work: New Insights for Improving Schools, DeFour et al.

Tier: Tier 1

Activity - Professional Development for Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in professional development incorporating the use of clear learning goals and targets to communicate progress on CCSS.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	Title II Part A	Teaching and Administrative Staff

Activity - Teacher Growth	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a whole group, the staff will continue the study of text, Classroom Assessment for Student Learning, Chappuis et al.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	Title II Part A	Teachers and Administrative Staff

## Goal 2: All students at Power Upper Elementary School will become proficient in reading.

### Measurable Objective 1:

78% of All Students will demonstrate a proficiency in skill development in Reading by 06/17/2016 as measured by the state assessment.

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### Strategy 1:

Providing Extended Learning Opportunities for Targeted Students - Teachers will provide structured time and opportunities for targeted students identified as the bottom 30 percent in the area of reading to independently apply and practice skills and knowledge attained during lessons. Teachers will ensure that students have materials and support to practice independently at a level that challenges students enough to grow them in their learning, but not so challenging that independent practice leads to frustration. This ensures the task is an “Instructional Match” and meets students at their zone or proximal development.

Research Cited: “Classroom Instruction that Works: Researched Based Strategies for Effective Instructions” Robert J. Marzano, Debra J. Pickering and Jane E. Pollock, 2004

Tier: Tier 2

Activity - Academic Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using certified interventionists, academic support will be provided in all core areas of the curriculum. Interventionists will push in and support classroom teachers in the classroom setting. Interventionists will work with students identified as the bottom 30 percent in achievement measures in the area of reading.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/17/2016	\$30000	Title I Schoolwide	Title I Interventionist and administrators

### Strategy 2:

Common Assessments - Teachers will meet in their PLT to develop, use, and revise common assessments. Teachers will use the learning goals to develop common assessments for units (both pre/ post tests). Teacher will also use the data provided by those common assessments to monitor student progress, re-teach concepts, and revise the common assessments. Teachers will identify struggling students as well as students already included in the bottom 30 percent.

Research Cited: Checking for Understanding: Formative Assessment Techniques for Your Classroom; Fisher & Frey, 2007.

Tier: Tier 1

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze data from F&P and NWEA within the PLT to inform next steps in instruction. This data will also be used to help identify and provide early intervention to students who struggle and may be identified at the bottom 30 percent in the area of reading.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	General Fund	All staff members and administrators

Activity - Develop Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will develop common assessments that align to the Common Core State Standards.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/17/2016	\$0	General Fund	All staff members and administration
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Activity - Develop and Implement Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use rubrics to assess common assessments and make revisions as necessary.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/17/2016	\$0	General Fund	All staff members and administration

### Strategy 3:

Differentiated Instruction for all Students - Teachers will differentiate instruction to provide an individualized approach to student learning. This includes teachers using the knowledge of their students and data to plan lessons that meet the needs of all students, as well as innovating and adjusting lessons while in progress to meet student needs. Differentiation will also include specific programs and activities that target a particular groups of students identified as the bottom 30 percent to support. Research Cited: "Integrating Differentiated Instruction & Understanding by Design: Connecting Content & Kids" Tomlinson and McTighe 2006

Tier: Tier 2

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers with the help of Instructional Coaches will work to analyze data and student work in order to create appropriate lessons and individualized education plans that and meet the needs of targeted students identified as the bottom 30 percent in the area of reading.	Professional Learning	Tier 2		09/08/2015	06/17/2016	\$0	General Fund	All staff members and administrators

Activity - Learning Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Interventionist will work with targeted students identified as the bottom 30 percent in the area of reading to provide additional learning opportunities and individualized instruction through the use of online computer programs, leveled reading texts. Learning Interventionist will also assist in curriculum accommodations/modifications for targeted students.	Direct Instruction	Tier 2	Monitor	09/08/2015	06/17/2016	\$0	General Fund	All staff members and administrators

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use data to identify skills and strategies that students need more assistance with. Students will be pulled in a small setting to receive more direct instruction to meet their individual needs. Small group instruction will be provided by ESL, Title I, and general education paraprofessionals and general education teachers.	Direct Instruction	Tier 2	Implement	09/08/2015	06/17/2016	\$0	General Fund	All staff members and administrators
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Activity - High Interest/Low Level Informational Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students identified as the bottom 30 percent in the area of reading will be provided with informational texts at their individual reading level to support the curriculum across the grade level.	Direct Instruction	Tier 2	Implement	09/08/2015	06/17/2016	\$10000	General Fund, Title I Schoolwide	All staff members and administrators

Activity - Scaffolded Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have time to meet as a department in all core areas to develop scaffolded instruction techniques to meet the needs of all learners.	Professional Learning	Tier 1	Monitor	09/08/2015	06/17/2016	\$3000	Title I Schoolwide	All Core Teachers

### Strategy 4:

Identifying Learning Goals - Teachers will determine clear learning objectives for lessons taught in reading and writing. This objective will be communicated to the students in a number of ways and revisited throughout the lessons. Having students understand a clear learning objective improves learning and retention of new knowledge and skills.

Research Cited: "The Art and Science of Teaching: A Comprehensive Framework for Classroom Instruction" Robert Marzano, 2007

Tier: Tier 1

Activity - Common Core Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend grade level professional development on the integration of common core state standards into our reading and writing curriculum.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	General Fund	All staff members and administrators

### Strategy 5:

Student Learning Goal Monitoring and Self Reflection - Teachers will guide students in monitoring of their own academic progress in combination with regular teacher monitoring of student progress. This combination of progress monitoring increases student self-efficacy, motivation, and student achievement

Research Cited: "The Art and Science of Teaching: A Comprehensive Framework for Classroom Instruction" Robert J. Marzano, 2007.

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Tier: Tier 1

Activity - Learning Scale	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During lessons students will reflect on the current level of understanding of the lesson objective. They will monitor their current ability to apply the taught concept.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	General Fund	All staff members and administration

Activity - Student Learning Goal Monitoring and Self Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will self-monitor and record their progress over time relative to the learning goals.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	General Fund	All staff members and administration

**Strategy 6:**

Integrating Technology into Instruction and Learning - Teachers will integrate and implement technology into their daily lessons and learning opportunities to increase student learning, understanding, and achievement.

Research Cited: "Using Technology with Classroom Instruction that Works" Howard Pitler, Elizabeth R. Hubbell, Matt Kuhn and Kim Malenoski, 2007

Tier: Tier 1

Activity - Online Reading Based Computer Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Raz Kids, Read Naturally, Moby Max, NWEA practice, and A-Z Reading online computer programs will differentiate instruction based on individual achievement and progress of targeted students.	Technology	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	General Fund	All staff members and administration

Activity - Technology Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students will use the iPad and other technology tools to support reading/literacy instruction and student learning.	Technology	Tier 1	Implement	09/08/2015	06/17/2016	\$0	General Fund	All staff members and administrators

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Activity - Compass Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Compass Learning will be used to identify individual Learning Paths based on NWEA scores. Compass will take student where they are at and move them forward with individual activities and assessments.	Technology, Direct Instruction, Academic Support Program	Tier 1		09/08/2015	06/17/2016	\$3200	General Fund	All Staff

## Goal 3: All students at Power Upper Elementary School will increase proficiency in Social Studies.

### Measurable Objective 1:

A 3% increase of Fifth and Sixth grade students will demonstrate a proficiency in understanding, recall and application of concepts in Social Studies by 09/08/2015 as measured by MEAP (Michigan Education Assessment Program).

### Strategy 1:

Differentiated Instruction - Teachers will differentiate instruction to provide an individualized approach to student learning. This includes teachers using the knowledge of their students and data to plan lessons that meet the needs of all students, as well as innovating and adjusting lessons while in progress to meet student needs.

Differentiation will also include specific programs and activities that target a particular groups of students to support.

Research Cited: "Integrating Differentiated Instruction and Understanding by Design: Connecting Content & Kids"; Tomlinson, McTighe; 2006

Tier:

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work to analyze data and student work in order to create appropriate lessons and individualized education plans that meet the needs of targeted students.	Professional Learning			09/08/2015	06/17/2016	\$0	General Fund	All teachers and administrators

Activity - Learning Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Interventionist will work with targeted students to provide additional learning opportunities and individualized instruction through the use of online computer programs, leveled reading texts. Learning Interventionist will also assist in curriculum accommodations/modifications for targeted students.	Direct Instruction			09/08/2015	06/17/2016	\$0	General Fund	All teachers and administrators

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Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use data to identify informational reading and writing skills and strategies that students need more assistance with. Students will be pulled in a small setting to receive more direct instruction to meet their individual needs. Small group instruction will be provided by ESL, Title I, and general education paraprofessionals and general education teachers.	Direct Instruction			09/08/2015	06/17/2016	\$0	General Fund	All teachers and administrators
Activity - High Interest/Low Level Informational Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students will be provided with informational text at their individual reading level and for writing activities to support the Social Studies curriculum.	Direct Instruction			09/08/2015	06/17/2016	\$10000	General Fund, Title I Schoolwide	All staff members and administrators
Activity - Scaffolded Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have time to meet in PLTs to develop scaffolded instruction techniques to meet the needs of all learners.	Professional Learning			09/08/2015	06/17/2016	\$3000	Title I Schoolwide	All Core Teachers

### Strategy 2:

Provide Extended Learning Opportunities for Targeted Students - Teachers will provide structured time and opportunities for targeted students to independently apply and practice skills and knowledge attained during lessons. Teachers will ensure that students have materials and support to practice independently at a level that challenges students enough to grow them in their learning, but not so challenging that independent practice leads to frustration. This ensures the task is an “Instructional Match” and meets students at their zone or proximal development.

Research Cited: “Classroom Instruction that Works: Researched Based Strategies for Effective Instructions” Robert J. Marzano, Debra J. Pickering and Jane E.

Pollock, 2004

Tier:

Activity - Academic Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using certified interventionists, academic support will be provided in all core areas of the curriculum. Interventionists will push in and support classroom teachers in the classroom setting.	Academic Support Program			09/08/2015	06/17/2016	\$30000	Title I Schoolwide	Title I Interventionist and administrators

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Activity - Summer Academic Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional support and instruction will be provided to targeted students attending summer academic camp. This camp will provide hands-on experiences to students in all content areas.	Field Trip			06/22/2015	07/31/2015	\$10000	General Fund, Title I Schoolwide	All teachers and administrators

### Strategy 3:

Common Assessments - Teachers will meet in their PLT to develop, use, and review the Atlas Rubicon Social Studies Curriculum. Teachers will use the learning goals to develop common assessments. Teacher will also use the data provide by those common assessments to monitor student progress, re-teach concepts, and revise the common assessments.

Research Cited: Checking for Understanding: Formative Assessment Techniques for Your Classroom; Fisher & Frey, 2007.

Tier:

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze data from formative and summative assessments within the PLT to inform next steps in instruction.	Professional Learning			09/08/2015	06/17/2016	\$0	General Fund	All staff members and administrators

Activity - Develop Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop common assessments that align to the Common Core/State Standards.	Professional Learning			09/08/2015	06/17/2016	\$0	General Fund	All staff members and administrators

Activity - Development and Implementation of Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use rubrics to assess common assessments and make revisions as necessary.	Professional Learning			09/08/2015	06/17/2016	\$0	General Fund	All staff members and administrators

### Strategy 4:

Student Self-monitoring Progress - Teachers will guide students in monitoring of their own academic progress in combination with regular teacher monitoring of student

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progress. This combination of progress monitoring increases student self-efficacy, motivation, and student achievement.

Research Cited: "The Art and Science of Teaching: A Comprehensive Framework for Classroom Instruction" Robert J. Marzano, 2007.

Tier:

Activity - Learning Scales	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During lessons students will reflect on the current level of understanding of the lesson objective. They will monitor their current ability to apply the taught concept.	Direct Instruction			09/08/2015	06/17/2016	\$0	General Fund	All staff members and administrators

Activity - Student Learning Goal Monitoring and Self Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will self-monitor and record their progress over time relative to the learning goals.	Direct Instruction			09/08/2015	06/17/2016	\$0	General Fund	All staff members and administrators

### Strategy 5:

Identifying Learning Goals - Teachers will determine clear learning objectives for lessons taught in social studies. This objective will be communicated to the students in a number of ways and revisited throughout the lessons. Having students understand a clear learning objective improves learning and retention of new knowledge and skills.

Research Cited: "The Art and Science of Teaching: A Comprehensive Framework for Classroom Instruction" Robert Marzano, 2007

Tier:

Activity - Common Core/State Standards Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend grade level professional development on the integration of common core/state standards into our social studies curriculum.	Professional Learning			09/08/2015	06/17/2016	\$0	General Fund	All staff members and administrators

Activity - Provide Multiple Representatives or Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use a variety of strategies including inquiry, map reading skills, and visual representations to help students reach the learning goal.	Direct Instruction			09/08/2015	06/17/2016	\$0	General Fund	All staff members and administrators
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### Strategy 6:

Integrating Technology into Instruction and Learning - Teachers will integrate and implement technology into their daily lessons and learning opportunities to increase student learning, understanding, and achievement.

Research Cited: "Using Technology with Classroom Instruction that Works" Howard Pitler, Elizabeth R. Hubbell, Matt Kuhn and Kim Malenoski, 2007

Tier:

Activity - Compass Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Compass Learning will be used to identify individual Learning Paths based on NWEA scores. Compass will take student where they are at and move them forward with individual activities and assessments.	Technology, Direct Instruction, Academic Support Program	Tier 1	Getting Ready	09/08/2015	06/17/2016	\$3200	General Fund	All staff members and administrators

Activity - Technology Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students will use the iPad and other forms of technology to support instruction and student learning. using various Social Studies applications.	Technology			09/08/2015	06/17/2016	\$0	General Fund	All staff members and administrators

## Goal 4: All students at Power Upper Elementary School will increase proficiency in Science.

### Measurable Objective 1:

A 7% increase of Fifth and Sixth grade students will demonstrate a proficiency in understanding, recall and application of concepts in Science by 06/17/2016 as measured by District Common Assessments.

### Strategy 1:

Identifying Learning Goals - Teachers will determine clear learning objectives for lessons taught in science. This objective will be communicated to the students in a number of ways and revisited throughout the lessons. Having students understand a clear learning objective improves learning and retention of new knowledge and skills.

Research Cited: "The Art and Science of Teaching: A Comprehensive Framework for Classroom Instruction" Robert Marzano, 2007

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Tier:

Activity - Common Core/State Standards Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend grade level professional development on the integration of common core/state standards into our science curriculum.	Professional Learning			09/08/2015	06/17/2016	\$0	General Fund	All staff members and administrators

Activity - Provide Multiple Representatives or Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of strategies including inquiry, hands-on classroom lab experiences, and visual representations to help students reach the learning goal.	Direct Instruction			09/08/2015	06/17/2016	\$0	General Fund	All staff members and administrators

**Strategy 2:**

Student Self-Monitoring Progress - Teachers will guide students in monitoring of their own academic progress in combination with regular teacher monitoring of student progress. This combination of progress monitoring increases student self-efficacy, motivation, and student achievement.

Research Cited: "The Art and Science of Teaching: A Comprehensive Framework for Classroom Instruction" Robert J. Marzano, 2007.

Tier:

Activity - Learning Scale	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During lessons students will reflect on the current level of understanding of the lesson objective. They will monitor their current ability to apply the taught concept	Direct Instruction			09/08/2015	06/17/2016	\$0	General Fund	All staff members and administrators

Activity - Student Learning Goal Monitoring and Self Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will self-monitor and record their progress over time relative to the learning goals.	Direct Instruction			09/08/2015	06/17/2016	\$0	General Fund	All staff members and administrators

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### Strategy 3:

Common Assessments - Teachers will meet in their PLT to develop, use, and revise ongoing formative and summative assessments. Teachers will use the learning goals to develop common assessments. Teacher will also use the data provide by those common assessments to monitor student progress, re-teach concepts, and revise the common assessments.

Research Cited: Checking for Understanding: Formative Assessment Techniques for Your Classroom; Fisher & Frey, 2007.

Tier:

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze data from formative and summative assessments within the PLT to inform next steps in instruction.	Professional Learning			09/08/2015	06/17/2016	\$0	General Fund	All staff members and administrators
Activity - Develop Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop common assessments that align to the Common Core/State Standards	Professional Learning			09/08/2015	06/17/2016	\$0	General Fund	All staff members and administrators
Activity - Develop and Implement Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use rubrics to assess common assessments and make revisions as necessary.	Professional Learning			09/08/2015	06/17/2016	\$0	General Fund	All staff members and administrators

### Strategy 4:

Provide Extended Learning Opportunities for Targeted Students - Teachers will provide structured time and opportunities for targeted students to independently apply and practice skills and knowledge attained during lessons. Teachers will ensure that students have materials and support to practice independently at a level that challenges students enough to grow them in their learning, but not so challenging that independent practice leads to frustration. This ensures the task is an "Instructional Match" and meets students at their zone or proximal development.

Research Cited: "Classroom Instruction that Works: Researched Based Strategies for Effective Instructions" Robert J. Marzano, Debra J. Pickering and Jane E. Pollock, 2004

Tier:

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Activity - Academic Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using certified interventionists, academic support will be provided in all core areas of the curriculum. Interventionists will push in and support classroom teachers in the classroom setting.	Academic Support Program			09/08/2015	06/17/2016	\$30000	Title I Schoolwide	Title I Interventionist and administrator

Activity - Summer Academic Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional support and instruction will be provided to targeted students attending summer academic camp. This camp will provide hands-on experiences to students in all content areas.	Field Trip			09/08/2015	06/17/2016	\$10000	Title I Schoolwide, General Fund	All staff and administrators

### Strategy 5:

Differentiated Instruction for Targeted Students - Teachers will differentiate instruction to provide an individualized approach to student learning. This includes teachers using the knowledge of their students and data to plan lessons that meet the needs of all students, as well as innovating and adjusting lessons while in progress to meet student needs. Differentiation will also include specific programs and activities that target a particular groups of students to support.

Research Cited: "Integrating Differentiated Instruction & Understanding by Design: Connecting Content & Kids" Tomlinson and McTighe 2006

Tier:

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers with the help of Instructional Coaches will work to analyze data and student work in order to create appropriate lessons and individualized education plans that meet the needs of targeted students.	Professional Learning			09/08/2015	06/17/2016	\$0	General Fund	All staff members and administrators

Activity - Learning Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Interventionist will work with targeted students to provide additional learning opportunities and individualized instruction through the use of online computer programs, leveled reading texts. Learning Interventionist will also assist in curriculum accommodations/modifications for targeted students.	Direct Instruction			09/08/2015	06/17/2016	\$0	Title I Part A	Title I Interventionist and administrator

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use data to identify informational reading and writing skills and strategies that students need more assistance with. Students will be pulled in a small setting to receive more direct instruction to meet their individual needs. Small group instruction will be provided by ESL, Title I, and general education paraprofessionals and general education teachers.	Direct Instruction			09/08/2015	06/17/2016	\$0	General Fund	All staff members and administrators
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Activity - High Interest/Low Level Informational Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students will be provided with information text at their individual reading level for reading and writing skills to support the Science curriculum.	Direct Instruction			09/08/2015	06/17/2016	\$10000	Title I Schoolwide, General Fund	All staff members and administrators

Activity - Scaffolded Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have time to meet as a department in all core areas to develop scaffolded instruction techniques to meet the needs of all learners.	Professional Learning			09/08/2015	06/17/2016	\$3000	Title I Schoolwide	All core teachers

### Strategy 6:

Integrating Technology into Instruction and Learning - Teachers will integrate and implement technology into their daily lessons and learning opportunities to increase student learning, understanding, and achievement.

Research Cited: "Using Technology with Classroom Instruction that Works" Howard Pitler, Elizabeth R. Hubbell, Matt Kuhn and Kim Malenoski, 2007

Tier:

Activity - FOSS Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online science programs that will differentiate lessons based on individual achievement and progress of targeted students.	Technology			09/08/2015	06/17/2016	\$0	General Fund	All staff members and administrators

Activity - Technology Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students will use the iPad and other technology to support instruction and student learning through various science applications.	Technology			09/08/2015	06/17/2016	\$0	General Fund	All staff members and administrators

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Activity - Compass Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Compass Learning will be used to identify individual Learning Paths based on NWEA scores. Compass will take student where they are at and move them forward with individual activities and assessments.	Technology, Direct Instruction, Academic Support Program	Tier 1	Getting Ready	09/08/2015	06/17/2016	\$3200	General Fund	All Staff

## Goal 5: Power Upper Elementary Students will increase academic achievement through the implementation of Positive Behavior Supports providing social and emotional supports.

### Measurable Objective 1:

collaborate to create a school wide PBIS program to assist students in making positive choices that reduce the need for disciplinary intervention and increase academic achievement through the increased engagement in classroom activities. by 06/17/2016 as measured by office referrals resulting in disciplinary actions.

### Strategy 1:

Professional Development - Professional development will be provided to train staff in common procedures and policies to assist students in making positive choices regarding behavior.

Research Cited: "A Handbook for the Art and Science of Teaching" Robert J. Marzano and John L. Brown, 2009

Tier: Tier 1

Activity - PBIS Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A PBIS Planning Committee will meet regularly to plan steps to implement and train students and staff in building wide expectations. These expectations will serve as the guideline and basis for all students.	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	General Fund	Administration and all teaching staff

Activity - Building wide PBIS Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training on Stephen Covey's 7 Habits for Effective People for the entire staff in June of 2015. This professional development will also create a common language and understanding of expectations between members of the staff that will then be used with students as well.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	General Fund	All Staff

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Activity - Parent and Family Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Contribution to a district wide parent and family coordinator to engage parents and families and keep all the buildings in line in regards to parental involvement.	Community Engagement	Tier 1	Monitor	09/08/2015	06/17/2016	\$13000	Title I Schoolwide	Administration and the Parent Community Coordinator

### Strategy 2:

Student Instruction - Students will be instructed in building wide expectations and policies related to the Power Upper Elementary PBIS plan.

Research Cited: "A Handbook for the Art and Science of Teaching" Robert J. Marzano and John L. Brown, 2009

Tier: Tier 1

Activity - Power Up Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All incoming 5th grade students attend a three hour session related to school expectations, polices, and procedures.	Behavioral Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	General Fund	Administrators and teachers

Activity - Weekly Team PBIS Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In academic teams, students gather once a week to discuss expectations in small groups and share questions with each other to bring clarity to what is expected by the school.	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	General Fund	All Staff

Activity - Grade Level PBIS "Town Hall" Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once every month to two months the entire grade comes together to discuss the status of expectations within the school. These feedback sessions allow administration to hear what kids are struggling with as a team and work on strategies to help.	Behavioral Support Program	Tier 1	Getting Ready	09/08/2015	06/17/2016	\$0	General Fund	Administration and Counseling Staff

### Strategy 3:

Student Incentives - Through the use of positive behavior incentives, students are encouraged to make appropriate choices that decrease their time out of class, conversely increasing the amount of instruction they receive thus increasing student achievement.

Research Cited: "A Handbook for the Art and Science of Teaching" Robert J. Marzano and John L. Brown, 2009

Tier: Tier 1

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Activity - Blue Tickets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students have the opportunity to earn blue tickets when they exhibit positive choices. Students collect the tickets as a class and use those for classroom rewards. The blue tickets are also placed in a weekly drawing for prizes for individuals.	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	General Fund	Teachers and Administration
Activity - VIG Award	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers select a "Very Impressive Gladiator" each week of the second and third trimesters of the school year. This award is selected by the teacher and is given to students who show consistent behaviors. These students receive a pass for the front of the lunch line, a special certificate, and a pencil.	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	General Fund	Teachers and Administration

### Strategy 4:

Behavior Interventionist - This .5 staff member will focus on students with behavior issues that are impeding their success in the classroom. Special consideration is given to students who fall in the bottom 30 percent of academic achievement in each subject area. This staff member will work with teaching staff to develop behavior plans, communicate with parents, mentor and counsel during lunch, and other interventions to ensure that students are able to stay in class and be successful academically.

Research Cited: "A Handbook for the Art and Science of Teaching" Robert J. Marzano and John L. Brown, 2009

Tier: Tier 2

Activity - Behavior Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lunchtime reflection, behavior plans for classrooms, and other intense interventions for students who struggle in the classroom due to choices related to behavior. The behavioral interventionist meets with targeted students with special emphasis on students in the bottom 30 percent in each academic area. Through the use of reflection and behavioral intervention we are looking to support change that will allow the student to stay in class and engaged for longer periods of time, which in turn will increase levels of student achievement.	Behavioral Support Program	Tier 2	Monitor	09/08/2015	06/17/2016	\$63000	Title I Schoolwide	Behavior Interventionist in tandem with building administrators and teachers.

## Goal 6: All Students Power Upper Elementary School will become proficient writers.

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### Measurable Objective 1:

66% of All Students will demonstrate a proficiency in informational writing in content areas including social studies and science in Writing by 06/17/2016 as measured by the state assessment.

### Strategy 1:

Professional Learning Team Instructional Practices - Teachers will work within their professional learning teams to implement clear learning goals and targets within their classrooms.

Research Cited: The Art and Science of Teaching, Marzano.

Classroom Instruction that Works, Marzano et.al

Professional Learning Communities at Work, DeFour et al.

Revisiting Professional Learning Communities at Work: New Insights for Improving Schools, Defour et.al.

Examining Classroom Assessment for Student Learning, Chappius et. al.

Tier: Tier 1

Activity - Teacher Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in professional development surrounding how to use feedback effectively in the classroom to communicate progress on learning goals and targets.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	Title II Part A	Administration and Teaching Staff
Activity - Teacher Growth	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will examine Marzano's research and understand clear learning goals and targets. They will also examine Classroom Assessment for Student Learning by Chappius et. al.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	Title II Part A	Administration and Teaching Staff
Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze data to look for bottom 30% of students to identify for intervention support with targeted goals and strategies.	Direct Instruction	Tier 2	Implement	09/08/2015	06/17/2016	\$0	Title I Schoolwide	Teachers, Administration and Support Staff

### Strategy 2:

Interventionist - Title I Interventionists will work with students identified as the bottom 30% in regards to achievement in the area of writing. These interventionists will

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work on targeted goals and strategies related to writing.

Research Cited: The Art and Science of Teaching, Marzano

Classroom Instruction that Works, Marzano et. al.

Professional Learning Communities at Work, DeFour et. al.

Revisiting Professional Learning Communities at Work: New Insights for Improving Schools, DeFour et. al.

Examining Classroom Assessment for Student Learning, Chappius et. al.

Tier: Tier 2

Activity - Strategy Folders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Strategy folders will be developed for each individual student identified by teachers in PLT with targeted strategies and monitor progress on goals based on data from writing prompts.	Direct Instruction	Tier 2	Implement	09/08/2015	06/17/2016	\$0	Title I Schoolwide	Teachers, Administration, Support Staff

Activity - Intervention Planning Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic team meetings with administrator, UST facilitator, and QI coaches to review data and monitor progress on identified students.	Teacher Collaboration	Tier 2	Implement	09/08/2015	06/17/2016	\$0	Title I Schoolwide	Teachers, Administration, and Support Staff

### Strategy 3:

Integrating Technology into Instruction and Learning - Teachers will integrate and implement technology into their daily lessons and learning opportunities to increase student learning, understanding, and achievement.

Research Cited: "Using Technology with Classroom Instruction that Works" Howard Pitler, Elizabeth R. Hubbell, Matt Kuhn and Kim Malenoski, 2007

Tier: Tier 1

Activity - Compass Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Compass Learning will be used to identify individual Learning Oaths based on NWEA scores. Compass will take students where they are at and move them forward with individual activities and assessments.	Technology, Direct Instruction, Academic Support Program	Tier 1	Getting Ready	09/08/2015	06/17/2016	\$3200	General Fund	All Staff

## 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
Learning Interventionists	Learning Interventionist will work with targeted students to provide additional learning opportunities and individualized instruction through the use of online computer programs, leveled reading texts. Learning Interventionist will also assist in curriculum accommodations/modifications for targeted students.	Direct Instruction			09/08/2015	06/17/2016	\$0	Title I Interventionist and administrator

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Compass Learning	Compass Learning will be used to identify individual Learning Oaths based on NWEA scores. Compass will take students where they are at and move them forward with individual activities and assessments.	Technology , Direct Instruction, Academic Support Program	Tier 1	Getting Ready	09/08/2015	06/17/2016	\$3200	All Staff
Develop Common Assessments	Teachers will develop common assessments that align to the Common Core State Standards.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/17/2016	\$0	All staff members and administration
Data Analysis	Teachers with the help of Instructional Coaches will work to analyze data and student work in order to create appropriate lessons and individualized education plans that and meet the needs of targeted students.	Professional Learning			09/08/2015	06/17/2016	\$0	All staff members and administrators
Summer Academic Camp	Additional support and instruction will be provided to targeted students attending summer academic camp. This camp will provide hands-on experiences to students in all content areas.	Field Trip			06/22/2015	07/31/2015	\$0	All teachers and administrators

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Develop and Implement Rubrics	Use rubrics to assess common assessments and make revisions as necessary.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/17/2016	\$0	All staff members and administration
Small Group Instruction	Teachers will use data to identify informational reading and writing skills and strategies that students need more assistance with. Students will be pulled in a small setting to receive more direct instruction to meet their individual needs. Small group instruction will be provided by ESL, Title I, and general education paraprofessionals and general education teachers.	Direct Instruction			09/08/2015	06/17/2016	\$0	All teachers and administrators
Online Reading Based Computer Programs	Raz Kids, Read Naturally, Moby Max, NWEA practice, and A-Z Reading online computer programs will differentiate instruction based on individual achievement and progress of targeted students.	Technology	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	All staff members and administration
Develop and Implement Rubrics	Develop rubrics to assess common assessments and make revisions as necessary.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All teachers and administrators
Student Learning Goal Monitoring and Self Reflection	Students will self-monitor and record their progress over time relative to the learning goals.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	All staff members and administration
Develop and Implement Rubrics	Use rubrics to assess common assessments and make revisions as necessary.	Professional Learning			09/08/2015	06/17/2016	\$0	All staff members and administrators
Small Group Instruction	Teachers will use data to identify skills and strategies that students need more assistance with. Students will be pulled in a small setting to receive more direct instruction to meet their individual needs. Small group instruction will be provided by ESL, Title I, and general education paraprofessionals and certified teachers.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	All staff members and support staff.
Summer Academic Camp	Additional support and instruction will be provided to targeted students attending summer academic camp. This camp will provide hands-on experiences to students in all content areas.	Field Trip			09/08/2015	06/17/2016	\$0	All staff and administrators
Common Core/State Standards Professional Development	Teachers will attend grade level professional development on the integration of common core/state standards into our science curriculum.	Professional Learning			09/08/2015	06/17/2016	\$0	All staff members and administrators

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High Interest/Low Level Informational Text	Targeted students will be provided with information text at their individual reading level for reading and writing skills to support the Science curriculum.	Direct Instruction			09/08/2015	06/17/2016	\$0	All staff members and administrators
Common Core Professional Development	Teachers will attend grade level professional development on the integration of common core state standards into our reading and writing curriculum.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All staff members and administrators
Compass Learning	Compass Learning will be used to identify individual Learning Paths based on NWEA scores. Compass will take student where they are at and move them forward with individual activities and assessments.	Technology, Direct Instruction, Academic Support Program	Tier 1		09/08/2015	06/17/2016	\$3200	All Staff
Data Analysis	Analyze data from formative and summative assessments within the PLT to inform next steps in instruction.	Professional Learning			09/08/2015	06/17/2016	\$0	All staff members and administrators
Data Analysis	Analyze data from formative and summative assessments within the PLT to inform next steps in instruction.	Professional Learning			09/08/2015	06/17/2016	\$0	All staff members and administrators
Grade Level PBIS "Town Hall" Meetings	Once every month to two months the entire grade comes together to discuss the status of expectations within the school. These feedback sessions allow administration to hear what kids are struggling with as a team and work on strategies to help.	Behavioral Support Program	Tier 1	Getting Ready	09/08/2015	06/17/2016	\$0	Administration and Counseling Staff
Student Learning Goal Monitoring and Self Reflection	Students will self-monitor and record their progress over time relative to the learning goals.	Direct Instruction			09/08/2015	06/17/2016	\$0	All staff members and administrators
Learning Scales	During lessons students will reflect on the current level of understanding of the lesson objective. They will monitor their current ability to apply the taught concept.	Direct Instruction			09/08/2015	06/17/2016	\$0	All staff members and administrators
PBIS Meetings	A PBIS Planning Committee will meet regularly to plan steps to implement and train students and staff in building wide expectations. These expectations will serve as the guideline and basis for all students.	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	Administration and all teaching staff

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Develop Common Assessments	Teachers will develop common assessments that align to the Common Core/State Standards.	Professional Learning			09/08/2015	06/17/2016	\$0	All staff members and administrators
Small Group Instruction	Teachers will use data to identify informational reading and writing skills and strategies that students need more assistance with. Students will be pulled in a small setting to receive more direct instruction to meet their individual needs. Small group instruction will be provided by ESL, Title I, and general education paraprofessionals and general education teachers.	Direct Instruction			09/08/2015	06/17/2016	\$0	All staff members and administrators
Develop Common Assessments	Teachers will develop common assessments that align to the Common Core State Standards.	Professional Learning	Tier 1		09/08/2015	06/17/2016	\$0	All teachers and administrators
Weekly Team PBIS Meetings	In academic teams, students gather once a week to discuss expectations in small groups and share questions with each other to bring clarity to what is expected by the school.	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	All Staff
VIG Award	Teachers select a "Very Impressive Gladiator" each week of the second and third trimesters of the school year. This award is selected by the teacher and is given to students who show consistent behaviors. These students receive a pass for the front of the lunch line, a special certificate, and a pencil.	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	Teachers and Administration
High Interest/Low Level Informational Text	Targeted students identified as the bottom 30 percent in the area of reading will be provided with informational texts at their individual reading level to support the curriculum across the grade level.	Direct Instruction	Tier 2	Implement	09/08/2015	06/17/2016	\$0	All staff members and administrators
Power Up Day	All incoming 5th grade students attend a three hour session related to school expectations, policies, and procedures.	Behavioral Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	Administrators and teachers
Student Learning Goal Monitoring and Self Reflection	Students will self-monitor and record their progress over time relative to the learning goals.	Direct Instruction			09/08/2015	06/17/2016	\$0	All staff members and administrators
Common Core/State Standards Professional Development	Teachers will attend grade level professional development on the integration of common core/state standards into our social studies curriculum.	Professional Learning			09/08/2015	06/17/2016	\$0	All staff members and administrators

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Data Analysis	Analyze data from F&P and NWEA within the PLT to inform next steps in instruction. This data will also be used to help identify and provide early intervention to students who struggle and may be identified at the bottom 30 percent in the area of reading.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All staff members and administrators
Learning Scale	During lessons students will reflect on the current level of understanding of the lesson objective. They will monitor their current ability to apply the taught concept.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	All staff members and administration
Data Analysis	Teachers with the help of Instructional Coaches will work to analyze data and student work in order to create appropriate lessons and individualized education plans that and meet the needs of targeted students identified as the bottom 30 percent in the area of reading.	Professional Learning	Tier 2		09/08/2015	06/17/2016	\$0	All staff members and administrators
Compass Learning	Compass Learning will be used to identify individual Learning Paths based on NWEA scores. Compass will take student where they are at and move them forward with individual activities and assessments.	Technology, Direct Instruction, Academic Support Program	Tier 1	Getting Ready	09/08/2015	06/17/2016	\$3200	All Staff
Data Analysis	Analyze data from common assessments within the PLT to inform next steps in instruction. Students who are in or have the potential to be included in the bottom 30 percent are also monitored for early intervention.	Professional Learning	Tier 1		09/08/2015	06/17/2016	\$0	All teachers and administrators
Learning Interventionists	Learning Interventionist will work with targeted students identified as the bottom 30 percent in the area of reading to provide additional learning opportunities and individualized instruction through the use of online computer programs, leveled reading texts. Learning Interventionist will also assist in curriculum accommodations/modifications for targeted students.	Direct Instruction	Tier 2	Monitor	09/08/2015	06/17/2016	\$0	All staff members and administrators
Provide Multiple Representatives or Objectives	Teachers will use a variety of strategies including inquiry, map reading skills, and visual representations to help students reach the learning goal.	Direct Instruction			09/08/2015	06/17/2016	\$0	All staff members and administrators
Common Core Professional Development	Teachers will attend grade level professional development on the integration of common core state standards into our math curriculum in order to identify learning goals for students.	Professional Learning		Implement	09/08/2015	06/17/2016	\$0	Teachers and Administrators

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High Interest/Low Level Informational Text	Targeted students will be provided with informational text at their individual reading level and for writing activities to support the Social Studies curriculum.	Direct Instruction			09/08/2015	06/17/2016	\$0	All staff members and administrators
Compass Learning	Compass Learning will be used to identify individual Learning Paths based on NWEA scores. Compass will take student where they are at and move them forward with individual activities and assessments.	Technology, Direct Instruction, Academic Support Program	Tier 1	Getting Ready	09/08/2015	06/17/2016	\$3200	All Staff
Learning Scale	During lessons students will reflect on the current level of understanding of the lesson objective. They will monitor their current ability to apply the taught concept	Direct Instruction			09/08/2015	06/17/2016	\$0	All staff members and administrators
Small Group Instruction	Teachers will use data to identify skills and strategies that students need more assistance with. Students will be pulled in a small setting to receive more direct instruction to meet their individual needs. Small group instruction will be provided by ESL, Title I, and general education paraprofessionals and general education teachers.	Direct Instruction	Tier 2	Implement	09/08/2015	06/17/2016	\$0	All staff members and administrators
Technology Instruction	Targeted students will use the iPad and other technology tools to support reading/literacy instruction and student learning.	Technology	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All staff members and administrators
Compass Learning	Compass Learning will be used to identify individual Learning Paths based on NWEA scores. Compass will take student where they are at and move them forward with individual activities and assessments.	Technology, Direct Instruction, Academic Support Program	Tier 1	Getting Ready	09/08/2015	06/17/2016	\$3200	All staff members and administrators
Development and Implementation of Rubrics	Use rubrics to assess common assessments and make revisions as necessary.	Professional Learning			09/08/2015	06/17/2016	\$0	All staff members and administrators
Data Analysis	Teachers with the help of Instructional Coaches will work to analyze data and student work in order to create appropriate lessons and individualized education plans that meet the needs of targeted students. Through this process the bottom 30 percent of students will be identified for increased support.	Professional Learning	Tier 2	Monitor	09/08/2015	06/17/2016	\$0	Teachers and Administrators

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Moby Max Math	Online math program that will differentiate lessons based on individual achievement and progress of targeted students. The use of this program will be expanded to use with all students.	Technology	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	All staff members and administrators
FOSS Science	Online science programs that will differentiate lessons based on individual achievement and progress of targeted students.	Technology			09/08/2015	06/17/2016	\$0	All staff members and administrators
Building wide PBIS Training	Training on Stephen Covey's 7 Habits for Effective People for the entire staff in June of 2015. This professional development will also create a common language and understanding of expectations between members of the staff that will then be used with students as well.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All Staff
Learning Scale	During lessons students will reflect on the current level of understanding of the lesson objective. They will monitor their current ability to apply the taught concept.	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All staff members and support staff
Provide Multiple Representatives or Objectives	Teachers will use a variety of strategies including inquiry, hands-on classroom lab experiences, and visual representations to help students reach the learning goal.	Direct Instruction			09/08/2015	06/17/2016	\$0	All staff members and administrators
Data Analysis	Teachers will work to analyze data and student work in order to create appropriate lessons and individualized education plans that meet the needs of targeted students.	Professional Learning			09/08/2015	06/17/2016	\$0	All teachers and administrators
Technology Instruction	Targeted students in the bottom 30 percent in the area of math will use the iPad and other technology tools to support math instruction and student learning.	Technology	Tier 2	Implement	09/08/2015	06/17/2016	\$0	All staff members and administrators
Providing multiple representations of objectives	Teachers will use a variety of strategies including inquiry, manipulatives, and visual representations to help students reach the learning goal.	Direct Instruction		Monitor	09/08/2015	06/17/2016	\$0	Teachers and Administrators
Learning Interventionist	Learning Interventionist will work with targeted students to provide additional learning opportunities and individualized instruction through the use of online computer programs, leveled reading texts. Learning Interventionist will also assist in curriculum accommodations/modifications for targeted students.	Direct Instruction			09/08/2015	06/17/2016	\$0	All teachers and administrators

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Learning Interventionist	Learning Interventionist will work with targeted students (bottom 30 percent) to provide additional learning opportunities and individualized instruction through the use of strategy groups, reteaching, online computer programs. Learning Interventionist will also assist in curriculum accommodations/modifications for targeted students.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/17/2016	\$0	Administrators, learning interventionists, and other staff.
Develop Common Assessments	Teachers will develop common assessments that align to the Common Core/State Standards	Professional Learning			09/08/2015	06/17/2016	\$0	All staff members and administrators
Blue Tickets	Students have the opportunity to earn blue tickets when they exhibit positive choices. Students collect the tickets as a class and use those for classroom rewards. The blue tickets are also placed in a weekly drawing for prizes for individuals.	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	Teachers and Administration
Technology Instruction	Targeted students will use the iPad and other forms of technology to support instruction and student learning. using various Social Studies applications.	Technology			09/08/2015	06/17/2016	\$0	All staff members and administrators
Technology Instruction	Targeted students will use the iPad and other technology to support instruction and student learning through various science applications.	Technology			09/08/2015	06/17/2016	\$0	All staff members and administrators

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Strategy Folders	Strategy folders will be developed for each individual student identified by teachers in PLT with targeted strategies and monitor progress on goals based on data from writing prompts.	Direct Instruction	Tier 2	Implement	09/08/2015	06/17/2016	\$0	Teachers, Administration, Support Staff
Academic Intervention	Using certified interventionists, academic support will be provided in all core areas of the curriculum. Interventionists will push in and support classroom teachers in the classroom setting working with students from the bottom 30 percent in the area of math.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/17/2016	\$30000	All staff members and administrators
Scaffolded Instruction	Teachers will have time to meet as a department in all core areas to develop scaffolded instruction techniques to meet the needs of all learners.	Professional Learning			09/08/2015	06/17/2016	\$3000	All core teachers

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Parent and Family Coordinator	Contribution to a district wide parent and family coordinator to engage parents and families and keep all the buildings in line in regards to parental involvement.	Community Engagemen nt	Tier 1	Monitor	09/08/2015	06/17/2016	\$13000	Administrati on and the Parent Community Coordinator
Academic Intervention	Using certified interventionists, academic support will be provided in all core areas of the curriculum. Interventionists will push in and support classroom teachers in the classroom setting.	Academic Support Program			09/08/2015	06/17/2016	\$30000	Title I Interventio nist and administrat ors
Scaffolded Instruction	Teachers will have time to meet in PLTs to develop scaffolded instruction techniques to meet the needs of all learners.	Professiona l Learning			09/08/2015	06/17/2016	\$3000	All Core Teachers
High Interest/Low Level Informational Text	Targeted students identified as the bottom 30 percent in the area of reading will be provided with informational texts at their individual reading level to support the curriculum across the grade level.	Direct Instruction	Tier 2	Implement	09/08/2015	06/17/2016	\$10000	All staff members and administrat ors
Data Analysis	Teachers will analyze data to look for bottom 30% of students to identify for intervention support with targeted goals and strategies.	Direct Instruction	Tier 2	Implement	09/08/2015	06/17/2016	\$0	Teachers, Administrati on and Support Staff
Behavior Interventionist	Lunchtime reflection, behavior plans for classrooms, and other intense interventions for students who struggle in the classroom due to choices related to behavior. The behavioral interventionist meets with targeted students with special emphasis on students in the bottom 30 percent in each academic area. Through the use of reflection and behavioral intervention we are looking to support change that will allow the student to stay in class and engaged for longer periods of time, which in turn will increase levels of student achievement.	Behavioral Support Program	Tier 2	Monitor	09/08/2015	06/17/2016	\$63000	Behavior Interventio nist in tandem with building administrat ors and teachers.
High Interest/Low Level Informational Text	Targeted students will be provided with informational text at their individual reading level and for writing activities to support the Social Studies curriculum.	Direct Instruction			09/08/2015	06/17/2016	\$10000	All staff members and administrat ors
Scaffolded Instruction	Teachers will have time to meet as a department in all core areas to develop scaffolded instruction techniques to meet the needs of all learners.	Professiona l Learning	Tier 1	Monitor	09/08/2015	06/17/2016	\$3000	All Core Teachers

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Academic Intervention	Using certified interventionists, academic support will be provided in all core areas of the curriculum. Interventionists will push in and support classroom teachers in the classroom setting. Interventionists will work with students identified as the bottom 30 percent in achievement measures in the area of reading.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/17/2016	\$30000	Title I Interventionist and administrators
Summer Academic Camp	Additional support and instruction will be provided to targeted students attending summer academic camp. This camp will provide hands-on experiences to students in all content areas.	Field Trip			09/08/2015	06/17/2016	\$10000	All staff and administrators
Academic Intervention	Using certified interventionists, academic support will be provided in all core areas of the curriculum. Interventionists will push in and support classroom teachers in the classroom setting.	Academic Support Program			09/08/2015	06/17/2016	\$30000	Title I Interventionist and administrator
Scaffolded Instruction	Teachers will have time to meet as a department in all core areas to develop scaffolded instruction techniques to meet the needs of all learners. Special attention will be given to students who are identified as the bottom 30 percent in this subject area	Professional Learning	Tier 1	Monitor	09/08/2015	06/17/2016	\$3000	All Core Teachers
Intervention Planning Meetings	Academic team meetings with administrator, UST facilitator, and QI coaches to review data and monitor progress on identified students.	Teacher Collaboration	Tier 2	Implement	09/08/2015	06/17/2016	\$0	Teachers, Administration, and Support Staff
Summer Academic Camp	Additional support and instruction will be provided to targeted students attending summer academic camp. This camp will provide hands-on experiences to students in all content areas.	Field Trip			06/22/2015	07/31/2015	\$10000	All teachers and administrators
High Interest/Low Level Informational Text	Targeted students will be provided with information text at their individual reading level for reading and writing skills to support the Science curriculum.	Direct Instruction			09/08/2015	06/17/2016	\$10000	All staff members and administrators

### Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Learning Goal Monitoring Self-Reflection	Students will self-monitor and record their progress over time relative to the learning goals.	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All teachers, administrators, and support staff.

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**Title II Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Professional Development	Teachers will engage in professional development surrounding how to use feedback effectively in the classroom to communicate progress on learning goals and targets.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	Administration and Teaching Staff
Professional Development for Teachers	Teachers will engage in professional development incorporating the use of clear learning goals and targets to communicate progress on CCSS.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	Teaching and Administrative Staff
Teacher Growth	Teachers will examine Marzano's research and understand clear learning goals and targets. They will also examine Classroom Assessment for Student Learning by Chappius et. al.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	Administration and Teaching Staff
Teacher Growth	As a whole group, the staff will continue the study of text, Classroom Assessment for Student Learning, Chappuis et al.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	Teachers and Administrative Staff