

School Improvement Plan 2016-2017

Will L. Lee School

Richmond Community Schools

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TABLE OF CONTENTS

Overview	1
Goals Summary	2
Goal 1: All students at Will L. Lee Elementary School will become proficient readers.....	3
Goal 2: All students at Will L. Lee Elementary School will become proficient writers.....	18
Goal 3: All students at Will L. Lee Elementary School will improve their social studies proficiency.....	22
Goal 4: All students at Will L. Lee Elementary School will improve their math proficiency.....	29
Goal 5: All students at Will L. Lee Elementary School will improve their science proficiency.....	43
Activity Summary by Funding Source.....	51

Overview

Plan Name

School Improvement Plan 2016-2017

Plan Description

School Improvement Plan 2016-2017

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 Will L. Lee Elementary School will become proficient readers.	Objectives: 3 Strategies: 3 Activities: 40	Academic	\$46225
2	All students at Will L. Lee Elementary School will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 9	Academic	\$0
3	All students at Will L. Lee Elementary School will improve their social studies proficiency.	Objectives: 1 Strategies: 2 Activities: 18	Academic	\$8800
4	All students at Will L. Lee Elementary School will improve their math proficiency	Objectives: 2 Strategies: 3 Activities: 37	Academic	\$64275
5	All students at Will L. Lee Elementary School will improve their science proficiency.	Objectives: 1 Strategies: 2 Activities: 18	Academic	\$41050

Goal 1: All students at Will L. Lee Elementary School will become proficient readers.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/14/2024 as measured by the Spring 2024 M-Step.

Strategy 1:

TIER I Core Instruction- Balanced Literacy - Balanced literacy instruction combines the strengths of whole language and skills instruction. It provides teacher-supported, assessment-based, comprehensive skills instruction. It reflects a gradual release of responsibility from the teacher to the students. It involves the application of skills to the reading of excellent literature and authentic writing tasks.

Category: English/Language Arts

Research Cited: A balanced approach to reading should be a flexible, multi-faceted approach to reading. Balance means different things for different children depending on their reading skills and needs. Balanced reading instruction is not a one size-fits-all reading model. Allington and Walmsley (1995) point out that there is “no quick fix” and no one program to meet the needs of all children. Instead, teachers must be able to recognize different student learning styles and be able to select appropriate strategies to the individual needs of the child and to strive to find balance for every child (Speigel, 1994). Several studies have shown that effective primary-level teachers blend perspectives to strategically balance a variety of methods and contents (Baumann, Hoffman, Moon, & Duffy-Hester, 1998; Duffy, 1991; Wharton-MacDonald, Pressley, & Mistretta, 1997), rather than adhering to one perspective or another.
<http://www.education.ucf.edu/mirc/Research/Balanced%20Reading.pdf>

"Balanced Literacy: Practical strategies to help you build a truly balanced classroom literacy program"
<http://www.scholastic.com/teachers/article/balanced-literacy>

Tier: Tier 1

School Improvement Plan 2016-2017

Will L. Lee School

Activity - 90 Minute Language Arts Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will devote a minimum of 90 minutes to Language Arts instruction every day. Our building will have a set Language Arts block where all teachers will provide instruction in Language Arts.	Direct Instruction, Academic Support Program	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	All staff members will be responsible for instruction during our Language Arts block.

Activity - Teacher Read Aloud	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teacher read loud enables the teacher to model reading fluently with expression. Teachers will read aloud a minimum of three times a week to introduce readers to new genres, authors, titles, text structures, and experiences.	Academic Support Program	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers are responsible for reading aloud in their classrooms.

Activity - Shared Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Shared reading is reading done as a class. It encourages large group participation to develop reading skills and strategies. Through class discussion and reading, students can develop an understanding of different genres and their structures. Students also develop concepts of print and build fluency.	Academic Support Program	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers and Title staff are responsible for Shared Reading opportunities.

School Improvement Plan 2016-2017

Will L. Lee School

Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are actively engaged in reading in a small group. Students can apply decoding, phonics, and comprehension skills in a small group setting. Guided reading reinforces reading strategies in a small group setting.	Direct Instruction, Other	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers and Title staff are responsible for guided reading.

Activity - Tier 1 Data Analysis and Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Title One technicians will meet three times a year as a grade level after each benchmark data collection to review and analyze the data to inform and make decisions about core instruction, identify students who need strategic or intensive support, and to decide which students need additional diagnostics.	Academic Support Program	Tier 1	Implement	09/01/2015	06/16/2017	\$2000	Title II Part A	Teachers and Title One staff participate in the teacher meetings.

Activity - Tier 1 Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will conduct Benchmark testing three times annually. We will be using DRA and the NWEA assessment to screen and assess all students in kindergarten through fourth grade.	Academic Support Program	Tier 1	Implement	04/30/2014	06/16/2017	\$0	No Funding Required	Teachers are responsible to benchmark testing.

Activity - Tier 1 Data Reports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan 2016-2017

Will L. Lee School

Staff will analyze data and read reports from NWEA, Data Director, and DRA.	Academic Support Program	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Title One staff and teachers are responsible for data input.
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Activity - Data Collection and Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will conduct progress monitoring on a regular basis for students. They will use the data to monitor student progress and adapt instruction to meet student needs. Staff members will meet to make informed decisions regarding the impact of interventions and actions necessary to support students who are not achieving.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/16/2017	\$0	No Funding Required	Lee principal and staff

Activity - Independent Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are encouraged to select books that are "just right" for them from a variety of genres, texts, etc. Several times a week, teachers will provide a sustained amount of time for students to develop independent reading and problem solving skills.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers are responsible for planning and allowing time for independent reading.

Activity - Professional Development/ PLC's on Balanced Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan 2016-2017

Will L. Lee School

Administration will provide staff members with the resources, materials, and information they need to implement Balanced Literacy through Professional Development and PLC opportunities.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/16/2017	\$0	No Funding Required	All staff members are responsible for implementing Balanced Literacy in the classroom.
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Activity - Walk-Through's	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor the use of Balanced Literacy in the classroom through walk-through observations. Teachers will be observed multiple times and the components of a Balanced Literacy program should be evident in instruction, agendas, lesson planning, etc.	Walkthrough	Tier 1	Monitor	09/01/2015	06/16/2017	\$0	No Funding Required	Administrators are responsible for conducting walk-through's.

Activity - Teacher Talk/ Discussion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the chance to discuss the components of Balanced Literacy. They'll share examples of how the components are used in their classroom, sample lessons, what's working well in their classroom, tips for classroom management, etc. This can take place during staff meetings, Professional Development, and PLC's.	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	09/01/2015	06/16/2017	\$0	No Funding Required	All staff members will participate in Balanced Literacy discussions.

School Improvement Plan 2016-2017

Will L. Lee School

Activity - Monthly Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once a month, teachers will meet as a grade level with an administrator to discuss NWEA data and reports, DRA data, and intervention grouping. Title staff will monitor classrooms so grade level teams can meet.	Other - Data Analyzing, Teacher Collaboration	Tier 1	Monitor	09/05/2016	06/30/2017	\$0	No Funding Required	Teachers and administration are responsible for meeting as a team. Title staff will provide support in the classroom.

Activity - Benchmark testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three times a year, teachers will conduct benchmark testing using DRA. Teachers will be given time out of their classroom in order to test their students. Subs or Title One technicians can be used to monitor the classroom while testing is conducted in a quiet environment.	Other - assessment, Academic Support Program	Tier 1	Monitor	09/05/2016	06/30/2017	\$3000	Title I Part A	Teachers will conduct DRA assessments three times a year. Subs or Title One technicians will be required to cover classrooms.

Measurable Objective 2:

70% of Kindergarten, First, Second, Third and Fourth grade Bottom 30% students will demonstrate a proficiency on our NWEA assessment by achieving their projected growth in English Language Arts by 06/16/2017 as measured by NWEA..

Strategy 1:

Differentiation - Teachers will differentiate work to support the needs of all learners. Students will read text at their level in small groups. Independent reading will be

Will L. Lee School

Page 8

School Improvement Plan 2016-2017

Will L. Lee School

done at a student's level. Writing and reading activities will be chosen to allow students to work at their level. Partner work and collaborative learning will be used to support students who are struggling.

Category: Learning Support Systems

Research Cited: www.doe.in.gov/.../research-base-differentiation-and-acceleration..

<http://www.readingrockets.org/article/grouping-students-who-struggle-reading>

http://www.ascd.org/publications/educational_leadership/apr09/vol66/num07/Small-Group_Intervention_for_ELLs.aspx

Tier: Tier 2

Activity - Journeys Leveled Readers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff will use the leveled readers from our reading series to provide reading support at a variety of levels. Students will build fluency and decoding skills while working in small groups. Teachers will use the comprehension activities that correspond with the leveled readers to build comprehension.	Academic Support Program	Tier 2	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers and support staff (resource room teachers, specials teachers, and Title One technicians) are responsible for using the leveled readers.

Activity - Write-In Readers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Write-In Readers allow students work on reading fluency and weekly sight words/ vocabulary. Students practice reading sentences, writing sight words, and working on word families.	Academic Support Program	Tier 2	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers and support staff are responsible for utilizing the Write-In Readers.

School Improvement Plan 2016-2017

Will L. Lee School

Activity - Decodable Readers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the decodable readers provided by Journeys. Decodable readers expose students to the weekly sight words and word families/ patterns. Students have the opportunity to decode words with the weekly patterns and practice reading current and "old" sight words.	Academic Support Program	Tier 2	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers and support staff are responsible for using the decodable readers.

Activity - Four Blocks Making Words	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use letter cards to build words. Students learn how to sound out words and how to manipulate letters in words to change one word to another. (For example, students could change the letter "h" in hat to make cat.)	Academic Support Program	Tier 2	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers and support staff will utilize Making Words activities.

Activity - Smart Board Interactive software	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Smart Board software during small group instruction to help students build phonics skills. Teachers have purchased educational software through Lakeshore Learning and Smart Board activities are provided with our reading series.	Behavioral Support Program	Tier 2	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers are responsible for incorporating and using Smart Board technology.

School Improvement Plan 2016-2017

Will L. Lee School

Activity - Reader's Theater	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Benchmark and strategic students can use Reader's Theater in the classroom as a tool for building reading fluency and comprehension. Students will also develop listening and performing skills through Reader's Theater. Students will read a text multiple times and then act it out/ perform for other students.	Behavioral Support Program	Tier 2	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers are responsible for using Reader's Theater.

Activity - Professional Development in Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in Professional Development on differentiation. Professional Development will help staff members generate ideas and activities to be used in the classroom.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/16/2017	\$0	No Funding Required	All staff members will attend Professional Development.

Measurable Objective 3:

70% of Kindergarten, First, Second, Third and Fourth grade Students with Disabilities students will demonstrate a proficiency on our reading assessment by increasing their RIT score by 8 points from fall to spring testing in English Language Arts by 06/16/2017 as measured by NWEA..

Strategy 1:

eSpark - Intensive students requiring additional reading support will receive small group support using a variety of applications on the iPads. To successfully differentiate instruction with iPads, students will use a digital curriculum that can be personalized to each student's learning needs. This level of personalization includes a comprehensive inventory of applications and activities, a solid technical foundation, teacher training and online tools for monitoring student success.

The eSpark platform provides everything our school needs to support personalized blended learning on the iPad and ensure students and teachers get the most out of iPads in the classroom.

School Improvement Plan 2016-2017

Will L. Lee School

Category: Learning Support Systems

Research Cited: <http://www.esparklearning.com/results/student-achievement-engagement-in-educational-apps.html>

Tier: Tier 3

Activity - Staff Meeting/PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Time will be used during staff meetings and Professional Learning Communities to discuss eSpark data and student growth.	Professional Learning	Tier 3	Getting Ready	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers and support staff will participate in all sessions.

Activity - Learning about eSpark	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff will be trained on eSpark. Staff members will learn how the program operates and how students will utilize the program/ apps. to build reading and math skills. Staff members will also learn how to find and create reports to show students progress on eSpark.	Professional Learning	Tier 3	Getting Ready	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers and support staff will participate in the training sessions.

Activity - PD/PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development/Professional Learning Communities will emphasize an overview of the eSpark program.	Professional Learning	Tier 3	Getting Ready	09/01/2015	06/16/2017	\$5250	Title I Part A	Teachers and support staff will attend all sessions.

School Improvement Plan 2016-2017

Will L. Lee School

Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level meetings will be held to discuss students receiving support.	Teacher Collaboration	Tier 3	Getting Ready	09/01/2015	06/16/2017	\$0	No Funding Required	Title One support staff and grade level teachers will conduct meetings together.

Activity - Parent Notification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will receive a letter explaining the how eSpark works. The letter will explain why their child is using eSpark, how eSpark works, and what we hope to achieve with the tool/program.	Parent Involvement	Tier 3	Getting Ready	09/01/2015	06/16/2017	\$0	No Funding Required	Our Title one administrator will be responsible for creating the letter and sending it out to parents of Title students.

Activity - Upload data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan 2016-2017

Will L. Lee School

Title One staff will upload the student roster to eSpark. eSpark staff will in return provide students with a starting point, based upon their NWEA scores. eSpark staff will upload applications based upon individual needs to ensure growth within the specified area of learning.	Other - data/ technology	Tier 3	Getting Ready	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers, Title One staff and eSpark staff will collaborate to upload student data into the system.
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Activity - Allocating Funds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators must allocate funds for eSpark in our Title One grant. In order for us to use this program, funding must be allocated for student devices (like the iPad), student licenses, eSpark support and management, and student apps.	Other - Resource Allocation	Tier 3	Getting Ready	09/01/2015	06/16/2017	\$18975	Title I Part A, Title I Part A	Administrators are responsible for allocating funding.

Activity - eSpark Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be taught how the eSpark program and applications work by Title One staff and/or Resource Room teachers.	Academic Support Program	Tier 3	Getting Ready	09/01/2015	06/16/2017	\$0	No Funding Required	Title One staff along with Resource Room teachers will provide students with eSpark instruction.

School Improvement Plan 2016-2017

Will L. Lee School

Activity - NWEA testing schedule	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to use eSpark, students must take the NWEA assessment. The assessment results provide programmers at eSpark with a starting point for student learning and activities. Because we do not have classroom computers, every class must rotate through the computer lab to take the NWEA assessments. Administrators must work with the technology teacher to create a schedule for NWEA testing in the lab.	Teacher Collaboration	Tier 1	Getting Ready	09/01/2015	06/16/2017	\$0	No Funding Required	Administrators and the technology teacher will work to create a schedule for testing.

Activity - Scheduling of iPad Usage	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A schedule will be developed to utilize iPads amongst all kindergarten through fourth grade Tier III students.	Other	Tier 3	Getting Ready	09/01/2015	06/16/2017	\$0	No Funding Required	Principal, teachers and Title One staff will work together to develop a workable schedule.

Activity - eSpark support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier III students will receive reading and/ or math support on eSpark three to four times a week. Students will build reading, phonics, grammar, math fact, geometry, etc. skills using a variety of applications selected and programmed for each student's needs.	Academic Support Program	Tier 3	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Title and resource room staff are responsible for utilizing eSpark.

School Improvement Plan 2016-2017

Will L. Lee School

Activity - NWEA assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take the NWEA assessment. The assessment provides us with data for Tier II and Tier III support.	Other - Assessment	Tier 1	Monitor	09/01/2015	06/16/2017	\$17000	General Fund	Teachers are responsible for administering the NWEA assessment.

Activity - Monitoring Student Usage	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title and resource room staff will be responsible for monitoring student use while on eSpark. These staff members will make sure that students are on task, completing appropriate activities, utilizing the activities provided, etc.	Other - Monitoring	Tier 3	Monitor	09/01/2015	06/16/2017	\$0	No Funding Required	Title and resource room staff are responsible for monitoring students.

Activity - Student Quizzes/ Assesment Component	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students performance and growth will be monitored using quizzes (provided by eSpark) and student reports.	Other - Assessment	Tier 3	Monitor	09/01/2015	06/16/2017	\$0	No Funding Required	Title staff and teachers will be responsible for monitoring student progress.

School Improvement Plan 2016-2017

Will L. Lee School

Activity - Title One Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title One lesson plans show evidence of the number of sessions/days spent on eSpark.	Curriculum Development	Tier 3	Monitor	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers and Title One staff are responsible for lesson plans.

Activity - Student Reports to Monitor Usage	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESpark provides information about a student's time on task and completion/ success rate. Teachers can see how much time is spent on certain concepts/ activities and whether students are using their time well.	Other - Reports	Tier 3	Monitor	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers and Title staff are responsible for monitoring student usage.

Activity - eSpark reports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual student reports will help us evaluate how successful the program was. We will be able to compare where our students started and where they ended up in terms of skill level.	Other - reports	Tier 3	Evaluate	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers and Title staff are responsible for reviewing student reports.

School Improvement Plan 2016-2017

Will L. Lee School

Activity - NWEA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA scores will help us evaluate the effectiveness of eSpark. If students make minimal growth with the applications provided by eSpark, we will want to make changes to our classroom instruction and tiered support.	Other - Assessment	Tier 1	Evaluate	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers, administrators, and support staff will look at NWEA results to determine the effectiveness of this strategy.

Activity - School Wide Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will use school wide assessments like DRA, running records, and unit assessments to gauge student progress. Student growth will determine whether we continue to use eSpark as a Tier III support or change the support students are receiving.	Other - Assessment	Tier 1	Evaluate	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers, support staff, and administrators will make decisions about the effectiveness of eSpark.

Goal 2: All students at Will L. Lee Elementary School will become proficient writers.**Measurable Objective 1:**

85% of Pre-K, Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency with written language in English Language Arts by 06/14/2024 as measured by the Spring 2024 M-Step.

Strategy 1:

Tier I Core Instruction Balanced Literacy - Balanced literacy instruction combines the strengths of whole language and skills instruction. It provides teacher-supported, assessment-based, comprehensive skills instruction. It reflects a gradual release of responsibility from the teacher to the students. It involves the application of skills to the reading of excellent literature and authentic writing tasks.

Category: English/Language Arts

Research Cited: A balanced approach to reading should be a flexible, multi-faceted approach to reading. Balance means different things for different children depending on their reading skills and needs. Balanced reading instruction is not a one size-fits-all reading model. Allington and Walmsley (1995) point out that there is “no quick fix” and no one program to meet the needs of all children. Instead, teachers must be able to recognize different student learning styles and be able to select appropriate strategies to the individual needs of the child and to strive to find balance for every child (Speigel, 1994). Several studies have shown that effective primary-level teachers blend perspectives to strategically balance a variety of methods and contents (Baumann, Hoffman, Moon, & Duffy-Hester, 1998; Duffy, 1991; Wharton-MacDonald, Pressley, & Mistretta, 1997), rather than adhering to one perspective or another.
<http://www.education.ucf.edu/mirc/Research/Balanced%20Reading.pdf>

"Balanced Literacy: Practical strategies to help you build a truly balanced classroom literacy program"

<http://www.scholastic.com/teachers/article/balanced-literacy>

Tier: Tier 1

Activity - Teacher Write Aloud	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model (aloud) how to move through various stages of the writing process. Teachers will demonstrate how to brainstorm ideas, shape sentences, correct grammar, revise sentences, etc. Teachers will also reflect on mentor texts to show students examples of writing traits like voice, organization, and ideas.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers are responsible for "Write Alouds".

School Improvement Plan 2016-2017

Will L. Lee School

Activity - 90 minute Language Arts Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will devote a minimum of 90 minutes to Language Arts instruction every day. Our building will have a set Language Arts block where all teachers will provide instruction in Language Arts.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	All staff members are responsible for instruction during the Language Arts block.

Activity - Shared/ Interactive Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with students to compose stories/ texts. Shared writing reinforces encoding strategies, sight words, and the use of conventions. The teacher can model (with student help) phonics, the mechanics of writing, sequencing,etc., and it helps students develop print concepts.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers and Title staff can expose students to shared writing.

Activity - Children's Literature	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Title staff will utilize children's literature for writing instruction. Literature provides a model for students to listen to/ read when focusing on a specific trait.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers and Title staff are responsible for using literature.

School Improvement Plan 2016-2017

Will L. Lee School

Activity - Guided Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guided writing allows students to practice skills they have learned during the mini-lesson (which opens guided writing). During this time, teachers can conference with individual students or small groups on areas of need. Students can also conference with peers during this time.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers and Title staff will utilize guided writing during their instruction.

Activity - Independent Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Independent writing allows students to build confidence as a writer. It provides students with daily writing practice on units of study including different genres or types of writing, aspects of the writing process, and writing skills and strategies. Students must practice problem solving while working on an independent writing project, and it helps students build writing stamina.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers and Title staff can utilize independent writing in their instruction.

Activity - Walk-Through's	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor the use of Balanced Literacy in the classroom through walk-through observations. Teachers will be observed multiple times and the components of a Balanced Literacy program should be evident in instruction, agendas, lesson planning, etc.	Walkthrough	Tier 1	Monitor	09/01/2015	06/16/2017	\$0	No Funding Required	Administrators are responsible for conducting walk-through's.

School Improvement Plan 2016-2017

Will L. Lee School

Activity - Professional Development/ PLC's on Balanced Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will provide staff members with the resources, materials, and information they need to implement Balanced Literacy through Professional Development and PLC opportunities.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/30/2016	\$0	No Funding Required	Administration is responsible for providing staff with Professional Development and PLC opportunities.

Activity - Teacher Talk/ Discussion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the chance to discuss the components of Balanced Literacy. They'll share examples of how the components are used in their classroom, sample lessons, what's working well in their classroom, tips for classroom management, etc. This can take place during staff meetings, Professional Development, and PLC's	Professional Learning, Teacher Collaboration	Tier 1		09/01/2015	06/30/2016	\$0	No Funding Required	All staff members will participate in Balanced Literacy discussions.

Goal 3: All students at Will L. Lee Elementary School will improve their social studies proficiency.**Measurable Objective 1:**

85% of Pre-K, Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in improving in Social Studies by 06/14/2024 as measured by the Spring 2024 M-Step.

Strategy 1:

Tier 1: Classroom Instruction That Works (CITW) - Staff will utilize the components and resources of CITW to improve student learning in Social Studies.

Category:

Research Cited: Beesley, A. D., & Aphthorp, H. S. (2010). Classroom instruction that works, second edition: Research report. Denver, CO: Mid-continent Research for Education and Learning. - See more at: http://www.mcrel.org/products-and-services/products/product-listing/01_99/product-21#sthash.wx8KXgT0.dpuf

Marzano, R. (1998). A Theory-Based Meta-Analysis of Research on Instruction. Aurora, CO: Mid-continent Research for Education and Learning.

Marzano, R., Pickering, D., & Pollock, J. (2001). Classroom in instruction that works: Research-based Strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Setting Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create specific, but flexible, goals allowing some student choice. Articulating and displaying learning goals, KWL, contract learning goals, etc. Teacher can display objectives on the projector/whiteboard and follow-up on the mastery of the objective at the end of the lesson.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	All teaching staff is responsible.

Activity - Providing Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher feedback should be corrective, timely, and specific to a criterion	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	All teaching staff is responsible.

School Improvement Plan 2016-2017

Will L. Lee School

Activity - Reinforcing Effort	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with explicit guidance about exactly what it means to expend effort. They will teach students about the relationship between effort and achievement, and they will help students keep track of their effort and achievement.	Other	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Teaching staff are responsible.

Activity - Providing Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers should use symbolic rather than just tangible rewards. They should hold high expectations for students, display finished products, praise students' effort, encourage students to share ideas and express their thoughts, honor individual learning styles, conference individually with students, help students create authentic portfolios, create a stress-free environment, etc.	Other	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Teaching staff are responsible for this activity.

Activity - Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers should limit their use of ability groups, keep groups small, and apply cooperative groups consistently and systematically without overusing them. They will assign roles and responsibilities in groups and integrate content and language through group engagement.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers are responsible for this activity.

Activity - Advance Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan 2016-2017

Will L. Lee School

Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience. Teachers should pause briefly after asking a question. Doing so will increase the depth of your students' answers. They should also vary the style of advance organizer used: Tell a story, skim a text, or create a graphic, etc.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers are responsible for this activity.
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Activity - Non-Linguistic Representations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge. Students can use visual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, storyboards, act out content, make physical models etc. to create non-linguistic representations.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers are responsible.

Activity - Summarizing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will help students break information down into its most salient points to help them understand, memorize, and learn important concepts. They will teach students how to summarize based on rules, how to use summary frames, and they will engage students in reciprocal teaching. Students will learn to eliminate unnecessary information when summarizing and keep important information. Students should be encouraged to put some information into own words.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Teaching staff is responsible.

Activity - Note Taking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan 2016-2017

Will L. Lee School

Students need explicit instruction in how to take notes. Teachers can provide students with teacher-prepared notes, teach students a variety of note-taking formats, and provide opportunities for students to revise their notes and use them to review.	Academic Support Program	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	All staff members are responsible for this activity.
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Activity - Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students will plenty of opportunities to practice/ review skills. This includes independent practice, practice with a partner, or in a small group.	Direct Instruction, Academic Support Program	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	All staff members are responsible for helping students practice and review skills.

Activity - Homework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will provide and communicate (with parents) a school homework policy. Teachers will create homework assignments that support academic learning, and they will provide feedback on homework. Teachers should vary the amount of homework based on student grade level and keep parent involvement in homework to a minimum. Teachers should state the purpose of the homework, and students should be debriefed after completing it.	Academic Support Program, Parent Involvement	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers are responsible for creating and assigning homework.

Activity - PD/ PLC Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan 2016-2017

Will L. Lee School

Staff will receive training on CITW.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/16/2017	\$1800	Title II Part A	All staff members will attend the training.
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Activity - Walkthrough's	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor the use of CITW strategies in the classroom through walk-through observations. Teachers will be observed multiple times and the strategies of CITW should be evident in instruction, agendas, lesson planning, etc.	Walkthrough	Tier 1	Monitor	09/01/2015	06/16/2017	\$0	No Funding Required	Administrators are responsible for conducting walkthrough's.

Activity - Teacher Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the chance to discuss the teaching components. They'll share examples of how the components are used in their classroom, sample lessons, what's working well in their classroom, tips for classroom management, etc. This can take place during staff meetings, Professional Development, and PLC's.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/01/2015	06/16/2017	\$0	No Funding Required	All teaching staff are responsible for this activity.

Activity - Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan 2016-2017

Will L. Lee School

Materials (such as teacher text and workbooks) are needed to fully implement CITW.	Materials	Tier 1	Getting Ready	09/01/2015	06/16/2017	\$1000	Title II Part A	Administrators are responsible for supplying materials so staff members can accurately implement CITW.
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Strategy 2:

Tier I, II, III Technology Supported Instruction - Staff will use technology to support learning of all students. when students are using technology as a tool or a support for communicating with others, they are in an active role rather than the passive role of recipient of information transmitted by a teacher or textbook. The student is actively making choices about how to generate, obtain, manipulate, or display information. Technology use allows many more students to be actively thinking about information, making choices, and executing skills than is typical in teacher-led lessons. Moreover, when technology is used as a tool to support students in performing authentic tasks, the students are in the position of defining their goals, making design decisions, and evaluating their progress. Teachers will use strategies from 21 Things for the 21st Century Teacher online program, Classroom Instruction that Works with Technology, or other research-based tools.

Category: Social Studies

Research Cited: Classroom Instruction that Works with Technology, Ceri B. Dean (Author), Elizabeth Ross Hubbell (Author), Howard Pitler (Author), Bj Stone (Author), The ASCD (Author), <http://www.21things4teachers.net/>

Tier: Tier 3

Activity - technology development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lee teachers will continue their SmartBoard training from last year. Smart Boards are an essential component of every classroom at Lee Elementary because they can accommodate different learning styles. Tactical learners can use the screen and learn by touching and marking at the board, audio learners can have a discussion and visual learners can observe the teaching on the board. It can accommodate different learning styles. Tactical learners can use the screen and learn by touching and marking at the board, audio learners can have a discussion and visual learners can observe the teaching on the board. Advanced training with the boards will reach Tier I, II, and III students.	Professional Learning	Tier 1	Implement	08/23/2013	06/16/2017	\$1000	Title II Part A	Lee staff, building principal

Activity - PD in Technology for Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interested staff will attend conferences such as MACUL or other Mobile Learning seminars to learn various instructional techniques with technology. They will then report back to the RCSD staff and share.	Professional Learning	Tier 1	Implement	08/23/2013	06/16/2017	\$5000	Title II Part A	Curriculum Director, building administrators, staff.

Activity - Technology Class Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lee technology teacher will use websites such as www.pbskids.org , www.brainpopjr.com , www.discoveryeducation.com , and http://kids.nationalgeographic.com/kids/ for extra learning in Social Studies.	Direct Instruction	Tier 1	Implement	08/23/2013	06/16/2017	\$0	No Funding Required	Lee principal, Technology instructor

Goal 4: All students at Will L. Lee Elementary School will improve their math proficiency

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in concepts in Mathematics by 06/14/2024 as measured by multiple assessments including Spring assessments and NWEA..

Strategy 1:

Classroom Instruction that Works (CITW) - Staff will utilize the components and resources of CITW to improve student learning in math. Math Expressions takes a more rigorous approach to the Common Core, and the various components of the series help students develop and master both concept and practice standards.

Category: Mathematics

Research Cited: Beesley, A. D., & Apthorp, H. S. (2010). Classroom instruction that works, second edition: Research report. Denver, CO: Mid-continent Research for Education and Learning. - See more at: http://www.mcrel.org/products-and-services/products/product-listing/01_99/product-21#sthash.wx8KXgT0.dpuf

Marzano, R. (1998). A Theory-Based Meta-Analysis of Research on Instruction. Aurora, CO: Mid-continent Research for Education and Learning.

Marzano, R., Pickering, D., & Pollock, J. (2001). Classroom in instruction that works: Research-based Strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Setting Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create specific, but flexible, goals allowing some student choice. Articulating and displaying learning goals, KWL, contract learning goals, etc. Teacher can display objectives on the projector/whiteboard and follow-up on the mastery of the objective at the end of the lesson.	Direct Instruction, Other	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	All teaching staff is responsible.

Activity - Providing Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher feedback should be corrective, timely, and specific to a criterion.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	All teaching staff is responsible.

School Improvement Plan 2016-2017

Will L. Lee School

Activity - Reinforcing Effort	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with explicit guidance about what it means to expend effort. They will teach students about the relationship between effort and achievement, and they will help students keep track of their effort and achievement.	Other	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers staff is responsible for this activity.

Activity - Providing Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers should use symbolic rather than just tangible rewards. They should hold high expectations for students, display finished products, praise students' effort, encourage students to share ideas and express their thoughts, honor individual learning styles, conference individually with students, help students create authentic portfolios, create a stress-free environment, etc.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Teaching staff is responsible for this activity.

Activity - Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers should limit their use of ability groups, keep groups small, and apply cooperative groups consistently and systematically without overusing them. They will assign roles and responsibilities in groups and integrate content and language through group engagement.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers are responsible for this activity.

Activity - Cues, Questions, and Advance Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan 2016-2017

Will L. Lee School

Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience. Teachers should pause briefly after asking a question. Doing so will increase the depth of students' answers. They should also vary the style of advance organizer used: Tell a story, skim a graph or story problem, or create a graphic, etc.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Teaching staff is responsible for this activity.
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Activity - Non-Linguistic Representations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge. Students can use visual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, storyboards, act out content, make physical models etc. to create non-linguistic representations.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Teaching staff is responsible.

Activity - Summarizing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will help students break information down into its most salient points to help them understand, memorize, and learn important concepts. They will teach students how to summarize based on rules, how to use summary frames, and they will engage students in reciprocal teaching. Students will learn to eliminate unnecessary information when summarizing and keep important information. Students should be encouraged to put some information into own words.	Direct Instruction, Academic Support Program	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	The teaching staff is responsible for this activity.

School Improvement Plan 2016-2017

Will L. Lee School

Activity - Note Taking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students need explicit instruction in how to take notes. Teachers can provide students with teacher-prepared notes, teach students a variety of note-taking formats, and provide opportunities for students to revise their notes and use them to review.	Academic Support Program	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	All staff members are responsible for this activity.

Activity - Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students will plenty of opportunities to practice/ review skills. This includes independent practice, practice with a partner, or in a small group.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/16/2017	\$0	No Funding Required	The teaching staff is responsible for this activity.

Activity - Homework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will provide and communicate (with parents) a school homework policy. Teachers will create homework assignments that support academic learning, and they will provide feedback on homework. Teachers should vary the amount of homework based on student grade level and keep parent involvement in homework to a minimum. Teachers should state the purpose of the homework, and students should be debriefed after completing it.	Academic Support Program, Parent Involvement	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers are responsible for creating and assigning homework.

Activity - PD/PLC Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan 2016-2017

Will L. Lee School

Staff will receive training on CITW.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/16/2017	\$1800	Title II Part A	All staff members will be responsible.
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Activity - Walk-throughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor the use of CITW strategies in the classroom through walk-through observations. Teachers will be observed multiple times and the strategies of CITW should be evident in instruction, agendas, lesson planning, etc.	Walkthrough	Tier 1	Monitor	09/01/2015	06/16/2017	\$0	Other	Administration is responsible for conducting walk-throughs.

Activity - Teacher Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the chance to discuss the teaching components. They'll share examples of how the components are used in their classroom, sample lessons, what's working well in their classroom, tips for classroom management, etc. This can take place during staff meetings, Professional Development, and PLC's.	Direct Instruction, Teacher Collaboration	Tier 1	Monitor	09/01/2015	06/16/2017	\$0	No Funding Required	All teaching staff is responsible.

Activity - Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan 2016-2017

Will L. Lee School

Materials (such as teacher text and workbooks) are needed to fully implement CITW.	Materials	Tier 1	Getting Ready	09/01/2015	06/16/2017	\$0	Title I Part A	Administration is responsible for providing accurate materials for CITW to be fully implemented.
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Activity - NWEA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA testing will be used to monitor and evaluate students' growth.	Academic Support Program	Tier 1	Evaluate	09/01/2015	06/30/2016	\$17000	General Fund	Teachers, Title 1, and administration are responsible.

Measurable Objective 2:

70% of Kindergarten, First, Second, Third and Fourth grade Bottom 30% students will demonstrate a proficiency on the NWEA assessment by achieving their projected growth in Mathematics by 05/31/2016 as measured by NWEA..

Strategy 1:

Cooperative Learning - Students who are struggling in math will receive extra support in a small group setting. The support could come in the form of math programs and activities on the computer or Ipad. Support could be provided using the intervention component of our math series. The student/ teacher ratio will be no greater than 6:1 to allow more support and guidance for each student. After school programs will be provided for target students.

Category: Mathematics

Research Cited: Gersten and colleagues (2007) point to a growing number of high-quality, randomized control trials (Denton, Anthony, Parker, & Hasbrouck, 2004; Gunn, Smolkowski, Biglan, & Black, 2002; Vaughn, Mathes, et al., 2006) that show this intervention can produce sustained improvement in student achievement—especially if the groups focus on explicit, interactive instruction.

http://www.ascd.org/publications/educational_leadership/apr09/vol66/num07/Small-Group_Intervention_for_ELLs.aspx

Tier: Tier 2

School Improvement Plan 2016-2017

Will L. Lee School

Activity - Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use apps specifically selected for them to develop and master math skills. Apps will be selected for students based on their NWEA results, and the apps will help them practice skills they're struggling with.	Academic Support Program	Tier 2	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	The principal and Title staff are responsible for using E-spark.

Activity - Intervention Component	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title staff and teachers will make use of the intervention component provided with our math series. The intervention lessons will be used as a tool for reteaching concepts the students are struggling with.	Direct Instruction	Tier 3	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers and Title staff are responsible for utilizing the intervention component.

Strategy 2:

eSpark - Targeted students will be invited to attend an after-school math program. There will be a math session in the fall and one in the spring. Teachers and Title staff will use pieces from the Math Expressions intervention component and E-spark to support classroom instruction and help students build the math skills necessary for success in the classroom.

Category: Mathematics

Tier: Tier 2

School Improvement Plan 2016-2017

Will L. Lee School

Activity - Staff Meeting/ PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff meetings and Professional Learning Communities will be held to discuss why we're using eSpark.	Professional Learning, Academic Support Program	Tier 3	Getting Ready	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers and support staff are required to attend all training sessions.

Activity - Learning About eSpark	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff will be trained on eSpark. Staff members will learn how the program operates and how students will utilize the program/ apps. to build reading and math skills. Staff members will also learn how to find and create reports to show students progress on eSpark.	Professional Learning	Tier 3	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers and support staff are responsible for attending training sessions.

Activity - PD/ PLC Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development/Professional Learning Communities will emphasize an overview of the eSpark program.	Professional Learning	Tier 3		06/30/2015	06/16/2017	\$5250	Title II Part A	Teachers and support staff are required to attend all sessions.

Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan 2016-2017

Will L. Lee School

Grade level meetings will be held to discuss students receiving support.	Teacher Collaboration	Tier 3	Getting Ready	09/01/2015	06/16/2017	\$4250	Title I Part A	Title support staff and teachers are responsible for collaborating.
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Activity - Parent Notification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will receive a letter explaining the how eSpark works. The letter will explain why their child is using eSpark, how eSpark works, and what we hope to achieve with the tool/program.	Parent Involvement	Tier 3	Getting Ready	09/01/2015	06/16/2017	\$0	No Funding Required	The Title One administrator is responsible for creating a letter and sending it home to parents of Title One students.

Activity - Upload Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title One staff will upload the student roster to eSpark. eSpark staff will in return provide students with a starting point, based upon their NWEA scores. eSpark staff will upload applications based upon individual needs to ensure growth within the specified area of learning.	Other	Tier 3	Getting Ready	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers, Title One staff, and eSpark staff are responsible for collaborating and uploading student data.

School Improvement Plan 2016-2017

Will L. Lee School

Activity - Allocating Funds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators must allocate funds for eSpark in our Title One grant. In order for us to use this program, funding must be allocated for student devices (like the iPad) and student licenses.	Technology , Other, Materials	Tier 3	Getting Ready	09/01/2015	06/16/2017	\$18975	Title I Part A, Title I Part A	Administrators are responsible for allocating funds for eSpark.

Activity - eSpark Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be taught how the eSpark program and applications work by Title One staff and/or Resource Room teachers.	Direct Instruction	Tier 3	Getting Ready	09/01/2015	06/16/2017	\$0	No Funding Required	Title staff along with resource room teachers will teach students how to use the program.

Activity - NWEA Testing Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to use eSpark, students must take the NWEA assessment. The assessment results provide programmers at eSpark with a starting point for student learning and activities. Because we do not have classroom computers, every class must rotate through the computer lab to take the NWEA assessments. Administrators must work with the technology teacher to create a schedule for NWEA testing in the lab.	Teacher Collaboration	Tier 1	Monitor	09/01/2015	06/16/2017	\$0	No Funding Required	Administrators and the technology teacher are responsible for creating a testing schedule.

School Improvement Plan 2016-2017

Will L. Lee School

Activity - Scheduling of iPad Usage	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A schedule will be developed to utilize iPads among all kindergarten through fourth grade Tier III students.	Other	Tier 3	Getting Ready	09/01/2015	06/16/2017	\$0	No Funding Required	The principal, teachers, and Title staff will help create a schedule for using iPads.

Activity - eSpark support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier III students will receive reading and/ or math support on eSpark three to four times a week. Students will build reading, phonics, grammar, math fact, geometry, etc. skills using a variety of applications selected and programmed for each student's needs.	Academic Support Program	Tier 3	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Title staff and resource room teachers are responsible for utilizing eSpark.

Activity - NWEA Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan 2016-2017

Will L. Lee School

Students will take the NWEA assessment. The assessment provides us with data for Tier II and Tier III support.	Other	Tier 1	Monitor	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers are responsible for administering the NWEA Assessment.
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Activity - Monitoring Student Usage	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title and resource room staff will be responsible for monitoring student use while on eSpark. These staff members will make sure that students are on task, completing appropriate activities, utilizing the activities provided, etc.	Other	Tier 3	Monitor	09/01/2015	06/16/2017	\$0	No Funding Required	Title staff and resource room teachers are responsible for monitoring student usage.

Activity - Student Quizzes/ Assessment Component	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students performance and growth will be monitored using quizzes (provided by eSpark) and student reports.	Other	Tier 3	Monitor	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers and Title staff are responsible for monitoring student growth.

School Improvement Plan 2016-2017

Will L. Lee School

Activity - Title I Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title One lesson plans show evidence of the number of sessions/days spent on eSpark.	Curriculum Development	Tier 3	Monitor	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers and Title staff are responsible for lesson planning.

Activity - Student Reports to Monitor Usage	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESpark provides information about a student's time on task and completion/ success rate. Teachers can see how much time is spent on certain concepts/ activities and whether students are using their time well.	Other	Tier 3	Monitor	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers and Title staff are responsible for reading/ monitoring reports.

Activity - eSpark Reports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual student reports will help us evaluate how successful the program was. We will be able to compare where our students started and where they ended up in terms of skill level.	Other	Tier 3	Evaluate	06/30/2015	06/16/2017	\$0	No Funding Required	Teachers and Title staff are responsible for viewing student reports.

Activity - NWEA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan 2016-2017

Will L. Lee School

NWEA scores will help us evaluate the effectiveness of eSpark. If students make minimal growth with the applications provided by eSpark, we will want to make changes to our classroom instruction and tiered support.	Other	Tier 3	Evaluate	09/01/2015	06/16/2017	\$17000	General Fund	Teachers, administrators, and support staff will evaluate NWEA results to determine the effectiveness of this strategy.
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Activity - School-Wide Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will use school wide assessments like DIBELS Next, running records, and unit assessments to gauge student progress. Student growth will determine whether we continue to use eSpark as a Tier III support or change the support students are receiving.	Other	Tier 1	Evaluate	09/01/2015	06/16/2017	\$0	No Funding Required	Teachers, administrators, and support staff are responsible for using assessments to evaluate the effectiveness of eSpark.

Goal 5: All students at Will L. Lee Elementary School will improve their science proficiency.**Measurable Objective 1:**

School Improvement Plan 2016-2017

Will L. Lee School

85% of Pre-K, Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in improving in Science by 06/14/2024 as measured by the Spring 2024 M-Step.

Strategy 1:

Classroom Instruction that Works (CITW) - Staff will utilize the components and resources of CITW to improve student learning in all subject areas. The strategies of CITW will strengthen classroom instruction, help students develop and master concepts, and allow continuity between classrooms.

Category: Learning Support Systems

Research Cited: Beesley, A. D., & Apthorp, H. S. (2010). Classroom instruction that works, second edition: Research report. Denver, CO: Mid-continent Research for Education and Learning. - See more at: http://www.mcrel.org/products-and-services/products/product-listing/01_99/product-21#sthash.wx8KXgT0.dpuf Marzano, R. (1998). A Theory-Based Meta-Analysis of Research on Instruction. Aurora, CO: Mid-continent Research for Education and Learning. Marzano, R., Pickering, D., & Pollock, J. (2001). Classroom in instruction that works: Research-based Strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Setting Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create specific, but flexible, goals allowing some student choice. Articulating and displaying learning goals, KWL, contract learning goals, etc. Teacher can display objectives on the projector/whiteboard and follow-up on the mastery of the objective at the end of the lesson.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	All teaching staff is responsible.

Activity - Providing Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher feedback should be corrective, timely, and specific to a criterion.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	All teaching staff is responsible.

School Improvement Plan 2016-2017

Will L. Lee School

Activity - Reinforcing Effort	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with explicit guidance about what it means to expend effort. They will teach students about the relationship between effort and achievement, and they will help students keep track of their effort and achievement.	Other	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Teaching staff is responsible

Activity - Providing Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers should use symbolic rather than just tangible rewards. They should hold high expectations for students, display finished products, praise students' effort, encourage students to share ideas and express their thoughts, honor individual learning styles, conference individually with students, help students create authentic portfolios, create a stress-free environment, etc.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Teaching staff is responsible.

Activity - Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers should limit their use of ability groups, keep groups small, and apply cooperative groups consistently and systematically without overusing them. They will assign roles and responsibilities in groups and integrate content and language through group engagement.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/16/2017	\$0	No Funding Required	Teaching staff is responsible for this activity.

Activity - Cues, Questions, and Advance Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan 2016-2017

Will L. Lee School

Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience. Teachers should pause briefly after asking a question. Doing so will increase the depth of students' answers. They should also vary the style of advance organizer used: Tell a story, skim a graph or story problem, or create a graphic, etc.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Teaching staff is responsible for this activity.
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Activity - Non-Linguistic Representations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge. Students can use visual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, storyboards, act out content, make physical models etc. to create non-linguistic representations.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	Teaching staff is responsible for this activity.

Activity - Summarizing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will help students break information down into its most salient points to help them understand, memorize, and learn important concepts. They will teach students how to summarize based on rules, how to use summary frames, and they will engage students in reciprocal teaching. Students will learn to eliminate unnecessary information when summarizing and keep important information. Students should be encouraged to put some information into own words.	Direct Instruction, Academic Support Program	Tier 1		09/01/2015	06/16/2017	\$0	No Funding Required	Teaching staff is responsible for this activity.

Activity - Note Taking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan 2016-2017

Will L. Lee School

Students need explicit instruction in how to take notes. Teachers can provide students with teacher-prepared notes, teach students a variety of note-taking formats, and provide opportunities for students to revise their notes and use them to review.	Academic Support Program	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	All staff members are responsible for this activity.
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Activity - Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students will plenty of opportunities to practice/ review skills. This includes independent practice, practice with a partner, or in a small group.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/16/2017	\$0	No Funding Required	All staff members are responsible for this activity.

Activity - Homework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will provide and communicate (with parents) a school homework policy. Teachers will create homework assignments that support academic learning, and they will provide feedback on homework. Teachers should vary the amount of homework based on student grade level and keep parent involvement in homework to a minimum. Teachers should state the purpose of the homework, and students should be debriefed after completing it.	Academic Support Program, Parent Involvement	Tier 1	Implement	09/01/2015	06/16/2017	\$0	No Funding Required	All staff is responsible for this activity.

Activity - PD/PLC Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training on CITW. They will also spend time during PLC's discussing the implementation of CITW.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/16/2017	\$1800	Title II Part A	All staff is responsible for this activity.

School Improvement Plan 2016-2017

Will L. Lee School

Activity - Walk-throughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor the use of CITW strategies in the classroom through walk-through observations. Teachers will be observed multiple times and the strategies of CITW should be evident in instruction, agendas, lesson planning, etc.	Walkthrough	Tier 1	Monitor	09/01/2015	06/16/2017	\$0	No Funding Required	Administration is responsible for conducting walk-throughs.

Activity - Teacher Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the chance to discuss the teaching components. They'll share examples of how the components are used in their classroom, sample lessons, what's working well in their classroom, tips for classroom management, etc. This can take place during staff meetings, Professional Development, and PLC's.	Direct Instruction, Teacher Collaboration	Tier 1		09/01/2015	06/16/2017	\$0	No Funding Required	Teaching staff is responsible for this activity.

Activity - Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials (such as teacher text and workbooks) are needed to fully implement CITW.	Supplemental Materials, Materials	Tier 1	Getting Ready	09/01/2015	06/16/2017	\$0	Title I Part A	Administration is responsible for providing accurate materials for CITW to be fully implemented.

Strategy 2:

FOSS Kits - During the summer of 2016, the district will purchase FOSS kits to support the Next Generation Science Standards. Each grade level will receive 2 kits for the classroom teachers to share. The teachers will receive one day of PD to support the use of the kits. Continuing PD will take place throughout the year as PLC's. The use of the kits will be monitored through administrative walk-throughs and curriculum meetings.

Category: Science

Research Cited: Assessing Science Knowledge (ASK) from the Lawrence Hall of Science (the Hall), University of California, Berkeley, was a four-year project (beginning in April 2003) designed to define, field test, and validate effective assessment tools and techniques to be used by grade 3–6 classroom teachers to assess, guide, and confirm student learning in science. The assessments were conceptualized, developed, and refined using one exemplary science-education program, the Full Option Science System (FOSS). Curriculum developers/researchers at the Hall collaborated with eight national test centers, comprised of hundreds of teachers and thousands of students, and assessment researchers from the University of California, Berkeley Graduate School of Education and SRI International to validate new classroom assessments based on NSES and AAAS Benchmarks. Guided by a synthesis of current cognitive theory and measurement principles, the assessment tools, procedures, and item banks developed by ASK provided valid and fair inferences about student achievement, and have the potential to affect the design and implementation of all research-based elementary science programs.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers attend a one day professional development to learn how to use the kits	Professional Learning	Tier 1	Getting Ready	08/25/2016	08/25/2016	\$4250	Title II Part A	Curriculum director Principal Teachers Dean of Students

Activity - Monitor Implementation of FOSS Kits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan 2016-2017

Will L. Lee School

Monitor the implementation of the science curriculum through walk through and program fidelity checks.	Walkthrough	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$0	No Funding Required	Superintendent Curriculum Director Principal Dean of Students
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Activity - The District will allocate money for the purchase of the FOSS kits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district bought 2 kits/grade level of the FOSS kits.	Materials	Tier 1	Implement	06/16/2016	08/25/2016	\$35000	General Fund	Curriculum Director

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers attend a one day professional development to learn how to use the kits	Professional Learning	Tier 1	Getting Ready	08/25/2016	08/25/2016	\$4250	Curriculum director Principal Teachers Dean of Students
technology development	Lee teachers will continue their SmartBoard training from last year. Smart Boards are an essential component of every classroom at Lee Elementary because they can accommodate different learning styles. Tactical learners can use the screen and learn by touching and marking at the board, audio learners can have a discussion and visual learners can observe the teaching on the board. It can accommodate different learning styles. Tactical learners can use the screen and learn by touching and marking at the board, audio learners can have a discussion and visual learners can observe the teaching on the board. Advanced training with the boards will reach Tier I, II, and III students.	Professional Learning	Tier 1	Implement	08/23/2013	06/16/2017	\$1000	Lee staff, building principal
PD/PLC Time	Staff will receive training on CITW. They will also spend time during PLC's discussing the implementation of CITW.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/16/2017	\$1800	All staff is responsible for this activity.
PD/ PLC Time	Staff will receive training on CITW.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/16/2017	\$1800	All staff members will attend the training.

School Improvement Plan 2016-2017

Will L. Lee School

Materials	Materials (such as teacher text and workbooks) are needed to fully implement CITW.	Materials	Tier 1	Getting Ready	09/01/2015	06/16/2017	\$1000	Administrators are responsible for supplying materials so staff members can accurately implement CITW.
Tier 1 Data Analysis and Dialogue	Teachers and Title One technicians will meet three times a year as a grade level after each benchmark data collection to review and analyze the data to inform and make decisions about core instruction, identify students who need strategic or intensive support, and to decide which students need additional diagnostics.	Academic Support Program	Tier 1	Implement	09/01/2015	06/16/2017	\$2000	Teachers and Title One staff participate in the teacher meetings.
PD/ PLC Time	Professional Development/Professional Learning Communities will emphasize an overview of the eSpark program.	Professional Learning	Tier 3		06/30/2015	06/16/2017	\$5250	Teachers and support staff are required to attend all sessions.
PD/PLC Time	Staff will receive training on CITW.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/16/2017	\$1800	All staff members will be responsible.
PD in Technology for Classroom Instruction	Interested staff will attend conferences such as MACUL or other Mobile Learning seminars to learn various instructional techniques with technology. They will then report back to the RCSD staff and share.	Professional Learning	Tier 1	Implement	08/23/2013	06/16/2017	\$5000	Curriculum Director, building administrators, staff.

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
The District will allocate money for the purchase of the FOSS kits	The district bought 2 kits/grade level of the FOSS kits.	Materials	Tier 1	Implement	06/16/2016	08/25/2016	\$35000	Curriculum Director

School Improvement Plan 2016-2017

Will L. Lee School

NWEA assessment	Students will take the NWEA assessment. The assessment provides us with data for Tier II and Tier III support.	Other - Assessment	Tier 1	Monitor	09/01/2015	06/16/2017	\$17000	Teachers are responsible for administering the NWEA assessment.
NWEA	NWEA testing will be used to monitor and evaluate students' growth.	Academic Support Program	Tier 1	Evaluate	09/01/2015	06/30/2016	\$17000	Teachers, Title 1, and administration are responsible.
NWEA	NWEA scores will help us evaluate the effectiveness of eSpark. If students make minimal growth with the applications provided by eSpark, we will want to make changes to our classroom instruction and tiered support.	Other	Tier 3	Evaluate	09/01/2015	06/16/2017	\$17000	Teachers, administrators, and support staff will evaluate NWEA results to determine the effectiveness of this strategy.

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Cooperative Learning	Teachers should limit their use of ability groups, keep groups small, and apply cooperative groups consistently and systematically without overusing them. They will assign roles and responsibilities in groups and integrate content and language through group engagement.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/16/2017	\$0	Teaching staff is responsible for this activity.

School Improvement Plan 2016-2017

Will L. Lee School

Cues, Questions, and Advance Organizers	Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience. Teachers should pause briefly after asking a question. Doing so will increase the depth of students' answers. They should also vary the style of advance organizer used: Tell a story, skim a graph or story problem, or create a graphic, etc.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	Teaching staff is responsible for this activity.
Summarizing	Teachers will help students break information down into its most salient points to help them understand, memorize, and learn important concepts. They will teach students how to summarize based on rules, how to use summary frames, and they will engage students in reciprocal teaching. Students will learn to eliminate unnecessary information when summarizing and keep important information. Students should be encouraged to put some information into own words.	Direct Instruction, Academic Support Program	Tier 1	Implement	09/01/2015	06/16/2017	\$0	The teaching staff is responsible for this activity.
Note Taking	Students need explicit instruction in how to take notes. Teachers can provide students with teacher-prepared notes, teach students a variety of note-taking formats, and provide opportunities for students to revise their notes and use them to review.	Academic Support Program	Tier 1	Implement	09/01/2015	06/16/2017	\$0	All staff members are responsible for this activity.
Scheduling of iPad Usage	A schedule will be developed to utilize iPads among all kindergarten through fourth grade Tier III students.	Other	Tier 3	Getting Ready	09/01/2015	06/16/2017	\$0	The principal, teachers, and Title staff will help create a schedule for using iPads.
Student Quizzes/ Assessment Component	Students performance and growth will be monitored using quizzes (provided by eSpark) and student reports.	Other	Tier 3	Monitor	09/01/2015	06/16/2017	\$0	Teachers and Title staff are responsible for monitoring student growth.

School Improvement Plan 2016-2017

Will L. Lee School

NWEA Assessment	Students will take the NWEA assessment. The assessment provides us with data for Tier II and Tier III support.	Other	Tier 1	Monitor	09/01/2015	06/16/2017	\$0	Teachers are responsible for administering the NWEA Assessment.
Summarizing	Teachers will help students break information down into its most salient points to help them understand, memorize, and learn important concepts. They will teach students how to summarize based on rules, how to use summary frames, and they will engage students in reciprocal teaching. Students will learn to eliminate unnecessary information when summarizing and keep important information. Students should be encouraged to put some information into own words.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	Teaching staff is responsible.
Cues, Questions, and Advance Organizers	Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience. Teachers should pause briefly after asking a question. Doing so will increase the depth of students' answers. They should also vary the style of advance organizer used: Tell a story, skim a graph or story problem, or create a graphic, etc.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	Teaching staff is responsible for this activity.
Shared/ Interactive Writing	Teachers will work with students to compose stories/ texts. Shared writing reinforces encoding strategies, sight words, and the use of conventions. The teacher can model (with student help) phonics, the mechanics of writing, sequencing, etc., and it helps students develop print concepts.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	Teachers and Title staff can expose students to shared writing.
Reinforcing Effort	Teachers will provide students with explicit guidance about what it means to expend effort. They will teach students about the relationship between effort and achievement, and they will help students keep track of their effort and achievement.	Other	Tier 1	Implement	09/01/2015	06/16/2017	\$0	Teaching staff is responsible

School Improvement Plan 2016-2017

Will L. Lee School

Professional Development in Differentiation	Teachers will participate in Professional Development on differentiation. Professional Development will help staff members generate ideas and activities to be used in the classroom.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/16/2017	\$0	All staff members will attend Professional Development.
Staff Meeting/ PLC	Staff meetings and Professional Learning Communities will be held to discuss why we're using eSpark.	Professional Learning, Academic Support Program	Tier 3	Getting Ready	09/01/2015	06/16/2017	\$0	Teachers and support staff are required to attend all training sessions.
Teacher Talk	Teachers will have the chance to discuss the teaching components. They'll share examples of how the components are used in their classroom, sample lessons, what's working well in their classroom, tips for classroom management, etc. This can take place during staff meetings, Professional Development, and PLC's.	Direct Instruction, Teacher Collaboration	Tier 1	Monitor	09/01/2015	06/16/2017	\$0	All teaching staff is responsible.
Setting Objectives	Teachers will create specific, but flexible, goals allowing some student choice. Articulating and displaying learning goals, KWL, contract learning goals, etc. Teacher can display objectives on the projector/whiteboard and follow-up on the mastery of the objective at the end of the lesson.	Direct Instruction, Other	Tier 1	Implement	09/01/2015	06/16/2017	\$0	All teaching staff is responsible.
Monitoring Student Usage	Title and resource room staff will be responsible for monitoring student use while on eSpark. These staff members will make sure that students are on task, completing appropriate activities, utilizing the activities provided, etc.	Other - Monitoring	Tier 3	Monitor	09/01/2015	06/16/2017	\$0	Title and resource room staff are responsible for monitoring students.
Student Quizzes/ Assessment Component	Students performance and growth will be monitored using quizzes (provided by eSpark) and student reports.	Other - Assessment	Tier 3	Monitor	09/01/2015	06/16/2017	\$0	Title staff and teachers will be responsible for monitoring student progress.

School Improvement Plan 2016-2017

Will L. Lee School

eSpark Reports	Individual student reports will help us evaluate how successful the program was. We will be able to compare where our students started and where they ended up in terms of skill level.	Other	Tier 3	Evaluate	06/30/2015	06/16/2017	\$0	Teachers and Title staff are responsible for viewing student reports.
Differentiation	Students will use apps specifically selected for them to develop and master math skills. Apps will be selected for students based on their NWEA results, and the apps will help them practice skills they're struggling with.	Academic Support Program	Tier 2	Implement	09/01/2015	06/16/2017	\$0	The principal and Title staff are responsible for using E-spark.
Monitor Implementation of FOSS Kits	Monitor the implementation of the science curriculum through walk through and program fidelity checks.	Walkthrough	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$0	Superintendent Curriculum Director Principal Dean of Students
Non-Linguistic Representations	Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge. Students can use visual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, storyboards, act out content, make physical models etc. to create non-linguistic representations.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/01/2015	06/16/2017	\$0	Teaching staff is responsible.
Decodable Readers	Teachers will use the decodable readers provided by Journeys. Decodable readers expose students to the weekly sight words and word families/patterns. Students have the opportunity to decode words with the weekly patterns and practice reading current and "old" sight words.	Academic Support Program	Tier 2	Implement	09/01/2015	06/16/2017	\$0	Teachers and support staff are responsible for using the decodable readers.
Technology Class Support	Lee technology teacher will use websites such as www.pbskids.org , www.brainpopjr.com , www.discoveryeducation.com , and http://kids.nationalgeographic.com/kids/ for extra learning in Social Studies.	Direct Instruction	Tier 1	Implement	08/23/2013	06/16/2017	\$0	Lee principal, Technology instructor

School Improvement Plan 2016-2017

Will L. Lee School

eSpark Instruction	Students will be taught how the eSpark program and applications work by Title One staff and/or Resource Room teachers.	Direct Instruction	Tier 3	Getting Ready	09/01/2015	06/16/2017	\$0	Title staff along with resource room teachers will teach students how to use the program.
Reader's Theater	Benchmark and strategic students can use Reader's Theater in the classroom as a tool for building reading fluency and comprehension. Students will also develop listening and performing skills through Reader's Theater. Students will read a text multiple times and then act it out/ perform for other students.	Behavioral Support Program	Tier 2	Implement	09/01/2015	06/16/2017	\$0	Teachers are responsible for using Reader's Theater.
Practice	Teachers will provide students will plenty of opportunities to practice/ review skills. This includes independent practice, practice with a partner, or in a small group.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/16/2017	\$0	The teaching staff is responsible for this activity.
Practice	Teachers will provide students will plenty of opportunities to practice/ review skills. This includes independent practice, practice with a partner, or in a small group.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/16/2017	\$0	All staff members are responsible for this activity.
Teacher Write Aloud	Teachers will model (aloud) how to move through various stages of the writing process. Teachers will demonstrate how to brainstorm ideas, shape sentences, correct grammar, revise sentences, etc. Teachers will also reflect on mentor texts to show students examples of writing traits like voice, organization, and ideas.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	Teachers are responsible for "Write Alouds".
Homework	The school will provide and communicate (with parents) a school homework policy. Teachers will create homework assignments that support academic learning, and they will provide feedback on homework. Teachers should vary the amount of homework based on student grade level and keep parent involvement in homework to a minimum. Teachers should state the purpose or the homework, and students should be debriefed after completing it.	Academic Support Program, Parent Involvement	Tier 1	Implement	09/01/2015	06/16/2017	\$0	All staff is responsible for this activity.

School Improvement Plan 2016-2017

Will L. Lee School

Guided Writing	Guided writing allows students to practice skills they have learned during the mini-lesson (which opens guided writing). During this time, teachers can conference with individual students or small groups on areas of need. Students can also conference with peers during this time.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	Teachers and Title staff will utilize guided writing during their instruction.
eSpark reports	Individual student reports will help us evaluate how successful the program was. We will be able to compare where our students started and where they ended up in terms of skill level.	Other - reports	Tier 3	Evaluate	09/01/2015	06/16/2017	\$0	Teachers and Title staff are responsible for reviewing student reports.
Student Reports to Monitor Usage	ESpark provides information about a student's time on task and completion/ success rate. Teachers can see how much time is spent on certain concepts/ activities and whether students are using their time well.	Other - Reports	Tier 3	Monitor	09/01/2015	06/16/2017	\$0	Teachers and Title staff are responsible for monitoring student usage.
Student Reports to Monitor Usage	ESpark provides information about a student's time on task and completion/ success rate. Teachers can see how much time is spent on certain concepts/ activities and whether students are using their time well.	Other	Tier 3	Monitor	09/01/2015	06/16/2017	\$0	Teachers and Title staff are responsible for reading/ monitoring reports.
Independent Reading	Students are encouraged to select books that are "just right" for them from a variety of genres, texts, etc. Several times a week, teachers will provide a sustained amount of time for students to develop independent reading and problem solving skills.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	Teachers are responsible for planning and allowing time for independent reading.
Children's Literature	Teachers and Title staff will utilize children's literature for writing instruction. Literature provides a model for students to listen to/ read when focusing on a specific trait.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	Teachers and Title staff are responsible for using literature.

School Improvement Plan 2016-2017

Will L. Lee School

Tier 1 Data Reports	Staff will analyze data and read reports from NWEA, Data Director, and DRA.	Academic Support Program	Tier 1	Implement	09/01/2015	06/16/2017	\$0	Title One staff and teachers are responsible for data input.
Practice	Teachers will provide students will plenty of opportunities to practice/ review skills. This includes independent practice, practice with a partner, or in a small group.	Direct Instruction, Academic Support Program	Tier 1	Implement	09/01/2015	06/16/2017	\$0	All staff members are responsible for helping students practice and review skills.
Providing Recognition	Teachers should use symbolic rather than just tangible rewards. They should hold high expectations for students, display finished products, praise students' effort, encourage students to share ideas and express their thoughts, honor individual learning styles, conference individually with students, help students create authentic portfolios, create a stress-free environment, etc.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	Teaching staff is responsible .
Professional Development/ PLC's on Balanced Literacy	Administration will provide staff members with the resources, materials, and information they need to implement Balanced Literacy through Professional Development and PLC opportunities.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/30/2016	\$0	Administration is responsible for providing staff with Professional Development and PLC opportunities.
Walk-Through's	Administrators will monitor the use of Balanced Literacy in the classroom through walk-through observations. Teachers will be observed multiple times and the components of a Balanced Literacy program should be evident in instruction, agendas, lesson planning, etc.	Walkthrough	Tier 1	Monitor	09/01/2015	06/16/2017	\$0	Administrators are responsible for conducting walk-through's.

School Improvement Plan 2016-2017

Will L. Lee School

eSpark support	Tier III students will receive reading and/ or math support on eSpark three to four times a week. Students will build reading, phonics, grammar, math fact, geometry, etc. skills using a variety of applications selected and programmed for each student's needs.	Academic Support Program	Tier 3	Implement	09/01/2015	06/16/2017	\$0	Title and resource room staff are responsible for utilizing eSpark.
Note Taking	Students need explicit instruction in how to take notes. Teachers can provide students with teacher-prepared notes, teach students a variety of note-taking formats, and provide opportunities for students to revise their notes and use them to review.	Academic Support Program	Tier 1	Implement	09/01/2015	06/16/2017	\$0	All staff members are responsible for this activity.
Upload Data	Title One staff will upload the student roster to eSpark. eSpark staff will in return provide students with a starting point, based upon their NWEA scores. eSpark staff will upload applications based upon individual needs to ensure growth within the specified area of learning.	Other	Tier 3	Getting Ready	09/01/2015	06/16/2017	\$0	Teachers, Title One staff, and eSpark staff are responsible for collaborating and uploading student data.
Tier 1 Data Collection	Staff will conduct Benchmark testing three times annually. We will be using DRA and the NWEA assessment to screen and assess all students in kindergarten through fourth grade.	Academic Support Program	Tier 1	Implement	04/30/2014	06/16/2017	\$0	Teachers are responsible to benchmark testing.
Advance Organizers	Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience. Teachers should pause briefly after asking a question. Doing so will increase the depth of your students' answers. They should also vary the style of advance organizer used: Tell a story, skim a text, or create a graphic, etc.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	Teachers are responsible for this activity.
Teacher Talk/ Discussion	Teachers will have the chance to discuss the components of Balanced Literacy. They'll share examples of how the components are used in their classroom, sample lessons, what's working well in their classroom, tips for classroom management, etc. This can take place during staff meetings, Professional Development, and PLC's.	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	09/01/2015	06/16/2017	\$0	All staff members will participate in Balanced Literacy discussions.

School Improvement Plan 2016-2017

Will L. Lee School

Scheduling of iPad Usage	A schedule will be developed to utilize iPads amongst all kindergarten through fourth grade Tier III students.	Other	Tier 3	Getting Ready	09/01/2015	06/16/2017	\$0	Principal, teachers and Title One staff will work together to develop a workable schedule.
Parent Notification	Parents will receive a letter explaining the how eSpark works. The letter will explain why their child is using eSpark, how eSpark works, and what we hope to achieve with the tool/ program.	Parent Involvement	Tier 3	Getting Ready	09/01/2015	06/16/2017	\$0	The Title One administrator is responsible for creating a letter and sending it home to parents of Title One students.
Teacher Talk	Teachers will have the chance to discuss the teaching components. They'll share examples of how the components are used in their classroom, sample lessons, what's working well in their classroom, tips for classroom management, etc. This can take place during staff meetings, Professional Development, and PLC's.	Direct Instruction, Teacher Collaboration	Tier 1		09/01/2015	06/16/2017	\$0	Teaching staff is responsible for this activity.
Walk-throughs	Administrators will monitor the use of CITW strategies in the classroom through walk-through observations. Teachers will be observed multiple times and the strategies of CITW should be evident in instruction, agendas, lesson planning, etc.	Walkthrough	Tier 1	Monitor	09/01/2015	06/16/2017	\$0	Administration is responsible for conducting walk-throughs.
Smart Board Interactive software	Teachers will utilize Smart Board software during small group instruction to help students build phonics skills. Teachers have purchased educational software through Lakeshore Learning and Smart Board activities are provided with our reading series.	Behavioral Support Program	Tier 2	Implement	09/01/2015	06/16/2017	\$0	Teachers are responsible for incorporating and using Smart Board technology.
Setting Objectives	Teachers will create specific, but flexible, goals allowing some student choice. Articulating and displaying learning goals, KWL, contract learning goals, etc. Teacher can display objectives on the projector/whiteboard and follow-up on the mastery of the objective at the end of the lesson.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	All teaching staff is responsible.

School Improvement Plan 2016-2017

Will L. Lee School

Journeys Leveled Readers	Teachers and support staff will use the leveled readers from our reading series to provide reading support at a variety of levels. Students will build fluency and decoding skills while working in small groups. Teachers will use the comprehension activities that correspond with the leveled readers to build comprehension.	Academic Support Program	Tier 2	Implement	09/01/2015	06/16/2017	\$0	Teachers and support staff (resource room teachers, specials teachers, and Title One technicians) are responsible for using the leveled readers.
Parent Notification	Parents will receive a letter explaining the how eSpark works. The letter will explain why their child is using eSpark, how eSpark works, and what we hope to achieve with the tool/ program.	Parent Involvement	Tier 3	Getting Ready	09/01/2015	06/16/2017	\$0	Our Title one administrator will be responsible for creating the letter and sending it out to parents of Title students.
Grade Level Meetings	Grade level meetings will be held to discuss students receiving support.	Teacher Collaboration	Tier 3	Getting Ready	09/01/2015	06/16/2017	\$0	Title One support staff and grade level teachers will conduct meetings together.
Non-Linguistic Representations	Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge. Students can use visual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, storyboards, act out content, make physical models etc. to create non-linguistic representations.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/01/2015	06/16/2017	\$0	Teachers are responsible .

School Improvement Plan 2016-2017

Will L. Lee School

Walkthrough's	Administrators will monitor the use of CITW strategies in the classroom through walk-through observations. Teachers will be observed multiple times and the strategies of CITW should be evident in instruction, agendas, lesson planning, etc.	Walkthrough	Tier 1	Monitor	09/01/2015	06/16/2017	\$0	Administrators are responsible for conducting walkthrough's.
Data Collection and Analysis	Staff will conduct progress monitoring on a regular basis for students. They will use the data to monitor student progress and adapt instruction to meet student needs. Staff members will meet to make informed decisions regarding the impact of interventions and actions necessary to support students who are not achieving.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/16/2017	\$0	Lee principal and staff
Summarizing	Teachers will help students break information down into its most salient points to help them understand, memorize, and learn important concepts. They will teach students how to summarize based on rules, how to use summary frames, and they will engage students in reciprocal teaching. Students will learn to eliminate unnecessary information when summarizing and keep important information. Students should be encouraged to put some information into own words.	Direct Instruction, Academic Support Program	Tier 1		09/01/2015	06/16/2017	\$0	Teaching staff is responsible for this activity.
Non-Linguistic Representations	Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge. Students can use visual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, storyboards, act out content, make physical models etc. to create non-linguistic representations.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/01/2015	06/16/2017	\$0	Teaching staff is responsible for this activity.
90 Minute Language Arts Block	All teachers will devote a minimum of 90 minutes to Language Arts instruction every day. Our building will have a set Language Arts block where all teachers will provide instruction in Language Arts.	Direct Instruction, Academic Support Program	Tier 1	Implement	09/01/2015	06/16/2017	\$0	All staff members will be responsible for instruction during our Language Arts block.
Providing Feedback	Teacher feedback should be corrective, timely, and specific to a criterion.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	All teaching staff is responsible.

School Improvement Plan 2016-2017

Will L. Lee School

Reinforcing Effort	Teachers will provide students with explicit guidance about exactly what it means to expend effort. They will teach students about the relationship between effort and achievement, and they will help students keep track of their effort and achievement.	Other	Tier 1	Implement	09/01/2015	06/16/2017	\$0	Teaching staff are responsible.
Homework	The school will provide and communicate (with parents) a school homework policy. Teachers will create homework assignments that support academic learning, and they will provide feedback on homework. Teachers should vary the amount of homework based on student grade level and keep parent involvement in homework to a minimum. Teachers should state the purpose or the homework, and students should be debriefed after completing it.	Academic Support Program, Parent Involvement	Tier 1	Implement	09/01/2015	06/16/2017	\$0	Teachers are responsible for creating and assigning homework.
Providing Feedback	Teacher feedback should be corrective, timely, and specific to a criterion	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	All teaching staff is responsible.
90 minute Language Arts Block	All teachers will devote a minimum of 90 minutes to Language Arts instruction every day. Our building will have a set Language Arts block where all teachers will provide instruction in Language Arts.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	All staff members are responsible for instruction during the Language Arts block.
Teacher Talk	Teachers will have the chance to discuss the teaching components. They'll share examples of how the components are used in their classroom, sample lessons, what's working well in their classroom, tips for classroom management, etc. This can take place during staff meetings, Professional Development, and PLC's.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/01/2015	06/16/2017	\$0	All teaching staff are responsible for this activity.
Teacher Talk/Discussion	Teachers will have the chance to discuss the components of Balanced Literacy. They'll share examples of how the components are used in their classroom, sample lessons, what's working well in their classroom, tips for classroom management, etc. This can take place during staff meetings, Professional Development, and PLC's	Professional Learning, Teacher Collaboration	Tier 1		09/01/2015	06/30/2016	\$0	All staff members will participate in Balanced Literacy discussions.

School Improvement Plan 2016-2017

Will L. Lee School

School Wide Assessments	Staff members will use school wide assessments like DRA, running records, and unit assessments to gauge student progress. Student growth will determine whether we continue to use eSpark as a Tier III support or change the support students are receiving.	Other - Assessment	Tier 1	Evaluate	09/01/2015	06/16/2017	\$0	Teachers, support staff, and administrators will make decisions about the effectiveness of eSpark.
eSpark Instruction	Students will be taught how the eSpark program and applications work by Title One staff and/or Resource Room teachers.	Academic Support Program	Tier 3	Getting Ready	09/01/2015	06/16/2017	\$0	Title One staff along with Resource Room teachers will provide students with eSpark instruction.
NWEA Testing Schedule	In order to use eSpark, students must take the NWEA assessment. The assessment results provide programmers at eSpark with a starting point for student learning and activities. Because we do not have classroom computers, every class must rotate through the computer lab to take the NWEA assessments. Administrators must work with the technology teacher to create a schedule for NWEA testing in the lab.	Teacher Collaboration	Tier 1	Monitor	09/01/2015	06/16/2017	\$0	Administrators and the technology teacher are responsible for creating a testing schedule.
Teacher Read Aloud	The teacher read loud enables the teacher to model reading fluently with expression. Teachers will read aloud a minimum of three times a week to introduce readers to new genres, authors, titles, text structures, and experiences.	Academic Support Program	Tier 1	Implement	09/01/2015	06/16/2017	\$0	Teachers are responsible for reading aloud in their classrooms.
Intervention Component	Title staff and teachers will make use of the intervention component provided with our math series. The intervention lessons will be used as a tool for reteaching concepts the students are struggling with.	Direct Instruction	Tier 3	Implement	09/01/2015	06/16/2017	\$0	Teachers and Title staff are responsible for utilizing the intervention component.

School Improvement Plan 2016-2017

Will L. Lee School

Homework	The school will provide and communicate (with parents) a school homework policy. Teachers will create homework assignments that support academic learning, and they will provide feedback on homework. Teachers should vary the amount of homework based on student grade level and keep parent involvement in homework to a minimum. Teachers should state the purpose or the homework, and students should be debriefed after completing it.	Academic Support Program, Parent Involvement	Tier 1	Implement	09/01/2015	06/16/2017	\$0	Teachers are responsible for creating and assigning homework.
Title I Lesson Plans	Title One lesson plans show evidence of the number of sessions/days spent on eSpark.	Curriculum Development	Tier 3	Monitor	09/01/2015	06/16/2017	\$0	Teachers and Title staff are responsible for lesson planning.
School-Wide Assessments	Staff members will use school wide assessments like DIBELS Next, running records, and unit assessments to gauge student progress. Student growth will determine whether we continue to use eSpark as a Tier III support or change the support students are receiving.	Other	Tier 1	Evaluate	09/01/2015	06/16/2017	\$0	Teachers, administrators, and support staff are responsible for using assessments to evaluate the effectiveness of eSpark.
Note Taking	Students need explicit instruction in how to take notes. Teachers can provide students with teacher-prepared notes, teach students a variety of note-taking formats, and provide opportunities for students to revise their notes and use them to review.	Academic Support Program	Tier 1	Implement	09/01/2015	06/16/2017	\$0	All staff members are responsible for this activity.
Learning About eSpark	Teachers and support staff will be trained on eSpark. Staff members will learn how the program operates and how students will utilize the program/ apps. to build reading and math skills. Staff members will also learn how to find and create reports to show students progress on eSpark.	Professional Learning	Tier 3	Implement	09/01/2015	06/16/2017	\$0	Teachers and support staff are responsible for attending training sessions.
Setting Objectives	Teachers will create specific, but flexible, goals allowing some student choice. Articulating and displaying learning goals, KWL, contract learning goals, etc. Teacher can display objectives on the projector/whiteboard and follow-up on the mastery of the objective at the end of the lesson.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	All teaching staff is responsible.

School Improvement Plan 2016-2017

Will L. Lee School

Professional Development/ PLC's on Balanced Literacy	Administration will provide staff members with the resources, materials, and information they need to implement Balanced Literacy through Professional Development and PLC opportunities.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/16/2017	\$0	All staff members are responsible for implementing Balanced Literacy in the classroom.
NWEA	NWEA scores will help us evaluate the effectiveness of eSpark. If students make minimal growth with the applications provided by eSpark, we will want to make changes to our classroom instruction and tiered support.	Other - Assessment	Tier 1	Evaluate	09/01/2015	06/16/2017	\$0	Teachers, administrators, and support staff will look at NWEA results to determine the effectiveness of this strategy.
Walk-Through's	Administrators will monitor the use of Balanced Literacy in the classroom through walk-through observations. Teachers will be observed multiple times and the components of a Balanced Literacy program should be evident in instruction, agendas, lesson planning, etc.	Walkthrough	Tier 1	Monitor	09/01/2015	06/16/2017	\$0	Administrators are responsible for conducting walk-through's.
Title One Lesson Plans	Title One lesson plans show evidence of the number of sessions/days spent on eSpark.	Curriculum Development	Tier 3	Monitor	09/01/2015	06/16/2017	\$0	Teachers and Title One staff are responsible for lesson plans.
Providing Recognition	Teachers should use symbolic rather than just tangible rewards. They should hold high expectations for students, display finished products, praise students' effort, encourage students to share ideas and express their thoughts, honor individual learning styles, conference individually with students, help students create authentic portfolios, create a stress-free environment, etc.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	Teaching staff is responsible for this activity.

School Improvement Plan 2016-2017

Will L. Lee School

Shared Reading	Shared reading is reading done as a class. It encourages large group participation to develop reading skills and strategies. Through class discussion and reading, students can develop an understanding of different genres and their structures. Students also develop concepts of print and build fluency.	Academic Support Program	Tier 1	Implement	09/01/2015	06/16/2017	\$0	Teachers and Title staff are responsible for Shared Reading opportunities.
Staff Meeting/PLC	Time will be used during staff meetings and Professional Learning Communities to discuss eSpark data and student growth.	Professional Learning	Tier 3	Getting Ready	09/01/2015	06/16/2017	\$0	Teachers and support staff will participate in all sessions.
Guided Reading	Students are actively engaged in reading in a small group. Students can apply decoding, phonics, and comprehension skills in a small group setting. Guided reading reinforces reading strategies in a small group setting.	Direct Instruction, Other	Tier 1	Implement	09/01/2015	06/16/2017	\$0	Teachers and Title staff are responsible for guided reading.
Reinforcing Effort	Teachers will provide students with explicit guidance about what it means to expend effort. They will teach students about the relationship between effort and achievement, and they will help students keep track of their effort and achievement.	Other	Tier 1	Implement	09/01/2015	06/16/2017	\$0	Teachers staff is responsible for this activity.
Four Blocks Making Words	Students will use letter cards to build words. Students learn how to sound out words and how to manipulate letters in words to change one word to another. (For example, students could change the letter "h" in hat to make cat.)	Academic Support Program	Tier 2	Implement	09/01/2015	06/16/2017	\$0	Teachers and support staff will utilize Making Words activities.
Write-In Readers	Write-In Readers allow students work on reading fluency and weekly sight words/ vocabulary. Students practice reading sentences, writing sight words, and working on word families.	Academic Support Program	Tier 2	Implement	09/01/2015	06/16/2017	\$0	Teachers and support staff are responsible for utilizing the Write-In Readers.
NWEA testing schedule	In order to use eSpark, students must take the NWEA assessment. The assessment results provide programmers at eSpark with a starting point for student learning and activities. Because we do not have classroom computers, every class must rotate through the computer lab to take the NWEA assessments. Administrators must work with the technology teacher to create a schedule for NWEA testing in the lab.	Teacher Collaboration	Tier 1	Getting Ready	09/01/2015	06/16/2017	\$0	Administrators and the technology teacher will work to create a schedule for testing.

School Improvement Plan 2016-2017

Will L. Lee School

Learning about eSpark	Teachers and support staff will be trained on eSpark. Staff members will learn how the program operates and how students will utilize the program/ apps. to build reading and math skills. Staff members will also learn how to find and create reports to show students progress on eSpark.	Professional Learning	Tier 3	Getting Ready	09/01/2015	06/16/2017	\$0	Teachers and support staff will participate in the training sessions.
Independent Writing	Independent writing allows students to build confidence as a writer. It provides students with daily writing practice on units of study including different genres or types of writing, aspects of the writing process, and writing skills and strategies. Students must practice problem solving while working on an independent writing project, and it helps students build writing stamina.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	Teachers and Title staff can utilize independent writing in their instruction.
Providing Recognition	Teachers should use symbolic rather than just tangible rewards. They should hold high expectations for students, display finished products, praise students' effort, encourage students to share ideas and express their thoughts, honor individual learning styles, conference individually with students, help students create authentic portfolios, create a stress-free environment, etc.	Other	Tier 1	Implement	09/01/2015	06/16/2017	\$0	Teaching staff are responsible for this activity.
Monitoring Student Usage	Title and resource room staff will be responsible for monitoring student use while on eSpark. These staff members will make sure that students are on task, completing appropriate activities, utilizing the activities provided, etc.	Other	Tier 3	Monitor	09/01/2015	06/16/2017	\$0	Title staff and resource room teachers are responsible for monitoring student usage.
eSpark support	Tier III students will receive reading and/ or math support on eSpark three to four times a week. Students will build reading, phonics, grammar, math fact, geometry, etc. skills using a variety of applications selected and programmed for each student's needs.	Academic Support Program	Tier 3	Implement	09/01/2015	06/16/2017	\$0	Title staff and resource room teachers are responsible for utilizing eSpark.

School Improvement Plan 2016-2017

Will L. Lee School

Monthly Data Meetings	Once a month, teachers will meet as a grade level with an administrator to discuss NWEA data and reports, DRA data, and intervention grouping. Title staff will monitor classrooms so grade level teams can meet.	Other - Data Analyzing, Teacher Collaboration	Tier 1	Monitor	09/05/2016	06/30/2017	\$0	Teachers and administration are responsible for meeting as a team. Title staff will provide support in the classroom.
Providing Feedback	Teacher feedback should be corrective, timely, and specific to a criterion.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	All teaching staff is responsible.
Upload data	Title One staff will upload the student roster to eSpark. eSpark staff will in return provide students with a starting point, based upon their NWEA scores. eSpark staff will upload applications based upon individual needs to ensure growth within the specified area of learning.	Other - data/technology	Tier 3	Getting Ready	09/01/2015	06/16/2017	\$0	Teachers, Title One staff and eSpark staff will collaborate to upload student data into the system.
Cooperative Learning	Teachers should limit their use of ability groups, keep groups small, and apply cooperative groups consistently and systematically without overusing them. They will assign roles and responsibilities in groups and integrate content and language through group engagement.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/16/2017	\$0	Teachers are responsible for this activity.
Cooperative Learning	Teachers should limit their use of ability groups, keep groups small, and apply cooperative groups consistently and systematically without overusing them. They will assign roles and responsibilities in groups and integrate content and language through group engagement.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	\$0	Teachers are responsible for this activity.

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan 2016-2017

Will L. Lee School

Allocating Funds	Administrators must allocate funds for eSpark in our Title One grant. In order for us to use this program, funding must be allocated for student devices (like the iPad), student licenses, eSpark support and management, and student apps.	Other - Resource Allocation	Tier 3	Getting Ready	09/01/2015	06/16/2017	\$6600	Administrators are responsible for allocating funding.
Allocating Funds	Administrators must allocate funds for eSpark in our Title One grant. In order for us to use this program, funding must be allocated for student devices (like the iPad) and student licenses.	Technology, Other, Materials	Tier 3	Getting Ready	09/01/2015	06/16/2017	\$12375	Administrators are responsible for allocating funds for eSpark.
PD/PLC	Professional Development/Professional Learning Communities will emphasize an overview of the eSpark program.	Professional Learning	Tier 3	Getting Ready	09/01/2015	06/16/2017	\$5250	Teachers and support staff will attend all sessions.
Allocating Funds	Administrators must allocate funds for eSpark in our Title One grant. In order for us to use this program, funding must be allocated for student devices (like the iPad), student licenses, eSpark support and management, and student apps.	Other - Resource Allocation	Tier 3	Getting Ready	09/01/2015	06/16/2017	\$12375	Administrators are responsible for allocating funding.
Allocating Funds	Administrators must allocate funds for eSpark in our Title One grant. In order for us to use this program, funding must be allocated for student devices (like the iPad) and student licenses.	Technology, Other, Materials	Tier 3	Getting Ready	09/01/2015	06/16/2017	\$6600	Administrators are responsible for allocating funds for eSpark.
Materials	Materials (such as teacher text and workbooks) are needed to fully implement CITW.	Supplemental Materials, Materials	Tier 1	Getting Ready	09/01/2015	06/16/2017	\$0	Administration is responsible for providing accurate materials for CITW to be fully implemented.

School Improvement Plan 2016-2017

Will L. Lee School

Grade Level Meetings	Grade level meetings will be held to discuss students receiving support.	Teacher Collaboration	Tier 3	Getting Ready	09/01/2015	06/16/2017	\$4250	Title support staff and teachers are responsible for collaborating.
Materials	Materials (such as teacher text and workbooks) are needed to fully implement CITW.	Materials	Tier 1	Getting Ready	09/01/2015	06/16/2017	\$0	Administration is responsible for providing accurate materials for CITW to be fully implemented.
Benchmark testing	Three times a year, teachers will conduct benchmark testing using DRA. Teachers will be given time out of their classroom in order to test their students. Subs or Title One technicians can be used to monitor the classroom while testing is conducted in a quiet environment.	Other - assessment, Academic Support Program	Tier 1	Monitor	09/05/2016	06/30/2017	\$3000	Teachers will conduct DRA assessments three times a year. Subs or Title One technicians will be required to cover classrooms.

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Walk-throughs	Administrators will monitor the use of CITW strategies in the classroom through walk-through observations. Teachers will be observed multiple times and the strategies of CITW should be evident in instruction, agendas, lesson planning, etc.	Walkthrough	Tier 1	Monitor	09/01/2015	06/16/2017	\$0	Administration is responsible for conducting walk-throughs.