



# **School Improvement Plan**

**Will L. Lee School**

**Richmond Community Schools**

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## **Introduction**

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

# **Improvement Plan Assurance**

## **Introduction**

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

Improvement Plan Assurance

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

# **Title I Targeted Assistance Diagnostic**

## Introduction

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

## **Component 1: Needs Assessment**

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

The comprehensive needs assessment requires participation from all stake-holders. Staff worked together to complete the school process rubric. Staff members evaluated several different aspects of our school, from instruction and curriculum to school climate. We had a chance to discuss areas where our school is successful and areas that show a need for improvement. Members of the school improvement team input data such as overall achievement and subgroup achievement on the M-STEP, NWEA, program planning, teacher attendance, etc. during staff meetings/PLC time. This data is used to analyze future decisions. Parental involvement includes paraprofessional participation in year round parent teacher conferences. They are made available for teacher and parent communication. Spring meeting to discuss how students were identified and the discussion of curriculum. Parents and students were invited to a science night that was academic in nature and supported the parent/academic partnership.

Process Data- Lee's strands/standards/indicators that stand out as strengths are sustained implementation in Strand 1- Teaching for learning- instruction. Indicator E- Learning environment, and Strand I: Teaching for Learning > Standard 3: Assessment, indicator H shared understanding.

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

Partial Implementation for Strand 1-Curriculum, all documents do not have guidelines for accommodations and modifications for all learners. Indicator F- Partial implementation in Reflection, Feedback from adults and students is solicited and reflected upon in order to improve the learning environment to support student success.

Student achievement may be impacted by not receiving consistent feedback from students and teachers. We are not receiving valuable information that could support initiatives towards increased students achievement. For example, say the majority of students do not feel they receive enough time to practice their writing skills. By making assumptions we miss the opportunity to create instructional changes to meet the needs of our students.

What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment. Implementation of consistent and continual students and staff surveys. Create a yearly timeline for survey's (Safe Measures) and a plan to evaluate and monitor the success of implementation based on the findings.

Extended learning opportunities are offered to students K-4 after school with transportation provided. The opportunity in itself is not enough. We need to move forward in assessing/monitoring program success on student achievement.

Extended Learning Opportunities are based on a multi criteria invitation. The criteria consist of common assessments, NWEA, M-step, and teacher input. Parents are notified by letter and followed up with a phone call from the instructor if the students do not turn in permission slip. We have not sent out surveys to our students or families to gain feedback on what may prevent participation.

Lee has full implementation in collaborative horizontal alignment. As our data supports with proficiency discrepancies in 3rd and fourth grade on the M-step along with other variables we have need to move towards increased vertical alignment.

DemographicAs you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement? The majority of our teaching staff has been there between 12-22 years. This has built a community of relational rapport.

However, we have agreed as a building it is not sufficient to continue to teach "the way we always have". If we want to students to be

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Will L. Lee School

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successful in a global market, we must focus on research-based practices that we KNOW work and continuously move towards 21st century learning.

As you review the total number of days for school leader absences and note how many were due to professional learning and/or due to illness, what impact might this have on student achievement? Leadership is rarely out of the building, which supports consistent routines and expectations for students and personnel. However, professional development for leaders is minimal and negatively effects student achievement and teacher growth in the long run.

As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement? Students experience learning loss when the instructional leader of the room is absent. Teachers are absent on average, 8 days a school year with this number increasing in to 10 in the 2016-17 school year.

Teachers and leadership team began evaluating and monitoring instructional best practices and the use of CITW strategies in the classroom. Additionally, we have built a learning community during PLC's where the first ten minutes are devoted to a grade level training the rest of the staff in strategies and best practices that have increased student achievement data.

A three-year trends in student data show that our attendance rate have stayed stable (within a 1% range of fluctuation). Our chronically absent subgroup of students has went down by 19 students in the 2016-2017 school year. There are still present challenges to get chronically absent students to school.

Enrollment has decreased over the three -year trend.

In looking at the three-year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified? Behavior challenges increase in the afternoon after 12 p.m.

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

Attendance- Sending home regular attendance letters, making personal phone calls home to students who are chronically late. Monthly incentives for high attendance. Enrollment- Conduct exit surveys to examine why students are leaving. Behavior- higher focus of PBIS program implementation and recognizing and rewarding positive behavior more heavily during this time. Teachers will use their PLC time to reflect on engagement strategies that may decrease or are contributing to these behaviors.

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

As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement? There have been six different principals in our building until 2015. ;istent retention of leadership has left evaluation process milky, as well as creating a culture of mistrust and lack of relational capacity which in turn effects student achievement.

As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement? The majority of our teaching staff has been there between 12-22 years. This has built a community of relational rapport. However, we have agreed as a building it is not sufficient to continue to teach "the way we always have". If we want to students to be successful in a global market, we must focus on research-based practices that we KNOW work and continuously move towards 21st century learning.

As you review the total number of days for school leader absences and note how many were due to professional learning and/or due to illness, what impact might this have on student achievement? Leadership is rarely out of the building, which supports consistent routines and expectations for students and personnel. However, professional development for leaders is minimal and negatively effects student achievement and teacher growth in the long run.

As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement? Students experience learning loss when the instructional leader of the room is absent. Teachers are absent on

average, 8 days a school year with this number increasing in to 10 in the 2016-17 school year.

Teachers and leadership team began evaluating and monitoring instructional best practices and the use of CITW strategies in the classroom. Additionally, we have built a learning community during PLC's where the first ten minutes are devoted to a grade level training the rest of the staff in strategies and best practices that have increased student achievement data.

Classroom teachers conducted individual intervention plans for the bottom 20% of their students. Communication will include information about current services being provided, additional reading supports planned for their child, and strategies for parents to help and support their child at home. The parent involvement plan includes and supports an understanding of the essential components of supporting reading proficiency, ensure on time and consistent attendance, ensure child completes homework nightly, and your child should have a regular study place and time to do his/her homework, endure the child reads 20 minutes each night, check in with teacher weekly, ensure child attends extended day tutoring regularly This included an initial parent conference in the fall to discuss the intervention plan, areas of growth, timeline, parent partnership, and goals. As a part of the parent involvement components Teachers assessed these students and shared the data and progress as necessary but at minimum three times with parents throughout the plan. Students who have intensive reading instructional needs are provided with tailored instruction to meet the individual needs of students. At Lee we communicate this to parents in written form early and often giving the opportunity to ask any questions.

Area(s) of Concern Noted  
Factors identified that contribute to concern  
Possible action(s)

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

Students who are falling or most at risk for falling behind are identified by using multiple criteria, One of the many data points that is used is student performance on the fall, winter, spring, NWEA assessment. This assessment is recognized as an identifier and/or progress monitoring tool. Students that fall below the 30th-40th percentile by priority in any core content area are identified as falling at risk. Common Assessments are given in the classroom and used as a performance based assessment. A students identification is based on a score/grade

below that of proficiency in science, social studies, math, and ELA. 4th grade students are identified through data given by the M-step assessment. Students that performed as not proficient or partially proficient on the M-Step exam are identified. We also use DRA to identify students' fluency, comprehension, and writing proficiency. In addition, teacher observation and input is documented on the criteria form. The most current report card is attached to the criteria form as well to ensure all content areas are taken into consideration. The criteria entrance form also identifies if the student is a LEP student. LEP students are Title 1 eligible.

Student Entrance Criteria Forms are available for teachers to use to identify students at any time. Classroom Teachers, parents, resource room teachers, and other support staff are included in this process. Our identification process is fluid and constantly changing with student performance and needs.

The identification process happens at the present time that a student is identified as described in the above criteria explanation. The same process identifies students that qualify for exiting the program. Based on the criteria above, the student performance must support their proficiency in the four core academic areas.

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

Kinder- NWEA fall winter spring DRA below 2

Staff members examine assessment scores and classroom performance to decide how much support students require along with the type of support they need. Throughout the year, staff members look at assessment scores and performance data and adjust student support as needed.

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

Our school uses MLPP at this age level in conjunction with some of the standardized testing that we conduct. With MLPP, teachers conduct fluency, rhyming, letter/sound correspondence, and blending assessments to gauge student's skills and abilities. In addition to MLPP assessments, we use DRA assessments which test reading level, accuracy, fluency, and comprehension. As students become more proficient with their reading, they also have to demonstrate their writing skills. Our reading series, Journey's, also provides assessments which can be used to identify potential at-risk students. Journey's provides phonics assessments, phonemic awareness assessments, and comprehension assessments which can be used to gauge student knowledge and growth. For grades kindergarten through second grade the identification process consists of teacher observations, input from parents, NWEA, and kindergarten classroom assessments that supports grade level standards. We look at teacher recommendation from our students that have prior enrollment in the Head Start or GSRP program in the previous two years.

There are ECSE and preschool transition meetings, preschool and kindergarten teacher meetings, preschool transition during school day, kindergarten round up, head start program-relationships, administration visits, KinderConnect summer program, and GSRP programs and

activities to determine which students are most at risk of failing as early as possible as their schooling begins.

4.

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

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

At risk students, kindergarten through fourth grade, receive Tier II interventions several days a week. Supplemental instruction is differentiated to meet the needs of students. At-risk students receive remedial instruction to help them master grade-level standards. Students who have mastered grade-level standards work on more advanced skills. Daily use of technology also allows students to practice skills at their level. In addition to Tier II interventions in the classroom, targeted students receive Tier III interventions with our teacher consultant or resource room teacher. Social studies and science supplemental services are provided to students through our computer teacher or classroom teacher. Students receive academic support by participating in Web-quests, research activities, and projects on the computer. We run after-school programs for math and reading support as well as M-Step prep during the school year. We also offer summer school literacy and math programs to help students strengthen skills in these core areas. During the 2018 summer, we also offered a science and literacy camp for students through the Macomb ISD.

Mode of service is driven by the CAN. Instruction is supplemented by paraprofessional supervised directly by a Title One certified teacher. However, the classroom teacher decides specific instructional content. There are various instructional materials used to support each content area including but not limited to differentiated literacy library, use of math manipulative, review and reinforcement of classroom content. Eligible students receive more supplemental instruction through after school tutoring (extended school day)

1.5 hours a day, three days a week. In addition, eligible students receive forty minutes more supplemental instruction at their level. This does not include classroom textbooks or grade level curriculum. Students interact with content that is at their individual level to fill their achievement gaps and scaffold skills to work towards proficiency.

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

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

School Improvement planning includes the intervention component at our school. The intervention program is critical to our school improvement strategies and activities as they relate to our goals in Reading, Writing, and Math. Our plan is a guide for staff, stating how testing is to be carried out and what staff members will do with the data that is collected. The School Improvement Plan also provides specific activities (CITW strategies and the foundation of Balanced Literacy) to be used in every classroom so there is consistency with instruction between classrooms and grade levels. Teachers have worked with the curriculum director, principal, and staff to select research based programs for use in Tier II interventions that will benefit students. The Title staff also works closely with the administrators to plan for the after-school programs and summer learning opportunities.

Title One staff attend school wide PLC's. They are a part of instructional conversations and data dives to best service students. Title One is an integrated part of the school improvement process. The use of Title staff and services to support eligible students is intertwined within the overall improvement of student achievement. Two staff members from the Title One team sit on the school improvement team and serve as a vital part of the overall school improvement.

## **Component 4: Instructional Strategies**

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

All strategies, Tier I through Tier III, help students reach the state standards. Eligible students that are the farthest from the state core standards receive an additional thirty minutes of Tier 3 instruction from the Title One teacher three to five times a week depending upon how many of the four content areas they need supplemental instruction in. Our Tier I strategies (Classroom Instruction that Works and Balanced Literacy) strengthen teacher instruction and support all K-4 students in our building. These two strategies will teach staff members instructional strategies to improve students learning and provide them with a guide for literacy management. Tier II and Tier III strategies (differentiation, small group support, and eSpark) support students who are at risk. At risk students receive Tier II and/ or Tier III support several days a week. Title One eligible students receive appropriate grade level or remedial support to help them work toward mastery of the state's standards. Technology is an important component of our school improvement plan, and it plays an important role in our intervention program. Students receive Tier II support through differentiation and small group support. Teachers utilize laptops, tablets, and Smart Boards to provide practice with phonics, research, listening to reading, etc. Title staff utilize Smart Boards and interactive activities (eSpark) during Tier III support to help students develop and practice basic skills. Tier III support is provided by our teacher consultant or resource room teacher for those students who show the greatest need. These teachers also use strategies from our school improvement plan to support those students with the greatest need for help.

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

Our intervention program is based on the RTI model, a research-based model used in conjunction with the MiBlisi program. Our building uses Balanced Literacy and Classroom Instruction That Works (CITW) as a model for classroom instruction. Journeys (intervention component), Math Expressions (intervention component), DRA, Close and Critical Reading, Depth of Knowledge (DOK), and eSpark along with IXL are just some of the research-based programs that offer extra support to those in need.

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

We continue to work on extended learning programs for students. During the school year, we offer different after-school programs to support students with needs in reading and math. The grade level and content area/ support varies by year. During the 2017-2018 school year, our programs included math and reading support for third and fourth grade as well as M-Step prep. We have been able to offer several different summer programs to support students as well. Every year we offer a program during the summer months to help students practice and strengthen basic math and literacy skills. During the summer of 2018, we also are able to offer a science and literacy camp through the ISD. During the school day, students who are at risk receive support through our Title One program. This support occurs several times a week, depending on the subject areas they need support in. Students who are accelerated (based on test results and teacher input) participate twice a week in our accelerated reader program. All Students receive the full amount of Tier 1 instruction from their classroom teacher without any interruption. Title One staff supplements instruction during each grade levels "intervention block."

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

Our school schedule and Title One schedule can attest to the fact that students are rarely pulled during core instruction blocks. An intervention schedule was created using the school schedule as a reference to eliminate unnecessary interruptions from the student day. Each grade level has a designated block of time for Title One where Tier II students are pulled out for additional support. Students receive supplemental instruction based on their specific needs. This is the only time students are pulled from their classroom for supplemental instruction. Title staff pushes in to support third and fourth grade during their Language Arts block.

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

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

In previous years, grade level meetings were scheduled twice a year where classroom teachers and Title staff met to analyze assessment data and provide classroom input on students. Students were organized (or reorganized) into intervention groups, and teachers and Title staff collaborated regarding lesson planning and supplemental instruction. We have also had years where teachers met on an individual basis with the reading coach to discuss the placement of students in Title One. Grade level teams met with the principal and reading coach to discuss NWEA results as well as strengths and weaknesses of their grade level. During the 2017-2018, due to staff schedules, it was hard to find time for teachers and Title staff to collaborate. During the 2018-2019 school year, we would like to use PLC time and grade level time to discuss Title One support, which students are receiving support, and student growth from using eSpark. In addition to the scheduled meetings addressed above, teachers and Title staff participate in many impromptu meetings where individual student progress, supplemental instruction, remedial work, and after-school program participation are discussed.

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

The preschool classroom is housed in the elementary school, where all children will attend kindergarten, so many preschoolers are familiar with the building. During Kindergarten Round Up, parents and students are invited into the school to tour the kindergarten classrooms and to meet the teachers and principal. Preschool aged students visit kindergarten classrooms during March is Reading month to interact with the kindergarten teacher and students. The preschool students eat lunch in the cafeteria near the end of the school year to familiarize them with the procedures of the cafeteria.

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**Component 6: Instruction by Highly Qualified Staff**

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

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

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

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

The staff received DRA (Developmental Reading Assessment) training before the start of the 2016-2017 school year and we have used the assessment every year since then. There will be ongoing and sustained DRA training as questions and concerns arise regarding the implementation of the test and analyzing the data. This past school year, the trainer returned for a staff PD due to staff not receiving a substitute teacher for the full day to conduct the testing. The PD consisted of strategies to conduct the test when there is only a half day sub. The training provided information regarding the validity of the test. Since staff will continue to use the DRA, additional training and PD will be provided. Staff members have been trained to use NWEA assessments. All staff have been trained in Smartboard technology. During the 2016-2017 and 2017-2018 school years, received training in Classroom Instruction that Works. Staff will continue to work on CITW during the 2018-2019 school year, and we will also spend PLC time on Balanced Literacy.

A majority of the teachers and Title I staff have been trained in MLPP/ phonemic awareness. All staff members have been trained with DRA and NWEA, and these assessments are used to identify students who need additional support. Our staff spends a lot of time analyzing NWEA assessment data. NWEA provides a variety of reports to evaluate students' growth, and there are a variety of resources to help teachers understand the specific strengths and weaknesses of a student depending on the results of his/ her assessment. NWEA scores are tied directly to the programs we use for Title I support, and teachers have been trained to pull student goals directly from student NWEA results.

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

At our open house, teachers provide parents with information on the curriculum and Common Core State Standards. Teachers discuss curriculum and at-home support during conferences and iRIP meetings. The staff will continue to use the We Both Read series for the upcoming school year. Preschool and Kindergarten parent night provides prospective parents with information on kindergarten and materials to work with their child so their child will be prepared to enter school. Teachers also post a variety of resources for parents on their classroom web pages. With having 2 new title 1 teachers for the 2018-2019 school year, they will be trained in NWEA, DRA, and CITW. This training will be done in-house during staff PD and during the teacher's prep. The paraprofessionals will continue with their training done by the administrators and Title teachers. This ongoing training will include NWEA data analysis and CITW.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	No	The dates for the Monday afternoon staff PD and the grade level PD have not been determined yet. The 2017-2018 schedule is attached and the schedule for 2018-2019 will be similar.	2017-2018 Professional Development Schedule

## Component 8: Strategies to Increase Parental Involvement

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

Parents give permission for their students to participate in our Title program. Parents are encouraged to provide input and feedback during parent teacher conferences. Parents are invited to complete an online survey as part of our School Data Profile to provide input and feedback on services provided by the district. We also encourage parent involvement with our School Improvement Team and parent group so parents can voice their opinions and concerns.

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

This is one area we would like to see improvement. We have had some parent involvement, but we would like to get more parents involved. Parents are encouraged to attend conferences. We need to reach out to parents more and provide more opportunities for them to be involved in the 2018-2019 school year. We will continue to reach out to parents to invite them to be part of the School Improvement Team. This past school year, there were no parents willing to participate. The dates for the PTO meetings have been changed for the 2018-2019 school year to allow the building administrator and staff members to attend. This will lead to an increase in dialogue with parents regarding school-related items and allow for additional parent involvement. Parents will be provided with information regarding all 10 components of the targeted assistance. They will continue to receive information regarding services for eligible students, instructional strategies being used in the classroom, and strategies to increase parental involvement. In addition, parents will now receive information regarding the ongoing professional development to make them aware of the work the staff is doing to continue to improve and differentiate classroom instruction. This will allow the parents to ask questions and get better insight about what occurs in the classrooms.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Yes, parents were invited to attend meetings with our Title Staff and principal. Parents had the opportunity to provide input and ask questions during the parent teacher conferences. They were invited to attend Blue Devil Days to provide input and ask questions. Parents were asked to complete surveys and provide their opinion on our Title One program. They also have the opportunity to correspond by email with the principal, Title staff, and teachers. Parents receive letters prior to their student receiving Title 1 services providing contact information for any questions they may have.	

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

The student parent school compact, which is signed each year, provides responsibilities that the school and parent share to provide the necessary support for children. Parents are asked to read through the compact and sign it at the beginning of the year. The compact is

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addressed as needed at Parent Teacher conferences to reiterate the responsibilities of each stakeholder.

During the 2017-2018 school year, the school transitioned to standards based report cards. This allows for parents to better understand the Michigan Common Core State Standards and how their students are progressing. Parent guides are provided on the district website for parents to use to read the full explanation of each standard. Parents are provided with NWEA progress reports in grades K-4 and M-STEP reports in grades 3-4 to show the student progress. These reports are shared throughout the year at conferences so parents are able to monitor their child's progress and work with the teachers to improve their student's achievement.

Students are using We Both Read take home book program to help parents improve their student's literacy. Parents were trained on this program during conferences and iRIP meetings with teachers. Reading and Math Connections newsletters are a part of the monthly school newsletter that is posted on the school website and e-mailed home. These Connections give parents useful information they can use at home to improve student achievement.

Since Head Start, 3 year old preschool, and 4 year old preschool are housed at Lee Elementary, most of the staff attends the staff PD. This allows for all staff to collaborate during PLC time. These programs are included in our Blue Devil Days (open house), district parades, preschool and kindergarten round up, PBIS assemblies, and everyday connections made with all school personnel.

Staff works closely with the ELL district coordinator along with the ELL support staff from the MISD. The support staff works with students on a weekly basis and is available to meet with teachers and parents during conferences when assistance with language and understanding is needed. The support staff also translates various communication pieces to ensure the parents can understand the information in a language they are familiar with.

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

We determine what activities are offered by the collaboration of all stakeholders. This is done during various meetings and e-mail/phone conversations. The PTO is greatly involved in the planning and preparation of many school activities including blue Devil Days, field day, assemblies, and community events. These events are planned during meetings that are open to everyone and the schedule is posted on the school website along with various social media outlets. After each parent involvement activity, feedback surveys will be given. Data from the surveys will be analyzed and recorded, and it will be shared with stakeholders involved in the activity. Stakeholders will use the feedback to make adjustments to programs for the future.

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

The student parent compact was developed in conjunction with the local Macomb ISD and surrounding districts. It includes components we feel are essential for a successful learning experience, and it holds staff, students, and parents responsible for a successful experience. It lists specific tasks for students, parents, and staff members to undertake throughout the year to help each student learn.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	The Title 1 compact is the same as the school wide compact.	Title 1 School Wide Compact

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

At the beginning of the year, many teachers provide information in their newsletter and on their classroom websites regarding the assessments that are conducted in September. Parents are encouraged to call or email teachers with questions or concerns they have regarding the assessments. We abide by an open communication policy between parents and teachers where parents are encouraged to ask questions/contact the teachers about their child's academic progress. During conferences, parents meet with the classroom teacher to go over testing results and student progress, and teachers have a chance to explain how assessments are used and what skills they evaluate. Based on assessment results, if students are struggling with reading, teachers meet with parents to discuss assessment results and create a reading plan to support their child. Report cards and progress reports are sent home four times a year, and parents can request additional information along with assessment results at any point. Teachers also send home NWEA assessment progress reports.

Staff works closely with the ELL district coordinator along with the ELL support staff from the MISD. The support staff works with students on a weekly basis and is available to meet with teachers and parents during conferences when assistance with language and understanding is needed. The support staff also translates various communication pieces to ensure the parents can understand the information in a language they are familiar with.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	Attached is the school Parent Involvement Plan/Policy with regard to Title 1.	Parent Involvement Plan

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

At the beginning of the school year, we send home the student/ parent compact for families to read through and sign. In an effort to get parents more involved in their child's education and behavior at school, we address the parent compact again at parent teacher conferences. Teachers can highlight particular responsibilities students are successful with or behaviors/responsibilities that students are struggling with. Parents will be asked to sign the parent compact again during conferences, and they'll also have a chance to connect with the Title staff during conferences to discuss their child's progress during interventions/Title One time.

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

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

In our school, federal funds are used to pay for Title I staff salaries and intervention materials/supplies. Select professional development opportunities are paid for through our Title I grant. Title technicians work within the scope and boundaries of federal regulations about working with targeted students. State and local programs are integrated to address specific needs such as K-3 reading intervention. Each program is designed to add a layer of support for the same goals.

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

There is a lead staff member who provides training and seminars for targeted student's parents. We have free and reduced breakfast and lunch. We offer parent nights that provide information and resources for struggling readers and enrichment materials are supplied. Opportunities will be available to use online reading and math programs at home. Dentist R Us visits the school annually to provide at-risk students with dental care. Both the school plan and the district plan are designed with the district budget. This includes integration of Federal, State, and General Fund obligations to ensure student learning. The school houses a county funded Head Start program.

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

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

We use DRA to test students several times throughout the year. We use NWEA to assess students' reading and math skills three times a year. Progress monitoring is conducted in classroom on a regular basis to monitor student progress. Additional assessments such as MLPP and Journeys and Math Expressions assessments are also reviewed periodically to determine student progress. Data is then shared between the teacher and Title staff to evaluate student performance. Teachers and Title staff collaborate on student progress and areas of weaknesses and strengths.

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

We use standardized scores within math and reading to adjust our instruction and curriculum focus for our intervention program. We look at State Test scores, NWEA scores, Journeys assessments, Math Expressions assessments, and DRA results to make decisions about the needs of our students and how to adjust our instruction. The program has been revised in the areas of social studies and science based upon the new Next Generation Science standards, our new science resources, and teacher input.

With regards to the structure of our Title I and intervention program, teachers are asked for input at the beginning of the year. Teachers have the opportunity to provide input during grade level meetings and PLC's. Teachers are also provided with the opportunity to make comments and recommendations at the end of the year. Throughout the course of the year, the SIT regularly discusses our Title I program and we make adjustments as necessary.

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

A majority of the teachers and Title I staff have been trained in MLPP/ phonemic awareness. All staff members have been trained with DRA and NWEA, and these assessments are used to identify students who need additional support. Our staff spends a lot of time analyzing NWEA assessment data. NWEA provides a variety of reports to evaluate students' growth, and there are a variety of resources to help teachers understand the specific strengths and weaknesses of a student depending on the results of his/ her assessment. NWEA scores are tied directly to the programs we use for Title I support, and teachers have been trained to pull student goals directly from student NWEA results.

## Evaluation

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

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

Staff worked as a team to complete the school process rubric. Stakeholder evaluated several different aspects of our school such as instruction, supplemental support, and parent involvement. We discussed the areas of data that showed our strengths and areas that show a need for improvement, including our intervention and Title program data progress. Students, staff members, and families were provided with an opportunity to share their thoughts on core and supplemental instruction as well as the school climate, community, extra opportunities for students, etc. The results of the surveys are shared with stakeholders so that adjustments can be made.

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

Grade level M-STEP and NWEA results are shared among teachers and staff to make further decisions based on growth, proficiency, and areas of weakness. The results are compared to local assessments to make adjustments in core and supplemental instruction. Collaborative meetings occur between the Title One staff and teachers (and the literacy coach and teachers) to assess student progress and make plans to adjust instruction based on the findings. Ongoing meetings are held between the Title One staff and principal to monitor student progress. In addition, Title One staff calculate student growth and goal met or not met based on the NWEA assessment in all four subjects areas. DRA scores are also inputted in the data chart quarterly. This data is updated as new data is collected. Administration and the classroom teacher have full access to the progress monitoring and assessment data at all times on the One Drive.

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

Reading and math skills are tested three times a year to measure student growth and progress towards state standards. At-risk students are monitored (in the classroom) to measure academic growth and progress towards narrowing the gap. Adjustments are made to both core and supplemental instruction to help students master skills they are struggling with. Teachers also assess students in the classroom on a regular basis using MLPP, Journey's assessments, and Math Expressions assessments. These assessments provide information on a student's progress and whether a planned, focused intervention is working or not.

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

At the end of the year, we compile perception survey data from our families, students, and staff. The information is used to revise instruction, curriculum, communication, etc. for the next school year. Staff members are asked to provide feedback through staff surveys, and they are asked to share feedback and input during meetings. Grade level meetings allow staff members to make changes to the structure of our program as well as student groupings., curriculum, and instruction. In May teachers can make recommendations about particular students as well as the intervention program itself. The revision process is one that we're constantly developing in order to strengthen our intervention

and Title program.

# **2018-2019 School Improvement Plan**

# Overview

**Plan Name**

2018-2019 School Improvement Plan

**Plan Description**

This is our School Improvement Plan for the 2018-2019 school year.

## 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: 38	Academic	\$149775
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 math proficiency	Objectives: 2 Strategies: 3 Activities: 37	Academic	\$35835

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

### Measurable Objective 1:

70% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency in reading by meeting their projected growth in English Language Arts by 06/22/2019 as measured by the spring NWEA .

### 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 - 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.	Academic Support Program, Direct Instruction	Tier 1	Implement	09/01/2015	06/22/2019	\$0	No Funding Required	All staff members will be responsible for instruction during our Language Arts block.

**School Improvement Plan**

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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	06/22/2019	\$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.	Direct Instruction	Tier 1	Implement	09/01/2015	06/22/2019	\$0	No Funding Required	Teachers and Title staff are responsible for Shared Reading opportunities.
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	Tier 1	Implement	09/01/2015	06/22/2019	\$84000	Title I Part A	Teachers and Title staff are responsible for guided reading.
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	06/22/2019	\$5400	General Fund	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

## School Improvement Plan

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Staff will analyze data and read reports from NWEA and DRA.	Academic Support Program	Tier 1	Implement	09/01/2015	06/22/2019	\$0	No Funding Required	Title One staff and teachers are responsible for printing and analyzing data.
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	06/22/2019	\$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	06/22/2019	\$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
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	06/22/2019	\$0	No Funding Required	All staff members are responsible for implementing Balanced Literacy in the classroom.

## School Improvement Plan

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Activity - WalkThroughs	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	06/22/2019	\$0	No Funding Required	Administrators are responsible for conducting walkthroughs.
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	06/22/2019	\$0	No Funding Required	All staff members will participate in Balanced Literacy discussions.
Activity - Monthly Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
5 times a year, teachers will meet as a grade level with an administrator to discuss NWEA data and reports, DRA data, and intervention grouping. Substitute teachers will monitor classrooms so grade level teams can meet.	Other - Data Analyzing, Teacher Collaboration	Tier 1	Monitor	09/05/2016	06/22/2019	\$4000	Title II Part A	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

## School Improvement Plan

Will L. Lee School

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.	Academic Support Program, Other - assessment	Tier 1	Monitor	09/05/2016	06/22/2019	\$5400	General Fund	Teachers will conduct DRA assessments three times a year. Substitute teachers will be required to cover classrooms.
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Activity - Family Engagment In Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each classroom is equipped with "We Both Read" books and totes to be sent home with students. Follow up is given to parents/families to ensure at home participation to support readers.	Academic Support Program	Tier 1	Implement	11/13/2017	06/22/2019	\$20000	Early Reading First	Principal, Literacy Coach, Teacher

### 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 06/22/2019 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 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.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](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
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## School Improvement Plan

Will L. Lee School

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	06/22/2019	\$0	No Funding Required	Teachers and support staff (resource room teachers, specials teachers, and Title One technicians ) are responsible for using the leveled readers.
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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	06/22/2019	\$0	No Funding Required	Teachers and support staff are responsible for utilizing the Write-In Readers.

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	06/22/2019	\$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	06/22/2019	\$0	No Funding Required	Teachers and support staff will utilize Making Words activities.

## School Improvement Plan

Will L. Lee School

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	06/22/2019	\$0	No Funding Required	Teachers are responsible for incorporating and using Smart Board technology.
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	06/22/2019	\$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	06/22/2019	\$0	No Funding Required	All staff members will attend Professional Development.

### Measurable Objective 3:

60% of Kindergarten, First, Second, Third and Fourth grade Students with Disabilities students will demonstrate a proficiency on our NWEA reading assessment by increasing their RIT score by 8 points from fall to spring testing in English Language Arts by 06/22/2019 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

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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
Title staff will meet with grade levels to discuss overall progress of students on their case loads.	Professional Learning	Tier 3	Getting Ready	09/01/2015	06/22/2019	\$0	No Funding Required	Teachers and Title staff will participate.
Activity - eSpark Updates	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support staff will receive updated training on eSpark to keep them current with the program.	Professional Learning	Tier 3	Implement	09/01/2015	06/22/2019	\$0	No Funding Required	Support staff will participate in updated training.
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	06/22/2019	\$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

## School Improvement Plan

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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	06/22/2019	\$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
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	06/22/2019	\$0	No Funding Required	Teachers, Title One staff and eSpark staff will collaborate to upload student data into the system.
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	06/22/2019	\$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

## School Improvement Plan

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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	06/22/2019	\$0	No Funding Required	Title One staff along with Resource Room teachers will provide students with eSpark instruction.
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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	06/22/2019	\$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	06/22/2019	\$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	06/22/2019	\$0	No Funding Required	Title and resource room staff 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

Will L. Lee School

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	06/22/2019	\$6000	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	06/22/2019	\$0	No Funding Required	Title and resource room staff are responsible for monitoring students.
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 - Assessment	Tier 3	Monitor	09/01/2015	06/22/2019	\$0	No Funding Required	Title staff and teachers will be responsible for monitoring student progress.
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	06/22/2019	\$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

## School Improvement Plan

Will L. Lee School

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	06/22/2019	\$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	06/22/2019	\$0	No Funding Required	Teachers and Title staff are responsible for reviewing student reports.
Activity - Evaluate NWEA Scores/ Growth	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	06/22/2019	\$6000	General Fund	Teachers, administrators, and support staff will look at NWEA results to determine the effectiveness of this strategy.

## Goal 2: All students at Will L. Lee Elementary School will become proficient writers.

### Measurable Objective 1:

85% of All Students will demonstrate a proficiency with written language in English Language Arts by 06/22/2018 as measured by growth using the 6+1 Traits rubric..

### 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  
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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	06/22/2019	\$0	No Funding Required	Teachers are responsible for "Write Alouds".

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	06/22/2019	\$0	No Funding Required	All staff members are responsible for instruction during the Language Arts block.

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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	06/22/2019	\$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	06/22/2019	\$0	No Funding Required	Teachers and Title staff are responsible for using literature.
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	06/22/2019	\$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	06/22/2019	\$0	No Funding Required	Teachers and Title staff can utilize independent writing in their instruction.
Activity - Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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	06/22/2019	\$0	No Funding Required	Administrators are responsible for conducting walk-through's.
Activity - PD/ 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	06/22/2019	\$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	06/22/2019	\$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 math proficiency

### Measurable Objective 1:

70% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency in math by meeting their projected growth in Mathematics by 06/22/2019 as measured by 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.

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Category: Mathematics

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](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. They will articulate and display learning goals, KWL's, contract learning goals, etc. Objectives will be displayed in the room and teachers will follow-up on the mastery of the objective at the end of the lesson.	Other, Direct Instruction	Tier 1	Implement	09/01/2015	06/22/2019	\$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	06/22/2019	\$0	No Funding Required	All teaching staff is responsible.
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.	Academic Support Program	Tier 1	Implement	09/01/2015	06/22/2019	\$0	No Funding Required	Teachers staff is responsible for this activity.

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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.	Academic Support Program	Tier 1	Implement	09/01/2015	06/22/2019	\$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	06/22/2019	\$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
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	06/22/2019	\$0	No Funding Required	Teaching staff is responsible for this activity.
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	Tier 1	Implement	09/01/2015	06/22/2019	\$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

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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	06/22/2019	\$0	No Funding Required	The 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
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.	Direct Instruction	Tier 1	Implement	09/01/2015	06/22/2019	\$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	06/22/2019	\$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.	Parent Involvement, Academic Support Program	Tier 1	Implement	09/01/2015	06/22/2019	\$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
Staff will receive training on CITW.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/22/2019	\$600	Title II Part A	All staff members will be responsible.

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Activity - Walkthroughs	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 walkthrough 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	06/22/2019	\$0	Other	Administration is responsible for conducting walkthroughs.
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.	Teacher Collaboration	Tier 1	Monitor	09/01/2015	06/22/2019	\$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
Materials (such as teacher text and workbooks) are needed to fully implement CITW.	Materials	Tier 1	Getting Ready	09/01/2015	06/22/2019	\$0	Title I Part A	Administration is responsible for providing accurate materials for CITW to be fully implemented.
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.	Other - Assessment	Tier 1	Evaluate	09/01/2015	06/22/2019	\$6000	General Fund	Teachers, Title 1, and administration are responsible.
Activity - CITW Monitoring Charts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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On a regular basis, teachers will chart the strategies used in their classroom. They will mark the days they were used, the subject area they were used in, and list a few specific examples of how they were implemented.	Other - Monitoring	Tier 1	Monitor	02/01/2018	06/22/2019	\$10	General Fund	All teachers and Special Education staff will complete a CITW monitoring chart.
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Activity - Developing CITW Expectations/ Standards for Grade Levels	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Improvement Team members will work on a "gold standard" rubric for CITW expectations. We've spent a lot of time discussing the strategies and working on implementing them. We want to put together a list of expectations regarding how often they should be used and how they should be used. The expectations will then be brought to the staff for discussion and approval.	Teacher Collaboration	Tier 1		05/01/2018	06/22/2018	\$0	No Funding Required	The School Improvement Team will put together the expectation s/ rubric. It will be brought to the staff for discussion and approval.

### 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 06/22/2019 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](http://www.ascd.org/publications/educational_leadership/apr09/vol66/num07/Small-Group_Intervention_for_ELLs.aspx)

Tier: Tier 2

Activity - Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	06/22/2019	\$0	No Funding Required	The principal and Title staff are responsible for using E-spark.
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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	06/22/2019	\$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

Activity - Staff Meeting/ PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title staff will meet with grade levels to discuss overall progress of students on their case loads.	Academic Support Program, Professional Learning	Tier 3	Getting Ready	09/01/2015	06/22/2019	\$0	No Funding Required	Teachers and Title staff meet together.

Activity - eSpark Updates	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support staff will receive updated training on eSpark to keep them current with the program.	Professional Learning	Tier 3	Implement	09/01/2015	06/22/2019	\$0	No Funding Required	Support staff will participate in updated training.

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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	06/22/2019	\$4250	Title I Part A	Title support staff and teachers are responsible for collaborating.
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	06/22/2019	\$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	06/22/2019	\$0	No Funding Required	Teachers, Title One staff, and eSpark staff are responsible for collaborating and uploading student data.
Activity - Allocating Funds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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 , Materials, Other	Tier 3	Getting Ready	09/01/2015	06/22/2019	\$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	07/01/2019	\$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	06/22/2019	\$0	No Funding Required	Administrators and the technology teacher are responsible for creating a testing schedule.
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	06/22/2019	\$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

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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	06/22/2019	\$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
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	06/22/2019	\$0	No Funding Required	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	Tier 3	Monitor	09/01/2015	06/22/2019	\$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	06/22/2019	\$0	No Funding Required	Teachers and Title staff are responsible for monitoring student growth.

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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	06/22/2019	\$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	06/22/2019	\$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	06/22/2019	\$0	No Funding Required	Teachers and Title staff are responsible for viewing student reports.
Activity - Evaluate NWEA Scores/ Growth	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	Tier 3	Evaluate	09/01/2015	06/22/2019	\$6000	General Fund	Teachers, administrators, and support staff will evaluate NWEA results to determine the effectiveness of this strategy.

## 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
Monthly Data Meetings	5 times a year, teachers will meet as a grade level with an administrator to discuss NWEA data and reports, DRA data, and intervention grouping. Substitute teachers will monitor classrooms so grade level teams can meet.	Other - Data Analyzing, Teacher Collaboration	Tier 1	Monitor	09/05/2016	06/22/2019	\$4000	Teachers and administration are responsible for meeting as a team. Title staff will provide support in the classroom.
PD/PLC Time	Staff will receive training on CITW.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/22/2019	\$600	All staff members will be responsible.

### Early Reading First

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Engagement In Reading	Each classroom is equipped with "We Both Read" books and totes to be sent home with students. Follow up is given to parents/families to ensure at home participation to support readers.	Academic Support Program	Tier 1	Implement	11/13/2017	06/22/2019	\$20000	Principal, Literacy Coach, Teacher

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Walkthroughs	Administrators will monitor the use of CITW strategies in the classroom through walkthrough 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	06/22/2019	\$0	Administration is responsible for conducting walkthroughs.
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### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	06/22/2019	\$6000	Teachers are responsible for administering the NWEA assessment.
Evaluate NWEA Scores/Growth	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	06/22/2019	\$6000	Teachers, administrators, and support staff will look at NWEA results to determine the effectiveness of this strategy.
NWEA	NWEA testing will be used to monitor and evaluate students' growth.	Other - Assessment	Tier 1	Evaluate	09/01/2015	06/22/2019	\$6000	Teachers, Title 1, and administration are responsible.
CITW Monitoring Charts	On a regular basis, teachers will chart the strategies used in their classroom. They will mark the days they were used, the subject area they were used in, and list a few specific examples of how they were implemented.	Other - Monitoring	Tier 1	Monitor	02/01/2018	06/22/2019	\$10	All teachers and Special Education staff will complete a CITW monitoring chart.

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Evaluate NWEA Scores/ Growth	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	06/22/2019	\$6000	Teachers, administrators, and support staff will evaluate NWEA results to determine the effectiveness of this strategy.
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.	Academic Support Program, Other - assessment	Tier 1	Monitor	09/05/2016	06/22/2019	\$5400	Teachers will conduct DRA assessments three times a year. Substitute teachers will be required to cover classrooms.
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	06/22/2019	\$5400	Teachers are responsible to benchmark testing.

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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, Materials, Other	Tier 3	Getting Ready	09/01/2015	06/22/2019	\$6600	Administrators are responsible for allocating funds for eSpark.

## School Improvement Plan

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Materials	Materials (such as teacher text and workbooks) are needed to fully implement CITW.	Materials	Tier 1	Getting Ready	09/01/2015	06/22/2019	\$0	Administration is responsible for providing accurate materials for CITW to be fully implemented.
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, Materials, Other	Tier 3	Getting Ready	09/01/2015	06/22/2019	\$12375	Administrators are responsible for allocating funds for eSpark.
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	Tier 1	Implement	09/01/2015	06/22/2019	\$84000	Teachers and Title staff are responsible for guided reading.
Grade Level Meetings	Grade level meetings will be held to discuss students receiving support.	Teacher Collaboration	Tier 3	Getting Ready	09/01/2015	06/22/2019	\$4250	Title support staff and teachers are responsible for collaborating.
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	06/22/2019	\$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), student licenses, eSpark support and management, and student apps.	Other - Resource Allocation	Tier 3	Getting Ready	09/01/2015	06/22/2019	\$6600	Administrators are responsible for allocating funding.

### No Funding Required

## School Improvement Plan

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	Tier 1	Implement	09/01/2015	06/22/2019	\$0	Teaching staff is responsible.
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	06/22/2019	\$0	The Title One administrator is responsible for creating a letter and sending it home to parents of Title One students.
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	06/22/2019	\$0	Teachers and Title staff are responsible for lesson planning.
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	06/22/2019	\$0	The teaching staff is responsible for this activity.
Staff Meeting/ PLC	Title staff will meet with grade levels to discuss overall progress of students on their case loads.	Academic Support Program, Professional Learning	Tier 3	Getting Ready	09/01/2015	06/22/2019	\$0	Teachers and Title staff meet together.

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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	06/22/2019	\$0	Our Title one administrator will be responsible for creating the letter and sending it out to parents of Title students.
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	06/22/2019	\$0	Teachers are responsible for "Write Alouds".
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	06/22/2019	\$0	Title staff and resource room teachers are responsible for utilizing eSpark.
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	06/22/2019	\$0	Teachers and Title staff are responsible for utilizing the intervention component.
eSpark Updates	Support staff will receive updated training on eSpark to keep them current with the program.	Professional Learning	Tier 3	Implement	09/01/2015	06/22/2019	\$0	Support staff will participate in updated training.
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	06/22/2019	\$0	Teachers and Title staff are responsible for reviewing student reports.

## School Improvement Plan

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PD/ 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	06/22/2019	\$0	Administration is responsible for providing staff with Professional Development and PLC opportunities.
Grade Level Meetings	Grade level meetings will be held to discuss students receiving support.	Teacher Collaboration	Tier 3	Getting Ready	09/01/2015	06/22/2019	\$0	Title One support staff and grade level teachers will conduct meetings together.
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	07/01/2019	\$0	Title staff along with resource room teachers will teach students how to use the program.
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	06/22/2019	\$0	Teachers are responsible for planning and allowing time for independent reading.
Staff Meeting/PLC	Title staff will meet with grade levels to discuss overall progress of students on their case loads.	Professional Learning	Tier 3	Getting Ready	09/01/2015	06/22/2019	\$0	Teachers and Title staff will participate.

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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	06/22/2019	\$0	All staff members are responsible for instruction during the Language Arts block.
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	06/22/2019	\$0	Teachers are responsible for this activity.
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	06/22/2019	\$0	Principal, teachers and Title One staff will work together to develop a workable schedule.
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.	Parent Involvement, Academic Support Program	Tier 1	Implement	09/01/2015	06/22/2019	\$0	Teachers are responsible for creating and assigning homework.
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.	Teacher Collaboration	Tier 1	Monitor	09/01/2015	06/22/2019	\$0	All teaching staff is responsible.
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	06/22/2019	\$0	Lee principal and staff

**School Improvement Plan**

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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	06/22/2019	\$0	Teachers and Title staff are responsible for using literature.
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	06/22/2019	\$0	Teachers and Title staff can utilize independent writing in their instruction.
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	06/22/2019	\$0	Teachers and Title staff will utilize guided writing during their instruction.
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	06/22/2019	\$0	Teachers, Title One staff, and eSpark staff are responsible for collaborating and uploading student data.
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	06/22/2019	\$0	Title staff and resource room teachers are responsible for monitoring student usage.

## School Improvement Plan

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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	06/22/2019	\$0	Teachers are responsible for reading aloud in their classrooms.
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	06/22/2019	\$0	Administrators and the technology teacher will work to create a schedule for testing.
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	06/22/2019	\$0	Teachers, Title One staff and eSpark staff will collaborate to upload student data into the system.
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	06/22/2019	\$0	Administrators and the technology teacher are responsible for creating a testing schedule.
Tier 1 Data Reports	Staff will analyze data and read reports from NWEA and DRA.	Academic Support Program	Tier 1	Implement	09/01/2015	06/22/2019	\$0	Title One staff and teachers are responsible for printing and analyzing data.

## School Improvement Plan

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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	06/22/2019	\$0	The principal, teachers, and Title staff will help create a schedule for using iPads.
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	06/22/2019	\$0	Teachers are responsible for administering the NWEA Assessment.
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.	Direct Instruction	Tier 1	Implement	09/01/2015	06/22/2019	\$0	All staff members are 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	06/22/2019	\$0	Teachers and Title staff can expose students to shared writing.
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	06/22/2019	\$0	The teaching staff is responsible for this activity.

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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	06/22/2019	\$0	Teaching staff is responsible for this activity.
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	06/22/2019	\$0	Teachers and Title One staff are responsible for lesson plans.
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	06/22/2019	\$0	The principal and Title staff are responsible for using E-spark.
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	06/22/2019	\$0	Teachers and Title staff are responsible for monitoring student growth.
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.	Direct Instruction	Tier 1	Implement	09/01/2015	06/22/2019	\$0	Teachers and Title staff are responsible for Shared Reading opportunities.

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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	06/22/2019	\$0	All staff members will participate in Balanced Literacy discussions.
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	06/22/2019	\$0	Teachers and Title staff 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	06/22/2019	\$0	Title and resource room staff are responsible for utilizing eSpark.
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	06/22/2019	\$0	All staff members will attend Professional Development.
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	06/22/2019	\$0	Teachers are responsible for using Reader's Theater.
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.	Academic Support Program, Direct Instruction	Tier 1	Implement	09/01/2015	06/22/2019	\$0	All staff members will be responsible for instruction during our Language Arts block.

## School Improvement Plan

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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	06/22/2019	\$0	Teachers are responsible for incorporating and using Smart Board technology.
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	06/22/2019	\$0	Title One staff along with Resource Room teachers will provide students with eSpark instruction.
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	06/22/2019	\$0	Teachers and Title staff are responsible for reading/ monitoring reports.
Developing CITW Expectations/ Standards for Grade Levels	School Improvement Team members will work on a "gold standard" rubric for CITW expectations. We've spent a lot of time discussing the strategies and working on implementing them. We want to put together a list of expectations regarding how often they should be used and how they should be used. The expectations will then be brought to the staff for discussion and approval.	Teacher Collaboration	Tier 1		05/01/2018	06/22/2018	\$0	The School Improvement Team will put together the expectations/ rubric. It will be brought to the staff for discussion and approval.
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	06/22/2019	\$0	Teachers and support staff will utilize Making Words activities.

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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.	Academic Support Program	Tier 1	Implement	09/01/2015	06/22/2019	\$0	Teachers staff is responsible for this activity.
Walkthroughs	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	06/22/2019	\$0	Administrators are responsible for conducting walk-through's.
Providing Feedback	Teacher feedback should be corrective, timely, and specific to a criterion.	Direct Instruction	Tier 1	Implement	09/01/2015	06/22/2019	\$0	All teaching staff is responsible.
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	06/22/2019	\$0	Teachers and support staff (resource room teachers, specials teachers, and Title One technicians ) are responsible for using the leveled readers.
WalkThroughs	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	06/22/2019	\$0	Administrators are responsible for conducting walkthroughs.
Setting Objectives	Teachers will create specific but flexible goals allowing some student choice. They will articulate and display learning goals, KWL's, contract learning goals, etc. Objectives will be displayed in the room and teachers will follow-up on the mastery of the objective at the end of the lesson.	Other, Direct Instruction	Tier 1	Implement	09/01/2015	06/22/2019	\$0	All teaching staff is responsible.

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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	06/22/2019	\$0	Title and resource room staff are responsible for monitoring students.
Student Quizzes/Assesment Component	Students performance and growth will be monitored using quizzes (provided by eSpark) and student reports.	Other - Assessment	Tier 3	Monitor	09/01/2015	06/22/2019	\$0	Title staff and teachers will be responsible for monitoring student progress.
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	06/22/2019	\$0	Teachers and support staff are responsible for utilizing the Write-In Readers.
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	06/22/2019	\$0	Teachers and support staff are responsible for using the decodable readers.
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	06/22/2019	\$0	All staff members will participate in Balanced Literacy discussions.
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.	Academic Support Program	Tier 1	Implement	09/01/2015	06/22/2019	\$0	Teaching staff is responsible for this activity.

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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	06/22/2019	\$0	All staff members are responsible for implementing Balanced Literacy in the classroom.
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	06/22/2019	\$0	Teachers and Title staff are responsible for viewing student reports.
eSpark Updates	Support staff will receive updated training on eSpark to keep them current with the program.	Professional Learning	Tier 3	Implement	09/01/2015	06/22/2019	\$0	Support staff will participate in updated training.