



School Improvement Plan

Parsons Elementary School

Gibraltar School District

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Introduction

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

Improvement Plan Assurance

Introduction

During the 2016-2017 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	We are choosing Goals and Plans in ASSIST!	

Improvement Plan Assurance

Introduction

During the 2016-2017 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	We will update goals and plans based on Comprehensive Needs Assessment results.	

Parsons Elementary School Improvement Plan 17/18

Overview

Plan Name

Parsons Elementary School Improvement Plan 17/18

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Parsons Elementary will be proficient in Mathematics.	Objectives: 1 Strategies: 4 Activities: 7	Academic	\$1000
2	All students at Parsons Elementary School will be proficient in English Language Arts	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$0
3	All students at Parsons Elementary School will be proficient in Science.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
4	All staff at Parsons Elementary will provide appropriate supports for all students whether academic or behavioral. .	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$500

Goal 1: All students at Parsons Elementary will be proficient in Mathematics.

Measurable Objective 1:

A 6% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency from not proficient to proficient in Mathematics by 06/15/2018 as measured by the 2017/2018 state standardized math assessment.

Strategy 1:

Improving Students' Math Fact Fluency - Teachers will intentionally teach our students about properties, rules, and strategies to develop a foundational understanding of mathematics, numeracy, and problem solving.

Category: Mathematics

Research Cited: O'Connell, S. & SanGiovanni, J. (2011) Mastering the basic math facts in addition and subtraction. Heinemann.

O'Connell, S. & SanGiovanni, J. (2011) Mastering the basic math facts in multiplication and division. Heinemann.

Tier: Tier 1

Activity - Illuminate DNA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take common math fact assessments at the conclusion of each trimester. The assessments and standards will be developed by the district. The data will be collected as guided by the principal. Professional development will be provided on the Illuminate/DNA system.	Other	Tier 1	Implement	09/02/2014	06/15/2018	\$0	No Funding Required	classroom teachers

Activity - Fact Fluency Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the book, Strategies and Activities to Promote Fluency of Math Facts. Teachers will use various strategies that will make their math fact instruction thoughtful and strategic to promote students understanding of math facts beyond memorization. A minimum of one book per grade level will be purchased for this instruction. An "action research" approach will be taken to try the strategies in the classroom and report back to grade level teams and to the building as a whole during collaborative team time or staff meeting time.	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2018	\$500	General Fund	all teachers

Strategy 2:

Michigan Academic Standards - We will monitor our implementation of our Math Expressions and its alignment with the Michigan Academic Standards, students' mastery of skills, and we will provide appropriate supports for students who are not meeting expectations.

Category: Mathematics

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Research Cited: Fuchs, L. S. (2008). Effects of Small-Group Tutoring With and Without Validated Classroom Instruction on at Risk Students' Math problem Solving: Are Two Teirds of Prevention Better Than One. Journal of Educational Psychology, 491 - 509.

Honeycutt, R. A. (2013). An Evaluation of an Elementary Mathematics Program at a Medium-Sized Suburban School District in North Carolina (Doctoral dissertation, WINGATE UNIVERSITY).

Wright, R. J., Stanger, G., Stafford, A. K., & Martland, J. (2006). Teaching Number in the Classroom with 4-8 year-olds. Los Angeles: Sage.

Tier: Tier 1

Activity - Math Expressions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will continue to participate in professional learning of the Math Expressions program and utilize all its features including the program's integrated technology(E-Student activity book, itools, bi-lingual e-glossary, on line Mega Math and on-line assessments and various white board activities. Students will be using this program throughout the school year to meet Michigan Academic Standards expectations to improve their math application skills. This program has consistent academic vocabulary and activities from K-5th grade. Activities in Math will be monitored through lesson plans, walk-throughs and grade level team notes, and PLC data meetings.	Direct Instruction, Curriculum Development	Tier 1	Monitor	09/02/2014	06/15/2018	\$0	No Funding Required	All instructional staff, principal, Curriculum Director
Activity - WIN Block "What I Need"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be identified for intervention using NWEA MAP assessments, classroom assessments, and latest state standardized assessment and essential standards pretests. Intervention is given through an "intervention block" framework. This framework is 30 min per day 4 days per week.. During this time, students in a grade level are split between the classroom teachers, interventionist, and the intervention aide and will be given direct instruction based on the essential standard data. Information about students on the intervention caseload is managed through a shared Google Drive document. This document is available to classroom teachers, intervention staff, and the principal. The data included on this will be entrance data, intervention strategies, duration, and monitoring and exit data.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/15/2018	\$0	No Funding Required	All instructional staff, principal

Strategy 3:

Technology Tools - Staff will utilize appropriate technology to engage students at a high level during instruction as well to promote efficient workflow for non instructional tasks.

Category: Mathematics

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Research Cited: Wagner, Tony, The Global Achievement Gap. Basic Books 2008

Eaker, Robert, et al. Getting Started, Reculturing Schools to Become Professional Learning Communities. Solution Tree 2002

Bauer, J. & Kenton, J. Kenton (2005). Toward technology integration in the schools: Why it isn't happening. Journal of Technology and Teacher Education, 13(4):519-546.

Tier: Tier 1

Activity - Smart Board	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the SmartBoard interactive whiteboard, along with this latest Notebook 10 software to deliver highly engaging multimedia lessons for students. Content for instruction will be available through Think Central online resources for teachers.	Technology	Tier 1	Monitor	09/08/2015	06/15/2018	\$0	No Funding Required	all instructional staff

Activity - Technology Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Front Row, Compass Learning, Rubicon Atlas, X-tra Math, and IXL to as a tool to enhance learning.	Technology	Tier 1	Getting Ready	09/08/2015	06/15/2018	\$0	No Funding Required	all instructional staff, principal

Strategy 4:

Student Self Monitoring of Academic Progress - Teachers will guide students in the monitoring of their own academic progress. Students will track their own data and create their own data tracking sheets to monitor their own progress.

Category: Mathematics

Research Cited: Hattie, John. Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement. London: Routledge, 2009. Print.

Tier: Tier 1

Activity - Data Binder	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level received Data binders. Students will track their NWEA scores, essential standards pre and post test scores WIN, , Fountas and Pinnell Level, and Math Fact Fluency Score.	Academic Support Program	Tier 1	Implement	06/16/2017	06/08/2018	\$500	General Fund	Principal, Grade Level Teachers, Interventionist, Special Education

Goal 2: All students at Parsons Elementary School will be proficient in English Language Arts

Measurable Objective 1:

A 4% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency overall in English Language Arts by 09/01/2017 as measured by the 2016/2017 state assessment.

Strategy 1:

The Writer's Workshop - Teachers will design lessons and deliver instruction using the Writers' Workshop approach and will give special attention to revision and conferring.

Category: English/Language Arts

Research Cited: Calkins, Lucy McCormick. "The Art of Teaching Writing" (1986) Heinemann Educational Books Inc. Ray, Katie Wood. "The Writing Workshop, Working through the Hard Parts" (2001) National Council of Teachers of English

Tier: Tier 1

Activity - Revision/Conferring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Within the Writer's Workshop structure, teachers will meet individually with students or in small groups to analyze the students' writing, provide feedback, set goals, and provide additional instruction.</p> <p>In order to make this happen, we will engage in professional learning through the use of Carl Anderson's "Strategic Writing Conferences" series of resource books and DVDs. These DVDs provide authentic examples of using conferring to address specific student needs in their writing. Professional learning protocols will be used to engage with and process content from these materials. This learning will take place a minimum of 3 times throughout the school year (once per trimester) during district provided collaboration time or staff meeting time.</p> <p>The implementation of Writer's Workshop will be monitored through classroom walkthroughs and recorded on an informal walkthrough log. Desirable behaviors will be noticed and communicated to staff, and shared during staff meetings and/or PD time to promote professional learning from one another. During professional learning using the Carl Anderson materials, all teachers will bring their conferring notes. A part of the learning process will be learning from other teachers' conferring notes, processes, and experiences in a non-threatening environment.</p>	Direct Instruction	Tier 1	Getting Ready	09/02/2014	06/15/2018	\$0	No Funding Required	Classroom teachers, principal

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Activity - Workshop Structure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classrooms will implement a Writer's Workshop approach to classroom instruction. This will be a traditional Writer's Workshop including a focused mini-lesson, work time, and sharing/reflection. Staff will be trained on the format and implementation of writer's workshop through the ELA school improvement committee and the principal. Additional training as needed will be given through county consultants and/or school visits.	Direct Instruction	Tier 1	Getting Ready	09/02/2014	06/15/2018	\$0	No Funding Required	All teachers, principal
Activity - Implement Prompts, Rubrics, and Checklists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two to three times a year all teachers K-5 will implement the MAISA Unit Prompts, Check Lists, and Rubrics to their classes. During PLT time teachers will collaborate and develop common scoring expectations using the rubrics, checklists, and prompts. Data will be tracked through MiStar DNA system.	Supplemental Materials, Materials, Teacher Collaboration, Curriculum Development	Tier 1	Getting Ready	09/01/2016	06/10/2017	\$0	No Funding Required	All Instructional staff, principal

Strategy 2:

Reader's Workshop - Classrooms will implement a Reader's Workshop approach to classroom instruction with a focus on guided reading.

Category:

Research Cited: Fountas, Irene C., and Gay S. Pinnell. Guiding Readers and Writers. Portsmouth: Heinemann, 2001. Print.

Tier: Tier 1

Activity - Diagnostic Reading Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in each grade level will continue to administer a reading assessment minimally 3 times per year (or as set by district standard) by way of the Fountas and Pinnell Benchmark Assessment. Training was initiated in the fall of 2014 to all teachers. Additionally, teachers will receive ongoing training in on the spot fluency checks (running records on the fly), this training will be provide using a "train the trainers" model.	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2018	\$0	No Funding Required	All teachers
Activity - Workshop Structure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Classrooms will implement a Reader's Workshop approach to classroom instruction. In grades K-5, this will be a traditional reader's workshop including a focused mini-lesson, work time, and sharing/reflection. Staff will be trained on the format and implementation of reader's workshop through the ELA school improvement committee, the principal, and/or additional training as needed will be given through county consultants and/or school visits. The book, Guiding Reading and Writers, will be used as a guide for reading workshop and initial lesson planning. The implementation of Reader's Workshop will be monitored through classroom walkthroughs and recorded on an informal walkthrough log. Desirable behaviors will be noticed and communicated to staff, and shared during staff meetings and/or PD time to promote professional learning from one another. During professional learning, all teachers will bring their conferring notes. A part of the learning process will be learning from other teachers' conferring notes, processes, and experiences in a non-threatening environment.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/15/2018	\$0	No Funding Required	All teachers, principal
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Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the 90 min literacy block, teachers and students will engage in guided reading groups. Materials used will include Rigby leveled books, Scholastic guided reading short reads, Jan Richardson supplemental book series, and classroom sets of leveled books, and content-based leveled informational texts. Training was initiated to all teachers during the 14/15 school year and continue.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/14/2019	\$0	No Funding Required	all instructional staff

Strategy 3:

Reading Intervention (K-2) (WIN) Time - Identified students will receive additional reading instruction through interventionist teacher or intervention aide, depending on specific level and content of need. The interventionist will utilize small group instruction using Fountas and Pinnell LLI literacy materials, focusing on specific skills needed as identified through NWEA MAP testing and/or F&P assessments. The intervention aide will work with students on skills such as letter identification and fluency, under the direction of the student's classroom teacher. Additionally, classroom teachers will work with small groups to master essential skills based on formative assessments.

Category: English/Language Arts

Research Cited: Fountas, I. C., & Pinnell, G. S. (2001). Guiding readers and writers grades 3-6. Portsmouth, NH: Heinemann. Allington, R. L. (2001). What really matters for struggling readers. New York: Longman LLI Efficacy Study 2009-2010, The LLI Efficacy Study was conducted by an independent research group, the Center for Research in Education Policy (CREP) at the University of Memphis. This scientific study looked at the impact of LLI instruction on struggling readers in two locations: the rural Tifton County Schools in GA and the suburban Enlarged School District of Middletown, NY. The LLI Efficacy study employed a randomized controlled trial, mixed-methods design and included both quantitative and qualitative data. Students were randomly selected for the treatment or control groups. A matched-pair design was used to ensure equivalency between treatment and control groups, and pre-post comparisons of student achievement in literacy were

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conducted. In addition, the study looked at the fidelity of LLI implementation. It included both independent observations and feedback from teachers and independent on-site researchers. These included two measures of reading achievement for evaluating students' progress in literacy; one observational tool for assessing teachers' LLI instructional practices; and two teacher surveys and focus groups to obtain teachers' and on-site researchers' feedback on LLI ..

Tier: Tier 2

Activity - Small Group Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will work with our school Interventionist, at-risk aide, and also the classroom teachers during What I Need (WIN) time. to develop reading skills through the LLI Program, phonics lessons, and specific comprehension lessons as well.. Student progress in reading skills will be monitored through lesson plans, running records, walkthroughs and PLC collaboration of interventionists with grade-level teachers.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/15/2018	\$0	No Funding Required	instructional staff, intervention staff, principal

Goal 3: All students at Parsons Elementary School will be proficient in Science.

Measurable Objective 1:

A 8% increase of Fifth grade students will demonstrate a proficiency on the science assessment in Science by 06/15/2018 as measured by annual state mandated assessment.

Strategy 1:

STEM Initiatives - Students in grades k-5 will focus on Science, Technology, Engineering, and Mathematics. (STEM)

Category: Science

Research Cited: cite research here

Tier: Tier 1

Activity - STEM Challenge Fair	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5th grade students will participate by completing STEM Challenge Fair Projects. The rubrics and processes will be reviewed annually to strengthen and improve the STEM fair. Time will be afforded to upper elementary teachers to learn the process ahead of time by way of staff meeting time or collaborative team time.	Curriculum Development	Tier 1	Implement	09/02/2014	06/15/2018	\$0	No Funding Required	All 3rd, 4th, and 5th Classroom Teachers; Principal.

Activity - STEM Approaches to Science Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All teachers will incorporate STEM practices in their Science instruction. Teachers will engage students in gathering evidence, constructing arguments, and designing solutions to science and engineering problems. Training on STEM practices will be given through a county consultant and/or through teachers within the building. Students will also have a 50 min. STEM class per week.	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2018	\$0	No Funding Required	All classroom teachers, principal. STEM teacher.
Activity - Monitoring of STEM	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The fidelity of implementation will be monitored through classroom walkthroughs and recorded on an informal walkthrough log of the newly added STEM teacher in 2017. Desirable behaviors will be noticed and communicated to staff, and shared during staff meetings and/or PD time to promote professional learning from one another. The principal will schedule time to share the processes of the STEM fair with the upper el and will be involved in monitoring the process in each grade level.	Walkthrough	Tier 1	Monitor	09/02/2014	06/15/2018	\$0	No Funding Required	teachers, principal

Goal 4: All staff at Parsons Elementary will provide appropriate supports for all students whether academic or behavioral. .

Measurable Objective 1:

collaborate to develop structures and supports for all students by 06/15/2018 as measured by academic achievement, student surveys, and office referrals..

Strategy 1:

Professional Learning Communities - The school community will operate as a professional learning community, implement common formative assessment based on our essential standards, use defined protocols for reviewing student achievement data, and adjusting our instruction to meet students' needs.

Category: Learning Support Systems

Research Cited: Leaders of Learning, How District, School, and Classroom Leaders Improve Student Achievement. By: Richard DuFour, Robert J. Marzano Publication Date: June 03, 2011

Learning by Doing, A Handbook for Professional Learning Communities at Work. By: Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas W. Many Publication date: June 02, 2010

Common Formative Assessment, A Toolkit for Professional Learning Communities at Work. By: Kim Bailey, Chris Jakicic. Publication date: October 11, 2011

Formative Assessment & Standards-Based Grading By: Robert J. Marzano Publication date: November 11, 2009

Understanding Response to Intervention; A Practical Guide to Systemic Implementation. By: Robert Howell, Sandra Patton, Margaret Deiotte Publication date: June 06, 2008

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Tier: Tier 1

Activity - Collaboration within Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be given PLT time monthly.	Teacher Collaboration	Tier 1	Getting Ready	09/02/2014	06/15/2018	\$0	No Funding Required	teachers, principal

Activity - Training and Shared Knowledge of a PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will begin to operate as a "Professional Learning Community" as defined by Rick DuFour of Solution Tree. A PLC leadership team will be developed and represent multiple facets of the teaching staff. The school staff will go through the process of developing a shared mission, vision, values, and goals. Additional staff training is yet to be determined. The PLC leadership team will continue receiving training at a district level, the book Learning by Doing will guide the professional learning for all staff.	Professional Learning	Tier 1	Monitor	09/02/2014	06/15/2018	\$0	No Funding Required	teachers, principal

Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement formative assessments multiple times during a unit and will use the data to inform their instruction and to develop groups for intervention and enrichment. These assessments will be developed and data will be analyzed during team collaboration time. There is a team of teachers in the building that have had formal training with formative assessments. They will provide training to staff initially. We will seek support from county consultants to deepen our understanding and implementation of common formative assessments.	Other	Tier 1	Monitor	09/02/2014	06/15/2018	\$0	No Funding Required	teachers, principal

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet individually throughout the school year with their principal to review student achievement data as per district guideline. Data protocols will be used to facilitate discussion.	Other	Tier 1	Monitor	09/08/2015	06/15/2018	\$0	No Funding Required	instructional staff, principal

Strategy 2:

PBIS Bully Prevention - Classrooms will implement the ECS Bully Prevention in Positive Behavior Support framework (stop, walk talk). ODR data will be tracked and

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used to improve the school culture. The school will implement weekly PBiS expectations. The PBiS team will host assemblies to show appropriate behavior. Every classroom will have the stop, walk, and talk posters clearly posted.

Category: School Culture

Research Cited: Giving students the tools to extinguish bullying through the blending of School-Wide Positive Behavior and Intervention Supports, explicit instruction, and a redefinition of the bullying construct.

PBiS handbook (<https://www.pbis.org/resource/785>)

Positive Behavioral Interventions & Supports - OSEP. (n.d.). Retrieved April 28, 2016, from <http://www.pbis.org/>

Tier: Tier 1

Activity - Bully Prevention Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The series of lessons in the ECS Bully Prevention in Positive Behavior Support will be taught to students multiple times throughout the beginning of the year and will be revisited throughout the course of the year. All staff will learn the framework and be trained in adult responses (as noted in the framework) at the beginning of the year. Posters simplifying the framework will be displayed in all classrooms and in prominent places around the building.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/15/2018	\$0	No Funding Required	all staff
Activity - Bystander/Upstander Classroom Literature	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be taught the terms bystander and upstander at the beginning of the year. A picture book or piece of media will be used in the classroom to deepen and reinforce the importance of being an upstander. Where appropriate, writing activities and role play will be used to cement students' learning.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/15/2018	\$500	Other	all staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
STEM Challenge Fair	All K-5th grade students will participate by completing STEM Challenge Fair Projects. The rubrics and processes will be reviewed annually to strengthen and improve the STEM fair. Time will be afforded to upper elementary teachers to learn the process ahead of time by way of staff meeting time or collaborative team time.	Curriculum Development	Tier 1	Implement	09/02/2014	06/15/2018	\$0	All 3rd, 4th, and 5th Classroom Teachers; Principal.
Smart Board	Teachers will use the SmartBoard interactive whiteboard, along with this latest Notebook 10 software to deliver highly engaging multimedia lessons for students. Content for instruction will be available through Think Central online resources for teachers.	Technology	Tier 1	Monitor	09/08/2015	06/15/2018	\$0	all instructional staff
Bully Prevention Framework	The series of lessons in the ECS Bully Prevention in Positive Behavior Support will be taught to students multiple times throughout the beginning of the year and will be revisited throughout the course of the year. All staff will learn the framework and be trained in adult responses (as noted in the framework) at the beginning of the year. Posters simplifying the framework will be displayed in all classrooms and in prominent places around the building.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/15/2018	\$0	all staff
Data Meetings	Teachers will meet individually throughout the school year with their principal to review student achievement data as per district guideline. Data protocols will be used to facilitate discussion.	Other	Tier 1	Monitor	09/08/2015	06/15/2018	\$0	instructional staff, principal
STEM Approaches to Science Instruction	All teachers will incorporate STEM practices in their Science instruction. Teachers will engage students in gathering evidence, constructing arguments, and designing solutions to science and engineering problems. Training on STEM practices will be given through a county consultant and/or through teachers within the building. Students will also have a 50 min. STEM class per week.	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2018	\$0	All classroom teachers, principal. STEM teacher.

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Formative Assessment	<p>Teachers will implement formative assessments multiple times during a unit and will use the data to inform their instruction and to develop groups for intervention and enrichment. These assessments will be developed and data will be analyzed during team collaboration time.</p> <p>There is a team of teachers in the building that have had formal training with formative assessments. They will provide training to staff initially. We will seek support from county consultants to deepen our understanding and implementation of common formative assessments.</p>	Other	Tier 1	Monitor	09/02/2014	06/15/2018	\$0	teachers, principal
Workshop Structure	<p>Classrooms will implement a Writer's Workshop approach to classroom instruction. This will be a traditional Writer's Workshop including a focused mini-lesson, work time, and sharing/reflection. Staff will be trained on the format and implementation of writer's workshop through the ELA school improvement committee and the principal. Additional training as needed will be given through county consultants and/or school visits.</p>	Direct Instruction	Tier 1	Getting Ready	09/02/2014	06/15/2018	\$0	All teachers, principal
Guided Reading	<p>During the 90 min literacy block, teachers and students will engage in guided reading groups. Materials used will include Rigby leveled books, Scholastic guided reading short reads, Jan Richardson supplemental book series, and classroom sets of leveled books, and content-based leveled informational texts. Training was initiated to all teachers during the 14/15 school year and continue.</p>	Direct Instruction	Tier 1	Monitor	09/02/2014	06/14/2019	\$0	all instructional staff

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Workshop Structure	<p>Classrooms will implement a Reader's Workshop approach to classroom instruction. In grades K-5, this will be a traditional reader's workshop including a focused mini-lesson, work time, and sharing/reflection. Staff will be trained on the format and implementation of reader's workshop through the ELA school improvement committee, the principal, and/or additional training as needed will be given through county consultants and/or school visits. The book, Guiding Reading and Writers, will be used as a guide for reading workshop and initial lesson planning.</p> <p>The implementation of Reader's Workshop will be monitored through classroom walkthroughs and recorded on an informal walkthrough log. Desirable behaviors will be noticed and communicated to staff, and shared during staff meetings and/or PD time to promote professional learning from one another. During professional learning, all teachers will bring their conferring notes. A part of the learning process will be learning from other teachers' conferring notes, processes, and experiences in a non-threatening environment.</p>	Direct Instruction	Tier 1	Monitor	09/02/2014	06/15/2018	\$0	All teachers, principal
Technology Applications	Teachers will use Front Row, Compass Learning, Rubicon Atlas, X-tra Math, and IXL to as a tool to enhance learning.	Technology	Tier 1	Getting Ready	09/08/2015	06/15/2018	\$0	all instructional staff, principal
Diagnostic Reading Assessments	All students in each grade level will continue to administer a reading assessment minimally 3 times per year (or as set by district standard) by way of the Fountas and Pinnell Benchmark Assessment. Training was initiated in the fall of 2014 to all teachers. Additionally, teachers will receive ongoing training in on the spot fluency checks (running records on the fly), this training will be provide using a "train the trainers" model.	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2018	\$0	All teachers

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WIN Block "What I Need"	<p>Students will be identified for intervention using NWEA MAP assessments, classroom assessments, and latest state standardized assessment and essential standards pretests. Intervention is given through an "intervention block" framework. This framework is 30 min per day 4 days per week. During this time, students in a grade level are split between the classroom teachers, interventionist, and the intervention aide and will be given direct instruction based on the essential standard data.</p> <p>Information about students on the intervention caseload is managed through a shared Google Drive document. This document is available to classroom teachers, intervention staff, and the principal. The data included on this will be entrance data, intervention strategies, duration, and monitoring and exit data.</p>	Academic Support Program	Tier 2	Monitor	09/06/2016	06/15/2018	\$0	All instructional staff, principal
Math Expressions	The staff will continue to participate in professional learning of the Math Expressions program and utilize all its features including the program's integrated technology (E-Student activity book, itools, bi-lingual e-glossary, on line Mega Math and on-line assessments and various white board activities. Students will be using this program throughout the school year to meet Michigan Academic Standards expectations to improve their math application skills. This program has consistent academic vocabulary and activities from K-5th grade. Activities in Math will be monitored through lesson plans, walk-throughs and grade level team notes, and PLC data meetings.	Direct Instruction, Curriculum Development	Tier 1	Monitor	09/02/2014	06/15/2018	\$0	All instructional staff, principal, Curriculum Director
Illuminate DNA	Students will take common math fact assessments at the conclusion of each trimester. The assessments and standards will be developed by the district. The data will be collected as guided by the principal. Professional development will be provided on the Illuminate/DNA system.	Other	Tier 1	Implement	09/02/2014	06/15/2018	\$0	classroom teachers
Small Group Reading Intervention	Identified students will work with our school Interventionist, at-risk aide, and also the classroom teachers during What I Need (WIN) time. to develop reading skills through the LLI Program, phonics lessons, and specific comprehension lessons as well.. Student progress in reading skills will be monitored through lesson plans, running records, walkthroughs and PLC collaboration of interventionists with grade-level teachers.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/15/2018	\$0	instructional staff, intervention staff, principal

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<p>Training and Shared Knowledge of a PLC</p>	<p>Staff will begin to operate as a "Professional Learning Community" as defined by Rick DuFour of Solution Tree. A PLC leadership team will be developed and represent multiple facets of the teaching staff. The school staff will go through the process of developing a shared mission, vision, values, and goals. Additional staff training is yet to be determined. The PLC leadership team will continue receiving training at a district level, the book Learning by Doing will guide the professional learning for all staff.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/02/2014</p>	<p>06/15/2018</p>	<p>\$0</p>	<p>teachers, principal</p>
<p>Revision/Conferring</p>	<p>Within the Writer's Workshop structure, teachers will meet individually with students or in small groups to analyze the students' writing, provide feedback, set goals, and provide additional instruction.</p> <p>In order to make this happen, we will engage in professional learning through the use of Carl Anderson's "Strategic Writing Conferences" series of resource books and DVDs. These DVDs provide authentic examples of using conferring to address specific student needs in their writing. Professional learning protocols will be used to engage with and process content from these materials. This learning will take place a minimum of 3 times throughout the school year (once per trimester) during district provided collaboration time or staff meeting time.</p> <p>The implementation of Writer's Workshop will be monitored through classroom walkthroughs and recorded on an informal walkthrough log. Desirable behaviors will be noticed and communicated to staff, and shared during staff meetings and/or PD time to promote professional learning from one another. During professional learning using the Carl Anderson materials, all teachers will bring their conferring notes. A part of the learning process will be learning from other teachers' conferring notes, processes, and experiences in a non-threatening environment.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/02/2014</p>	<p>06/15/2018</p>	<p>\$0</p>	<p>Classroom teachers, principal</p>
<p>Implement Prompts, Rubrics, and Checklists</p>	<p>Two to three times a year all teachers K-5 will implement the MAISA Unit Prompts, Check Lists, and Rubrics to their classes. During PLT time teachers will collaborate and develop common scoring expectations using the rubrics, checklists, and prompts. Data will be tracked through MiStar DNA system.</p>	<p>Supplemental Materials, Materials, Teacher Collaboration, Curriculum Development</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/01/2016</p>	<p>06/10/2017</p>	<p>\$0</p>	<p>All Instructional staff, principal</p>

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Monitoring of STEM	The fidelity of implementation will be monitored through classroom walkthroughs and recorded on an informal walkthrough log of the newly added STEM teacher in 2017. Desirable behaviors will be noticed and communicated to staff, and shared during staff meetings and/or PD time to promote professional learning from one another. The principal will schedule time to share the processes of the STEM fair with the upper el and will be involved in monitoring the process in each grade level.	Walkthrough	Tier 1	Monitor	09/02/2014	06/15/2018	\$0	teachers, principal
Collaboration within Professional Learning Communities	Staff will be given PLT time monthly.	Teacher Collaboration	Tier 1	Getting Ready	09/02/2014	06/15/2018	\$0	teachers, principal

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Bystander/Upstander Classroom Literature	Students will be taught the terms bystander and upstander at the beginning of the year. A picture book or piece of media will be used in the classroom to deepen and reinforce the importance of being an upstander. Where appropriate, writing activities and role play will be used to cement students' learning.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/15/2018	\$500	all staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Fact Fluency Instruction	Teachers will use the book, Strategies and Activities to Promote Fluency of Math Facts. Teachers will use various strategies that will make their math fact instruction thoughtful and strategic to promote students understanding of math facts beyond memorization. A minimum of one book per grade level will be purchased for this instruction. An "action research" approach will be taken to try the strategies in the classroom and report back to grade level teams and to the building as a whole during collaborative team time or staff meeting time.	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2018	\$500	all teachers

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Data Binder	Each grade level received Data binders. Students will track their NWEA scores, essential standards pre and post test scores WIN, , Fountas and Pinnell Level, and Math Fact Fluency Score.	Academic Support Program	Tier 1	Implement	06/16/2017	06/08/2018	\$500	Principal, Grade Level Teachers, Interventionist, Special Education
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