



School Improvement Plan

Conant Elementary School

Bloomfield Hills 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.

Executive Summary

Introduction

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

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

Description of the School

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

Conant Elementary School is configured as a kindergarten through fourth grade school, and has a student population of 385. We have an attached tuition based preschool, called "Bloomin' Kids," that utilizes our Media Center, Computer Lab and Fine Arts Wing.

Conant Elementary School is located in Bloomfield Hills Township. Bloomfield Hills is located in the heart of Metro Detroit's affluent northern suburbs in Oakland County in the US state of Michigan, 20.2 miles (32.5 km) northwest of downtown Detroit. As of the 2010 census, the city population was 3,869. Bloomfield Hills consistently ranks as one of the top five wealthiest cities in the United States with population between 2,500 and 9,999. It currently is listed at the number four position, and in 1990 it was ranked number two. Bloomfield Hills has the second highest income for a municipality with over 1,000 households in the country and the first highest income in the state of Michigan. The median income for a family is over \$200,000. In 2000, 49% of residential property in Bloomfield Hills had a value of over \$1,000,000.

In the mid-1990s Conant had its highest enrollment of 470 students. In recent years, Conant has had an overall declining enrollment; dropping to a low point last year of 331. The automotive industry has been a primary employer of parents in the Conant community, particularly in the executive and engineering fields. When the automotive economy began struggling, many Conant families relocated out-of-state.

The resurgence of enrollment this year is encouraging for Conant and the Bloomfield Hills community at large. The increased enrollment brings with it a change in ethnic demographics. Five years ago the ethnicity of the Conant student population was: 85.6% Caucasian; 5% African American; 6.9% Asian; 1.5% Middle Eastern; and 1% Hispanic. The current ethnicity of the Conant student population is: 75.4% Caucasian; 10.5% African American; 8.8% Asian; 3.4% Middle Eastern; and 1.4% Hispanic. This greater diversity calls for a culturally responsive approach by all members of the school community.

School's Purpose

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

Mission Statement:

The Conant School mission is to foster inquiry and innovation while preparing active citizens to participate in a global community.

We Believe:

- * Do first what is best for children!
- * Learning is highly influenced by emotion. Therefore, we need to provide highly engaging and meaningful learning experiences where individuals are encouraged and supported to construct their own knowledge.
- * Students need enriched learning environments where they feel safe and empowered, and environments which have high expectations for academic achievement and citizenship.
- * Curriculum, assessment and instruction need to be aligned, authentic and engaging to increase student achievement.
- * All members of the learning community need to feel ownership in the shared mission and vision of our school community.
- * Decision-making is the shared responsibility of all stakeholders in the educational program.

Conant Elementary School Philosophy:

As an authorized IB Primary Years Programme school, Conant Elementary "focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside." Our students participate in project-based learning that reflects the PYP philosophy of an integrated curriculum and incorporates 21st Century skills, global-mindedness, and the Common Core State Standards. We utilize inquiry-based instructional practices that build on children's natural curiosity and encourage students to use critical thinking skills, reflect on their learning and compassionately develop solutions for real-world problems.

The ultimate goal of every IB school is for their students to exemplify the characteristics of the learner profile. The learner profile encompasses the attributes and attitudes of successful learners and is as follows:

- * Inquirers - their natural curiosity has been nurtured and they actively enjoy learning
- * Thinkers - they exercise initiative in applying thinking skills critically and creatively to solving complex problems
- * Communicators - they receive and express ideas and information confidently in more than one language
- * Risk-takers - they approach unfamiliar situations without anxiety and have the confidence to explore new ideas
- * Knowledgeable - they have explored themes that have global significance and have acquired a critical mass of knowledge
- * Principled - they have a sound grasp of the principles of moral reasoning and have acquired integrity, honesty and a sense of justice
- * Caring - they show sensitivity towards the needs and feelings of others, and have a sense of personal commitment to helping others
- * Open-minded - they respect the values of other individuals and cultures and seek to consider a range of points of view
- * Well-balanced - they understand the importance of physical and mental balance and personal well-being
- * Reflective - they give thoughtful consideration to their own learning by constructively analyzing their personal strengths and weaknesses.

School Improvement Plan

Conant Elementary School

The Primary Years Programme centers its curricular approach on inquiry. It is a philosophy that guides program development and student learning. Students participate in directing their own learning by questioning central ideas presented through Units of Inquiry. In different ways, all students at Conant are engaged in open-ended, relevant, student-centered activities which allow them to explore the essential elements of each Unit of Inquiry. The traditional core subject areas, such as math, science, language arts and social studies provide students with subject specific skills, concepts and understandings, in accordance with the Common Core State Standards and our Bloomfield Hills Schools curriculum.

All of our students learn through the workshop model and Units of Inquiry, with a synthesizing inquiry, "exhibition", taking place at the end of 4th grade. The "4th Grade PYP Exhibition" is the culminating inquiry, which showcases our students' 21st Century skills in: reading, writing, research, technology, collaboration and presentation; with the cornerstone purpose being a real-world action project. We are proud that Conant students were the first-ever 4th grade students to complete these rigorous exhibition projects!

In PYP, children are encouraged to become globally aware, culturally sensitive and open-minded citizens, who celebrate the fact that they attend a school with a diversity of cultures and beliefs. They are encouraged to become well-balanced individuals with a wide range of physical, musical, artistic, academic and cultural interests.

Every day at Conant brings us something new to discover, learn, practice, embrace, and reflect upon. It is the first stage in learning in Bloomfield Hills Schools where our district mission is to enable learners to become architects of their futures, building on a foundation of scholarship, citizenship, service and integrity and where we teach and learn by the following Guiding Principles.

Bloomfield Hills Schools Guiding Principles:

- 1) The curriculum makes time for depth by thoughtfully managing the number of standards ('less is more' concept.)
- 2) Content knowledge, while important, ceases to be the primary learning outcome, becoming a vehicle to support higher levels of thinking (application, analysis, synthesis, evaluation, creation.)
- 3) Deep student ownership and control of learning. Teaching shifts to facilitation.
- 4) Strong, caring relationships and very high levels of collaboration among/between staff and students.
- 5) A culture that embraces risk-taking in the learning process believing that sometimes more is learned from failure than success.
- 6) Project-based/Inquiry-based interdisciplinary learning boosts critical thinking and creativity by allowing students to frame problems and construct their own solutions.
- 7) Learners are connected to the world outside the school.
- 8) Engagement in meaningful work that increases learner passion and motivation.
- 9) Technology tools are readily available and easily accessible to support personalization.
- 10) Staff share a commitment to a small set of clearly understood annually identified, generally agreed-upon, non-negotiable instructional goals.

Notable Achievements and Areas of Improvement

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

Conant Elementary School Notable Achievements:

Conant is an Authorized International Baccalaureate Primary Years Programme School.

Our Primary Years Programme Authorization includes our attached Conant Bloomin' Kids Preschool Three and Four-Year-Old programs.

Our 4th grade Primary Years Programme Exhibition was the first ever exhibition 4th grade exhibition anywhere; it has always been a 5th or 6th grade end-of-programme project.

Conant students develop "Attitudes in Action" service projects to cultivate a sense of community within the building and expand their thinking to include the community at large.

A variety of software programs and technology mediums are used to create integrated Units of Study, helping students become more proficient in content areas as well as in technology.

Our PYP Coordinator facilitates weekly meetings with every grade level team of teachers as they develop, teach and reflect upon their transdisciplinary Units of Inquiry.

We have developed and implemented a school wide screening process to identify students who are struggling in reading and math.

Conant General Education Resource Teachers use formative assessments to provide and track targeted instruction for kindergarten through fourth grade at-risk students in reading, writing and mathematics.

We created a flexible schedule for our General Education Resource Teachers, enabling us to extend our day and provide targeted instruction before school.

The fine arts, physical education and Spanish instructional programs address the specific standards and benchmarks of their discipline, and whenever possible are integrated into the grade level "units of study."

Conant is NCA Accredited.

Conant is ranked in the 95th percentile for achievement.

In recent years, our MEAP scores indicate moderate to significant gains on every assessment.

Conant Elementary School Areas for Improvement

School Improvement Plan

Conant Elementary School

We are working to decrease the gap in achievement between our highest and lowest achieving students in reading, writing and mathematics.

Additional Information

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

All of our students learn through the Workshop Model and Units of Inquiry, both of which utilize the inquiry method and personalize the learning to meet the students' needs.

Our teachers along with their students design Learning Targets for lessons. These learning targets identify the specific skill, concept, or strategy the child will be able to demonstrate at the end of the lesson.

Differentiated instruction in the classroom allows fitting the curriculum to the child rather than fitting the child to the curriculum.

The countywide oral pre-school, kindergarten and multi-age Deaf and Hard of Hearing programs are located at Conant.

Conant is a recognized "Emerald Green" school.

We applied for and received a "Let's Move Salad Bars to Schools" salad bar as part of our Healthy Lunch initiative.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Our Conant Leadership Team consists of a representative from each grade level, specialty area, and support staff. Two members on our Leadership Team play a dual role, as they are also parents of students in our school. The members of our Leadership Team are the facilitators for each Goal Committee. All Leadership Team members volunteered for the committee. A smaller committee comprised of some of the leadership committee also sit on the School Improvement Committee.

Leadership Team meetings occur once per month before school. School Improvement Team meetings occur during professional development days, with the data analysis meeting occurring annually in March. SIP Team meetings occur before or after school or during lunch depending on the needs of the team members.

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

Many members of the Conant instructional staff are part of the Conant School Improvement Team. Our Conant Leadership Team consists of a representative from each grade level, specialty area, and support staff. Two members on our Leadership Team play a dual role, as they are also parents of students in our school. The members of our Leadership Team are the facilitators for each Goal Committee. All Leadership Team members volunteered for the committee.

Each Goal Team consists of cross grade-level classroom teachers, specialty area teachers and support staff. Each team analyzed assessment data in each of the core areas to determine areas of strength and weakness. They examined the data to determine gaps among the various demographics. They researched best practice information and selected strategies to address the need areas and close the gap.

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

The final Conant School Improvement Plan is sent to all members of the Conant staff electronically. The Conant School Improvement Plan is then posted on our website for our parents and school community members. Annual and weekly updates are conveyed to our parents and school community via our school news e-blast.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

Enrollment data has been fairly consistent over the past three years. We will continue to monitor our enrollment yearly. We have limited transiency. The only real transiency we experience is related to relocation of parents' jobs.

We have no significant increases or decreases in ethnic or gender make up of the student population.

Student Demographic Data

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

Mid year re-locations is our only limited challenge. Our enrollment continues to be very stable. We have less than 1% of students who have tardiness or truancy concerns.

Student Demographic Data

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

Unstructured times such as recess, transportation times, and lunch are the most frequent times for behavior concerns/infractions. Since the onset and implementation of a formal PBIS connected to our curriculum, minor and major infractions have decreased. Behavior concerns or referrals have been yielded to repeat offenders. We are not disproportionate in terms if discipline of gender, or special education students, or of ethnicity.

Student Demographic Data

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

We need to discuss and improve the delivery and frequency of teaching replacement behaviors to students who have been identified as repeat offenders.

Teacher/School Leader(s) Demographic Data

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

This year we have a new administrator to the building who has years of experience as an elementary school administrator. The staff has been mostly consistent, yet retirements, leaves of absence and teachers choosing to leave the professional have both positively impacted
SY 2015-2016

and negatively impacted student achievement. This staff views student achievement in an authentic fashion, and use a plethora of tools and assessments to measure achievement. We do not confine student achievement measurement through state assessment results only.

Teacher/School Leader(s) Demographic Data

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

We have many teachers who are seasoned and very few who are in probationary years. We try to use our experiences within teaching and strategic professional development to build capacity for exemplary teaching learning for every teacher in the building. This team and mentoring approach appears to be having a positive impact on student achievement.

Teacher/School Leader(s) Demographic Data

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

Absences for professional learning and illnesses among leadership have been minimal this year for the administrator, and heightened for our International Baccalaureate coordinator due to unforeseen circumstances. We have not seen any drop in student achievement due to this solely. Due to the way in which leadership capacity has been built for teachers over time, we suspect this long term unexpected absence will have a minimal effect on student achievement.

Teacher/School Leader(s) Demographic Data

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

Absences for teachers' professional learning are numerous. Recognizing the consistency for students, we try as best as possible to keep consistent substitute teachers across our building. Absences due to illness and/or unforeseen circumstances are considerably average and would have minimal impact on student growth. Because of our team planning approach to teaching and learning, these absences impact student achievement minimally due to this embedded culture.

Teacher/School Leader(s) Demographic Data

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

The building principal would like to help initiate a teacher recruitment program which could help elicit teacher candidates which better represent the diverse ethnic population in our school.

Process Data

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

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

Standard 5 and Standard 9 stand out as major strengths. We have a shared approach to leadership and our communication among each other and with all school stakeholders is stellar which serves our students in multiple ways.

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

Under standard 6 Organizational Management Indicators Q and R appear to be an area where we may not be focused or the system may not be coordinated to optimal potential. We seem to have a breadth of resources and we may not be realizing the effect or true potential of a more strategic utilization of certain resources / practices.

12. How might these challenges impact student achievement?

Students may not benefit from a concerted effort of trying one strategy and have it used with fidelity since there are so many resources available. On the other hand, the exposure to various practices and resources may be advantageous to various styles of learning.

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

We are making a strategic vertical plan for the teaching and learning of writing.

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

We have defined Tier I, Tier II and Tier III strategies, activities and protocols which support the system of student support. Along with the general education teachers, we have general education resource teachers and reading recovery to support those students who may be struggling academically. This system of tiered interventions is used daily and helps mitigate additions to our special education population. A plethora of resources, both in personnel and in activities are available to struggling and higher achieving students based on student need. These needs are identified through the general education classroom teachers' formative and summative assessments, and then the BIT (Building Intervention Team) facilitates meeting mechanics to make data driven decisions to meet the needs of students.

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

We have inquiries during student lunch, we have before and after school classes, and through our IB PYP, students are encouraged to take actions to help the world around them based on their own learning and findings about the world. We also offer math grade up testing and placement at the end of each school year.

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

In cases of a pull out program to enrich the student experience, or to help struggling students, parents are notified. Special education students have IEP's which are in accordance with federal law and with parents' knowledge.

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

Our standards based report cards literally incorporate all grade level content areas and are addressed vertically and in the interest of what is developmentally appropriate.

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

We did not use a health screener.

Achievement/Outcome Data

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

19a. Reading- Strengths

94% of all students this year met or exceeded grade level expectations for reading based on our internal assessment. NWEA results yield over 92% of students showing growth in reading. M-Step data is not yet available and does not comprehensively assess our student population.

19b. Reading- Challenges

Supports such as AARI, Reading Recovery, Reader's Workshop and our technology based interventions and activities mitigates reading challenges at Conant. Less than 2% of our student population are English Learners but can present challenges based on their age and dates of entry into the United States. We mitigate these challenges by offering a pull out program as well as a full English immersion program for these specific students.

19c. Reading- Trends

Our reading trend data is increasing and continues to thrive. We are seeing a decrease in students entering kindergarten with a preschool experience which has the potential to effect reading trends. At this time we continue to show success in reading.

19d. Reading- Summary

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

The purchase of more high interest informational text will engage our youngest of learners, especially boys.

20a. Writing- Strengths

Informational writing is strong. We believe this is due to our implementation of inquiry based learning and making students reflect on their learning.

20b. Writing- Challenges

We are looking vertically on how we can improve our narrative writing. Through PYP and through math and various reading genres, connecting narrative writing to make it more engaging, especially for boys, is one of the areas needing improvements. Another area of improvement resides in making writing cohesive.

20c. Writing- Trends

End of year data reveals writing is improving each year (within each school year and vertically through the grades). It is difficult to measure trends in writing as state targets, rubrics, times of testing and format of testing changes yearly.

20d. Writing- Summary

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

Writing is embedded across all content areas, but it is specifically our PET.

21a. Math- Strengths

NWEA data and end of course assessment data reveal number sense, one to one correspondence, computation, fractions, reading charts and graphs, and geometry are strengths.

21b. Math- Challenges

Multi-step problems and application of computation continue to be areas in which we have opportunity for improvement.

21c. Math- Trends

We are seeing vast improvements regarding student achievement in the subcategory of fractions. This is part of our school improvement plan and is also trans-disciplinary through the content areas and the arts.

21d. Math- Summary

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

We will continue our work with fractions and with multi-step problems which ask students to apply knowledge into their problem solving.

22a. Science- Strengths

Our initial M-Step raw data shows incredible improvement in science content overall. The use of PYP as a vehicle for inquiry based learning in science is thriving and so is students' ability to articulate their thinking.

22b. Science- Challenges

Academic vocabulary and interpreting data.

22c. Science- Trends

Science data is improving over time and dramatically in recent time.

22d. Science- Summary

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

We continue to use visual literacy to develop understanding of academic vocabulary and to interpret science data and concepts.

23a. Social Studies- Strengths

Civic responsibility, government, and understanding the world and how we effect it and how it effects us our definite strengths.

23b. Social Studies- Challenges

We don't see many challenges in this area.

23c. Social Studies- Trends

PYP unit projects reveal high levels of student understanding and engagement.

23d. Social Studies- Summary

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

tiered instruction if appropriate.

N/A

Perception Data

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

24a. Student Perception Data

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

School climate, peer relationships, art and physical education have the highest level of student satisfaction.

24b. Student Perception Data

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

While still considerably favorable data, the lowest level of student satisfaction is music.

24c. Student Perception Data

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

I am hiring a new music teacher to begin in the fall of 2015. Vocal and Instrumental resources and allotted time are abundant.

25a. Parent/Guardian Perception Data

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

The quality of instructional program received the highest level of satisfaction.

25b. Parent/Guardian Perception Data

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

1.03% of respondents reported below average belief in organization presented by school administration.

25c. Parent/Guardian Perception Data

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

I will ensure all communication through the organization and organizational structures, in regards to the student experience, are firmly in place.

26a. Teacher/Staff Perception Data

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

97% of staff felt the instructional programs at Conant were good or outstanding.

26b. Teacher/Staff Perception Data

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

7% of staff reported average to below average organization set forth by school administration.

26c. Teacher/Staff Perception Data

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

I will ensure all communication through the organization and organizational structures, in regards to the student experience, are firmly in place.

27a. Stakeholder/Community Perception Data

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

The community at large feels the instructional program and the school climate are both equal strengths of the building.

27b. Stakeholder/Community Perception Data

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

2% of people reported average regarding their perception of organization set forth by the school's administrator.

27c. Stakeholder/Community Perception Data

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

I will ensure all communication through the organization and organizational structures, in regards to the student experience, are firmly in place.

Summary

28a. Summary

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

Our instructional program is well perceived and implemented with areas of concern couched in differentiating program needs and students needs across all areas. Specifically in writing, focusing on cohesive pieces of narrative writing with proper grammar and fluency is a major focus. While we would like to see an increase in the diversity of staff to more represent our student population, delete at this current time it does not appear to be effecting our achievement / outcomes in a negative way.

28b. Summary

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

Our challenges are being addressed academically and our teaching staff is becoming more diverse. At this time, we feel these continuous efforts and improvements are increasing achievement and outcomes.

28c. Summary

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

We will ensure instruction reflects the needs of students and the attempts to close gaps which appear to be inside our programming. Challenges identified in our academic areas and in our cultural / organizational structures are addressed in our SIP and PET.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Conant students are assessed twice annually in grades k-4 (5th grade students attend Bloomfield Hills Middle School) in the areas of literacy and math.	District State Required Testing 12-13

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes		Conant Annual Report_ 20112012

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Conant students interview parents and community workers, and conduct research on a variety of careers throughout their time in our Kindergarten-Fourth grade school.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Conant Elementary School follows the Common Core State Standards to ensure that our curriculum is aligned k-12, and addresses career readiness.	

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

School Improvement Plan

Conant Elementary School

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Section 504 Coordinator Pam Schoemer Director of Special Education 7273 Wing Lake Road Bloomfield Hills, MI 48301 (248) 341-5415 Christine Barnett Assistant Superintendent for Human Resources and Labor Relations 7273 Wing Lake Road Bloomfield Hills, MI 48301 (248) 341-5425	Notice of Non-Discrimination

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No		

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Conant uses Atlas Rubicon to manage our curriculum maps and lesson plan development. Through this tool we are able to ensure that all of the Common Core Content Standards are being taught. We use Pearson to track our assessment data. In Pearson, we create intervention groups based on this assessment data and track the success of the interventions and our students' growth.	

2015-2017

Overview

Plan Name

2015-2017

Plan Description

Final Goals

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 will increase their skill in using and understanding fractions.	Objectives: 1 Strategies: 4 Activities: 5	Academic	\$3400
2	All students will apply scientific processes in all content areas.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$3100
3	All students will show improvement in the comprehension of informational text.	Objectives: 1 Strategies: 5 Activities: 9	Academic	\$5200
4	All students will construct a cohesive piece of writing.	Objectives: 1 Strategies: 4 Activities: 10	Academic	\$12200
5	All school community members will display cultural competence.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$1000

Goal 1: All students will increase their skill in using and understanding fractions.

Measurable Objective 1:

85% of Third and Fourth grade students will demonstrate a proficiency in their ability to use and understand fractions in Mathematics by 06/17/2022 as measured by NWEA and M-Step assessments..

Strategy 1:

Explain Your Thinking - Students will use the terms numerator and denominator to explain how a whole unit can be broken into equal parts and lengths.

Category:

Research Cited: Everyday Math Journals

Marzano, Classroom Instruction that Works

Making the PYP Happen

Making Thinking Visible

Resources:

Visual Models: Fraction Strips, Food, Pattern Blocks, Cutting/Folding Paper, Promethean Board Flip Charts, Money, Fraction Word Wall

Tier:

Activity - Visual Models and Making Connections	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use visual models to build understanding and make connections to every day life experiences. (Examples: vocabulary, number line, ruler, ordering fractions and equivalent fractions.)	Direct Instruction			09/01/2015	06/16/2017	\$200	General Fund	All Instructional Staff

Strategy 2:

Identify Similarities and Differences - Students will recognize and generate equivalent fractions.

Category:

Research Cited: Everyday Math Journals,

Marzano, Classroom Instruction that Works,

Making the PYP Happen,

Making Thinking Visible,

Resources:

Visual Models of Different Shape Wholes (Examples: Squares, Circles, etc.)

Die-cuts for Fraction Fringes

Poster of Equivalent Fractions in All Classrooms

School Improvement Plan

Conant Elementary School

Fraction Strips

Number Line

Human Number Line

Folding Paper

Everyday Math - Fractions on the Number Line

Everyday Math - Fraction Top-it

Tier:

Activity - Similarities and Differences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will create and explore equivalent fractions using a variety of tools	Direct Instruction			09/01/2015	06/16/2017	\$200	General Fund, Title II Part A	All Classroom Teachers

Strategy 3:

Ordering and Comparing Fractions - Students will order and compare fractions with different denominators.

Category:

Research Cited: Everyday Math Journals

Marzano, Classrooms That Work

Tier: Tier 1

Activity - Order and Compare Fractions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use fraction strips and numberlines to compare and order fractions with different denominators.	Direct Instruction			09/08/2015	06/16/2017	\$0	No Funding Required	All Classroom Teachers

Strategy 4:

Inquiry-based Learning - Teachers will attend inquiry-based professional development and apply the inquiry methods to their classroom instruction.

Category:

Research Cited: Perkins, Making Learning Whole

Tier:

Activity - Inquiry-based Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Conant Elementary School

Teachers will participate in professional development	Professional Learning			09/07/2015	06/16/2017	\$2000	Title II Part A	Instructional Staff, PYP Coordinator, Principal
Activity - Inquiry-based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students in the use of inquiry learning.	Direct Instruction			09/07/2015	06/16/2017	\$1000	Title II Part A	Instructional Staff

Goal 2: All students will apply scientific processes in all content areas.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency interpreting scientific data in Science by 06/17/2022 as measured by Performance Assessments.

Strategy 1:

Visual Literacy - Teachers will teach visual literacy as another genre. (Examples: labeled diagrams, tables, graphs, charts, maps, flow charts, cutaway diagrams and timelines.)

Category:

Research Cited: MEAP Science Scores, Moline, I See What You Mean: Visual Literacy K-8

Tier:

Activity - Visual Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive instruction and practice reading and interpreting labeled diagrams, tables, graphs, charts, maps, flow charts, cutaway diagrams and timelines.	Direct Instruction			09/07/2015	06/16/2017	\$2000	General Fund	Classroom Teachers
Activity - Student Visual Literacy Models	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will create their own models of labeled diagrams, tables, graphs, charts, maps, flow charts, cutaway diagrams and timelines	Direct Instruction			09/07/2015	06/16/2017	\$0	No Funding Required	Classroom Teachers

Strategy 2:

Spiraling - Teachers will review science content throughout the year and make connections to previous material.

School Improvement Plan

Conant Elementary School

Category:

Research Cited: Chicago Math Spiraling Instruction Research

Tier:

Activity - Review Science Concepts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will ask students to answer one or two quick questions about previous science learning as part of their daily routine.	Direct Instruction			09/07/2015	06/16/2017	\$0	No Funding Required	Classroom Teachers

Strategy 3:

Inquiry-based Learning - Teachers will attend inquiry-based professional development and apply the inquiry methods to their classroom instruction.

Category:

Research Cited: Perkins, Making Learning Whole

Tier:

Activity - Inquiry-based Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend inquiry-based professional development and apply the inquiry methods to their classroom instruction.	Professional Learning			09/07/2015	06/16/2017	\$100	Title II Part A	Instructional Staff, PYP Coordinator, Principal

Activity - Inquiry-based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students in the use of inquiry learning.	Direct Instruction			09/07/2015	06/16/2017	\$1000	Title II Part A	All instructional Staff

Goal 3: All students will show improvement in the comprehension of informational text.

Measurable Objective 1:

85% of Third and Fourth grade students will demonstrate a proficiency in the comprehension of expository text in English Language Arts by 06/17/2022 as measured by NWEA and M-Step assessments..

School Improvement Plan

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Strategy 1:

Acquisition of Materials for Resource Library - Instructional resources to support expository text comprehension will be acquired as needed.

Category:

Research Cited: Perkins, Making Learning Whole

Marzano, Classrooms That Work

Heibert, Reading More, Reading Better

Heibert and Sailors, Finding the Right Text

Wood, Lapp, and Flood, Guiding Readers' Through Text

Buss and Karnowski, Reading and Writing Non-Fiction Genres

Making the PYP Happen

Tier:

Activity - Acquisition of Expository Texts for Classroom Libraries	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual teachers will utilize expository texts to support their classroom reading workshop libraries.	Other			09/07/2015	06/16/2017	\$2000	Other	One teacher per grade level will create a list of resources needed for our Resource Library.

Strategy 2:

Alignment of Instruction, Assessment and Resources - The staff will conduct an ongoing study and alignment of instruction, PYP transdisciplinary Units of Inquiry, assessments, and resources with reading Common Core State Standards

Category:

Research Cited: Perkins, Making Learning Whole

Marzano, Classrooms That Work

Heibert, Reading More, Reading Better

Heibert and Sailors, Finding the Right Text

Wood, Lapp, and Flood, Guiding Readers' Through Text

Buss and Karnowski, Reading and Writing Non-Fiction Genres

Making the PYP Happen

Tier:

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Activity - Alignment of Instruction, Assessment and Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will align best practices, Primary Years Programme transdisciplinary Units of Inquiry, Oakland Schools Units of Study, Reader's Workshop Model, formative assessments, and resources with grade level reading comprehension Common Core State Standards.	Professional Learning			08/24/2015	06/16/2017	\$0	General Fund	Classroom teachers

Strategy 3:

Best Practice Instruction - Instructional staff will work collaboratively to research best practice instruction regarding expository text.

Category:

Research Cited: Getting to Got It!,

Oakland Schools Units of Study for Reading,

Making the PYP Happen

Tier:

Activity - Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will introduce reading response graphic organizers to improve reading comprehension strategies.	Direct Instruction			09/07/2015	06/16/2017	\$0	General Fund	Classroom Teachers

Activity - Making Connections	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will model making connections while reading (text to text, text to self and text to world).	Direct Instruction			09/07/2015	06/16/2017	\$0	General Fund	Instructional Staff

Activity - Compare and Contrast	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of genres to compare and contrast relationships among characters, events and key ideas.	Direct Instruction			09/07/2015	06/16/2017	\$0	No Funding Required	Classroom Teachers

Activity - PYP Connection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In each PYP unit, find one fiction and non-fiction piece to compare and contrast (characters, events and key ideas).	Direct Instruction			09/01/2015	06/16/2017	\$0	No Funding Required	Classroom Teachers

Strategy 4:

Professional Development - Grade level representatives will attend Oakland Schools, ELA Common Core State Standards Pilot and Review committees, and bring

School Improvement Plan

Conant Elementary School

back information to share with all Conant staff members.

Category:

Research Cited: ADLIT.org, AARI Oakland Schools, Getting to Got It!,

Oakland Schools Units of Study for Reading,

Making the PYP Happen

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in ongoing professional development and research dedicated to reading comprehension, specifically as it relates to informational text.	Professional Learning			08/24/2015	06/16/2017	\$200	Title II Part A, General Fund	Instructional Staff

Strategy 5:

Inquiry-based Learning - Teachers will attend inquiry-based professional development and apply the inquiry methods to their classroom instruction.

Category:

Research Cited: Perkins, Making Learning Whole

Tier:

Activity - Inquiry-based Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend inquiry-based professional development and apply the inquiry methods to their classroom instruction.	Professional Learning			08/24/2015	06/16/2017	\$2000	Title II Part A	Instructional Staff, PYP Coordinator, Principal

Activity - Inquiry Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students in the use of inquiry learning.	Direct Instruction			09/07/2015	06/16/2017	\$1000	General Fund	Instructional Staff

Goal 4: All students will construct a cohesive piece of writing.

Measurable Objective 1:

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85% of Third and Fourth grade students will demonstrate a proficiency in their ability to construct a cohesive piece of writing in English Language Arts by 06/17/2022 as measured by M-Step and End-of-the-Year Grade Level Writing Samples.

Strategy 1:

Alignment of Instruction, Assessment and Resources - Staff will use Oakland Schools Units of Study, and supplement with Being a Writer and 6 + 1 Traits of Writing, to align instruction, assessments and Primary Years Programme Units of Inquiry to the Common Core State Standards.

Category:

Research Cited: Oakland Schools Units of Study,

Culham, 6 + 1 Traits of Writing,

Being a Writer,

Caulkins, Units of Study

Making the PYP Happen

Tier:

Activity - Assessment Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student assessment data to determine the appropriate next instructional steps to ensure continuous improvement of teaching and learning processes.	Other			09/07/2015	06/16/2017	\$0	No Funding Required	All instructional staff

Strategy 2:

Classroom Instruction - Teachers will instruct students to create a cohesive pieces of writing.

Category:

Research Cited: Being a Writer,

OS Units of Study,

PYP Interdisciplinary Units of Study,

Culham 6+1 Traits of Writing.

Caulkins, Units of Study

Tier:

Activity - Model Different Genres of Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will model different genres of writing	Direct Instruction			09/07/2015	06/16/2017	\$0	No Funding Required	Classroom teachers, specialized support teachers

School Improvement Plan

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Activity - Model the Writing Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will model the writing process.	Direct Instruction			09/07/2015	06/16/2017	\$0	No Funding Required	Classroom teachers, specialized support teachers

Activity - Writing in the Content Areas	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will instruct and utilize writing across all content areas.	Direct Instruction			09/07/2015	06/16/2017	\$0	No Funding Required	All instructional staff

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Representative classroom teachers will participate in professional learning centered around the topics of 6 + 1 Traits of Writing and Oakland Schools Units of Study and share information with colleagues	Professional Learning			08/24/2015	06/16/2017	\$200	Title II Part A, General Fund	Classroom teachers

Strategy 3:

Target Learning Goals - Teachers will use Target Learning Goals to improve students' personal style and revision skills.

Category:

Research Cited: Expeditionary Learning Schools

Tier:

Activity - Critique Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will facilitate critique lessons.	Direct Instruction			09/07/2015	06/16/2017	\$0	No Funding Required	All Instructional Staff

Activity - Collect Exemplar Texts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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Teachers will collect exemplar texts from their students' writing samples. The texts will be scanned and stored on a shared file.	Other			09/07/2015	06/16/2017	\$0	No Funding Required	All Classroom Teachers will collect writing samples; Grac Dalton will collect exemplar texts.
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Activity - Student Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will write to a prompt, demonstrating sentence fluency and proper grammar.	Direct Instruction	Tier 1	Implement	09/07/2015	06/16/2017	\$1000	Title II Part A	All instructional staff

Strategy 4:

Inquiry- based Learning - Teachers will attend inquiry-based professional development and apply the inquiry methods to their classroom instruction.

Category:

Research Cited: Perkins, Making Learning Whole

Tier:

Activity - Inquiry-based Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend inquiry-based professional development and apply the inquiry methods to their classroom instruction.	Professional Learning			09/07/2015	06/16/2017	\$10000	Title II Part A	Instructional Staff, PYP Coordinator, Principal

Activity - Inquiry Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students in the use of inquiry learning.	Direct Instruction			09/07/2015	06/16/2017	\$1000	Title II Part A	Instructional Staff

Goal 5: All school community members will display cultural competence.

Measurable Objective 1:

School Improvement Plan

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demonstrate a behavior which recognizes various cultures in regards to learning. by 06/17/2016 as measured by participation in district initiatives and through community survey results. .

Strategy 1:

Community Learning - School community members will attend learning opportunities.

Category:

Research Cited: Developing Critical Cultural Competence: A Guide for 21st-Century Educators By Jewell E. Cooper, Ye He, Barbara B. Levin

Cultural Competence: A Primer for Educators By Jean Moule

Tier: Tier 1

Activity - Global Champions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Various school community members will attend training through Global Champions	Other, Community Engagement, Communication	Tier 1	Implement	08/01/2015	06/16/2017	\$1000	Other	Teachers, Principal, Parents, Para educators, secretarial staff

Activity - Student Voice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have a voice in their own learning.	Other, Community Engagement, Communication	Tier 2	Implement	09/07/2015	06/16/2017	\$0	No Funding Required	Administrator, teachers, para educators

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
Inquiry-based Learning	Teachers will instruct students in the use of inquiry learning.	Direct Instruction			09/07/2015	06/16/2017	\$1000	All instructional Staff
Professional Development	Teachers will participate in ongoing professional development and research dedicated to reading comprehension, specifically as it relates to informational text.	Professional Learning			08/24/2015	06/16/2017	\$100	Instructional Staff
Professional Learning	Representative classroom teachers will participate in professional learning centered around the topics of 6 + 1 Traits of Writing and Oakland Schools Units of Study and share information with colleagues	Professional Learning			08/24/2015	06/16/2017	\$100	Classroom teachers
Inquiry-based Professional Development	Teachers will attend inquiry-based professional development and apply the inquiry methods to their classroom instruction.	Professional Learning			09/07/2015	06/16/2017	\$10000	Instructional Staff, PYP Coordinator, Principal
Inquiry-based Professional Development	Teachers will participate in professional development	Professional Learning			09/07/2015	06/16/2017	\$2000	Instructional Staff, PYP Coordinator, Principal
Inquiry-based Learning	Teachers will instruct students in the use of inquiry learning.	Direct Instruction			09/07/2015	06/16/2017	\$1000	Instructional Staff
Student Writing	Students will write to a prompt, demonstrating sentence fluency and proper grammar.	Direct Instruction	Tier 1	Implement	09/07/2015	06/16/2017	\$1000	All instructional staff
Inquiry Learning	Teachers will instruct students in the use of inquiry learning.	Direct Instruction			09/07/2015	06/16/2017	\$1000	Instructional Staff

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Inquiry-based Professional Development	Teachers will attend inquiry-based professional development and apply the inquiry methods to their classroom instruction.	Professional Learning			08/24/2015	06/16/2017	\$2000	Instructional Staff, PYP Coordinator, Principal
Inquiry-based Professional Development	Teachers will attend inquiry-based professional development and apply the inquiry methods to their classroom instruction.	Professional Learning			09/07/2015	06/16/2017	\$100	Instructional Staff, PYP Coordinator, Principal
Similarities and Differences	Students will create and explore equivalent fractions using a variety of tools	Direct Instruction			09/01/2015	06/16/2017	\$100	All Classroom Teachers

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Global Champions	Various school community members will attend training through Global Champions	Other, Community Engagement, Communication	Tier 1	Implement	08/01/2015	06/16/2017	\$1000	Teachers, Principal, Parents, Paraeducators, secretarial staff
Acquisition of Expository Texts for Classroom Libraries	Individual teachers will utilize expository texts to support their classroom reading workshop libraries.	Other			09/07/2015	06/16/2017	\$2000	One teacher per grade level will create a list of resources needed for our Resource Library.

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Similarities and Differences	Students will create and explore equivalent fractions using a variety of tools	Direct Instruction			09/01/2015	06/16/2017	\$100	All Classroom Teachers

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Professional Learning	Representative classroom teachers will participate in professional learning centered around the topics of 6 + 1 Traits of Writing and Oakland Schools Units of Study and share information with colleagues	Professional Learning			08/24/2015	06/16/2017	\$100	Classroom teachers
Inquiry Learning	Teachers will instruct students in the use of inquiry learning.	Direct Instruction			09/07/2015	06/16/2017	\$1000	Instructional Staff
Visual Models and Making Connections	Teachers will use visual models to build understanding and make connections to every day life experiences. (Examples: vocabulary, number line, ruler, ordering fractions and equivalent fractions.)	Direct Instruction			09/01/2015	06/16/2017	\$200	All Instructional Staff
Visual Literacy	Students will receive instruction and practice reading and interpreting labeled diagrams, tables, graphs, charts, maps, flow charts, cutaway diagrams and timelines.	Direct Instruction			09/07/2015	06/16/2017	\$2000	Classroom Teachers
Graphic Organizers	Instructional staff will introduce reading response graphic organizers to improve reading comprehension strategies.	Direct Instruction			09/07/2015	06/16/2017	\$0	Classroom Teachers
Professional Development	Teachers will participate in ongoing professional development and research dedicated to reading comprehension, specifically as it relates to informational text.	Professional Learning			08/24/2015	06/16/2017	\$100	Instructional Staff
Alignment of Instruction, Assessment and Resources	Staff will align best practices, Primary Years Programme transdisciplinary Units of Inquiry, Oakland Schools Units of Study, Reader's Workshop Model, formative assessments, and resources with grade level reading comprehension Common Core State Standards.	Professional Learning			08/24/2015	06/16/2017	\$0	Classroom teachers
Making Connections	Instructional staff will model making connections while reading (text to text, text to self and text to world).	Direct Instruction			09/07/2015	06/16/2017	\$0	Instructional Staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Order and Compare Fractions	Students will use fraction strips and numberlines to compare and order fractions with different denominators.	Direct Instruction			09/08/2015	06/16/2017	\$0	All Classroom Teachers

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Collect Exemplar Texts	Teachers will collect exemplar texts from their students' writing samples. The texts will be scanned and stored on a shared file.	Other			09/07/2015	06/16/2017	\$0	All Classroom Teachers will collect writing samples; Grac Dalton will collect exemplar texts.
PYP Connection	In each PYP unit, find one fiction and non-fiction piece to compare and contrast (characters, events and key ideas).	Direct Instruction			09/01/2015	06/16/2017	\$0	Classroom Teachers
Model the Writing Process	Classroom teachers will model the writing process.	Direct Instruction			09/07/2015	06/16/2017	\$0	Classroom teachers, specialized support teachers
Student Visual Literacy Models	Students will create their own models of labeled diagrams, tables, graphs, charts, maps, flow charts, cutaway diagrams and timelines	Direct Instruction			09/07/2015	06/16/2017	\$0	Classroom Teachers
Critique Lessons	All teachers will facilitate critique lessons.	Direct Instruction			09/07/2015	06/16/2017	\$0	All Instructional Staff
Assessment Analysis	Teachers will analyze student assessment data to determine the appropriate next instructional steps to ensure continuous improvement of teaching and learning processes.	Other			09/07/2015	06/16/2017	\$0	All instructional staff
Review Science Concepts	Teachers will ask students to answer one or two quick questions about previous science learning as part of their daily routine.	Direct Instruction			09/07/2015	06/16/2017	\$0	Classroom Teachers
Model Different Genres of Writing	Classroom teachers will model different genres of writing	Direct Instruction			09/07/2015	06/16/2017	\$0	Classroom teachers, specialized support teachers
Compare and Contrast	Teachers will use a variety of genres to compare and contrast relationships among characters, events and key ideas.	Direct Instruction			09/07/2015	06/16/2017	\$0	Classroom Teachers
Writing in the Content Areas	All teachers will instruct and utilize writing across all content areas.	Direct Instruction			09/07/2015	06/16/2017	\$0	All instructional staff
Student Voice	Students will have a voice in their own learning.	Other, Community Engagement, Communication	Tier 2	Implement	09/07/2015	06/16/2017	\$0	Administrator, teachers, para educators