



School Improvement Plan

Conant Elementary School

Bloomfield Hills Schools

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Introduction

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

Improvement Plan Assurance

Introduction

During the 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	Goals and Plans in Assist	

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

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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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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 Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency 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

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Strategy 2:

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

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..

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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

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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

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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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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:

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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

General Fund

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

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Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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.
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, Para educators, secretarial staff

Title II Part A

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
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 Learning	Teachers will instruct students in the use of inquiry learning.	Direct Instruction			09/07/2015	06/16/2017	\$1000	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
Inquiry-based 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			09/07/2015	06/16/2017	\$100	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	All instructional Staff
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 participate in professional development	Professional Learning			09/07/2015	06/16/2017	\$2000	Instructional Staff, PYP Coordinator, Principal
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
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

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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
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
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

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Critique Lessons	All teachers will facilitate critique lessons.	Direct Instruction			09/07/2015	06/16/2017	\$0	All Instructional Staff
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.
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
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
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
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 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
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