



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	

18-19 Final Goals and Plans

Overview

Plan Name

18-19 Final Goals and Plans

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will show improvement in the comprehension of informational and narative text.	Objectives: 1 Strategies: 5 Activities: 9	Academic	\$5200
2	All students will construct a cohesive piece of writing.	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$12000
3	All students will engage in Next Generation Science Standards and Practices	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$5100
4	All students will increase their skill in using and understanding fractions.	Objectives: 1 Strategies: 4 Activities: 5	Academic	\$3400
5	All school community members will display cultural competence.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$3000
6	All students will increase their reading stamina.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
7	All students will improve math fact fluency	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All students will show improvement in the comprehension of informational and narrative 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 06/14/2019 as measured by NWEA and M-Step assessments..

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			09/04/2018	06/14/2019	\$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

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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 - 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. We will monitor how we use our new Fountas and Pinell benchmark assessments to monitor and inform instruction.	Professional Learning			09/04/2018	06/14/2019	\$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			09/04/2018	06/14/2019	\$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			09/04/2018	06/14/2019	\$0	General Fund	Instructional Staff

Activity - Compare and Contrast	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use a variety of genres to compare and contrast relationships among characters, events and key ideas.	Direct Instruction			09/04/2018	06/14/2019	\$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			09/04/2018	06/14/2019	\$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 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, and of application of the workshop model of instruction.	Professional Learning			09/04/2018	06/14/2019	\$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			09/04/2018	06/14/2019	\$2000	Title II Part A	Instructional Staff, PYP Coordinator, Principal

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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			09/04/2018	06/14/2019	\$1000	General Fund	Instructional Staff

Goal 2: All students will construct a cohesive piece of writing.

Measurable Objective 1:

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 06/14/2019 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. Teachers will also implement the LUCY CAULKINS Writing Pathways rubrics to assess student achievement and progress.	Other			09/04/2018	06/14/2019	\$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.

SY 2018-2019

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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			09/04/2018	06/14/2019	\$0	No Funding Required	Classroom teachers, specialized support teachers

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			09/04/2018	06/14/2019	\$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			09/04/2018	06/14/2019	\$0	No Funding Required	All instructional staff

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 critique their own lesson effectiveness based on writing rubric outcomes of their own classrooms and other at their grade level.	Direct Instruction			09/04/2018	06/14/2019	\$0	No Funding Required	All Instructional Staff

Activity - Use 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 where applicable, and shared with students. Also Writing Pathways Samples will be shared with students.	Other			09/04/2018	06/14/2019	\$0	No Funding Required	All Classroom Teachers will collect writing samples. Teachers at each grade level 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 the competencies corresponding to the assessment rubric.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$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			09/04/2018	06/14/2019	\$10000	Title II Part A	Instructional Staff, PYP Coordinator, General Education Resource Teacher 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			09/04/2018	06/14/2019	\$1000	Title II Part A	Instructional Staff

Goal 3: All students will engage in Next Generation Science Standards and Practices

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 06/14/2019 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			09/04/2018	06/14/2019	\$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			09/04/2018	06/14/2019	\$0	No Funding Required	Classroom Teachers

Strategy 2:

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 attend inquiry-based professional development and apply the inquiry methods to their classroom instruction.	Professional Learning			09/04/2018	06/14/2019	\$100	Title II Part A	Instructional Staff, PYP Coordinator, General Education Resource Teacher, 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			09/04/2018	06/14/2019	\$1000	Title II Part A	All instructional Staff
Activity - Phenomenal Science Professional development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained (if not already) and will implement phenomenal science units of study.	Professional Learning, Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$2000	General Fund	General education teachers, Principal

Goal 4: 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 06/14/2019 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

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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			09/04/2018	06/14/2019	\$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
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			09/04/2018	06/14/2019	\$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.

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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 number lines to compare and order fractions with different denominators.	Direct Instruction			09/04/2018	06/14/2019	\$0	No Funding Required	All Classroom Teachers General Education resource Teachers Select para Educators

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 participate in professional development.	Professional Learning			09/04/2018	06/14/2019	\$2000	Title II Part A	Instructional Staff, PYP Coordinator, General Education Resource Teacher 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			09/04/2018	06/14/2019	\$1000	Title II Part A	Instructional Staff

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

Measurable Objective 1:

demonstrate a behavior which recognizes various cultures in regards to learning. by 06/14/2019 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
New members, who have not yet partaken in Global Champions, will attend a six day training.	Communication, Community Engagement, Other	Tier 1	Implement	09/04/2018	06/14/2019	\$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.	Communication, Community Engagement, Other	Tier 2	Implement	09/04/2018	06/01/2019	\$0	No Funding Required	Administrator, teachers, para educators

Activity - Institute for Healing Racism	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two Adult school community stakeholders will partake in this Institute for Healing Racism	Community Engagement	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	Title III	Chosen or volunteered adult school employees.

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Strategy 2:

Multicultural Literature Exposure - Teachers and media specialists will increase the number of books representative and inclusive of multiple cultures.

Category: English/Language Arts

Tier: Tier 1

Activity - Read aloud	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
read aloud	Implementation	Tier 1	Implement	09/04/2018	06/14/2019	\$2000	General Fund	All classroom teachers, media specialist and office personnel for ordering.

Goal 6: All students will increase their reading stamina.**Measurable Objective 1:**

85% of All Students will demonstrate a behavior of increased reading stamina across multiple mediums of text. in Reading by 06/15/2018 as measured by classroom teachers' anecdotal notes. .

Strategy 1:

Dedicated time - Teachers will increase time required for sustained reading across multiple text mediums.

Category: Other - Reading

Tier: Tier 1

Activity - Active reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will allow students to read silently	Implementation	Tier 1	Implement	09/07/2017	06/15/2018	\$0	No Funding Required	Principal, general education teachers

Activity - Chart Progress	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teacher or students would chart/log time spent reading.	Direct Instruction	Tier 1		09/05/2017	06/15/2018	\$0	No Funding Required	General Education teachers, Special education teachers, principal
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Goal 7: All students will improve math fact fluency

Measurable Objective 1:

100% of All Students will increase student growth in math fact fluency/automaticity in Mathematics by 06/14/2019 as measured by weekly progress self monitoring or by the classroom teacher..

Strategy 1:

Independent practice - Students will practice math facts base on their individual levels and goals.

Category: Mathematics

Tier: Tier 1

Activity - practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in paper/pencil to practice math facts four days a week.	Technology , Implementation, Direct Instruction, Monitor	Tier 1		10/01/2018	06/14/2019	\$0	No Funding Required	general education teachers, special education teachers, general educations resource teachers, select para educators, principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Global Champions	New members, who have not yet partaken in Global Champions, will attend a six day training.	Communication, Community Engagement, Other	Tier 1	Implement	09/04/2018	06/14/2019	\$1000	Teachers, Principal, Parents, Para educators, secretarial staff
Acquisition of Expository Texts for Classroom Libraries	Individual teachers will utilize expository texts to support their classroom reading workshop libraries.	Other			09/04/2018	06/14/2019	\$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
Phenomenal Science Professional development	All teachers will be trained (if not already) and will implement phenomenal science units of study.	Professional Learning, Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$2000	General education teachers Principal
Graphic Organizers	Instructional staff will introduce reading response graphic organizers to improve reading comprehension strategies.	Direct Instruction			09/04/2018	06/14/2019	\$0	Classroom Teachers
Inquiry Learning	Teachers will instruct students in the use of inquiry learning.	Direct Instruction			09/04/2018	06/14/2019	\$1000	Instructional Staff
Professional Development	Teachers will participate in ongoing professional development and research dedicated to reading comprehension, and of application of the workshop model of instruction.	Professional Learning			09/04/2018	06/14/2019	\$100	Instructional Staff

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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			09/04/2018	06/14/2019	\$200	All Instructional Staff
Similarities and Differences	Students will create and explore equivalent fractions using a variety of tools	Direct Instruction			09/04/2018	06/14/2019	\$100	All Classroom Teachers
Read aloud	read aloud	Implementation	Tier 1	Implement	09/04/2018	06/14/2019	\$2000	All classroom teachers, media specialist and office personnel for ordering.
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			09/04/2018	06/14/2019	\$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. We will monitor how we use our new Fountas and Pinell benchmark assessments to monitor and inform instruction.	Professional Learning			09/04/2018	06/14/2019	\$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			09/04/2018	06/14/2019	\$0	Instructional Staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Inquiry-based Professional Development	Teachers will attend inquiry-based professional development and apply the inquiry methods to their classroom instruction.	Professional Learning			09/04/2018	06/14/2019	\$2000	Instructional Staff, PYP Coordinator, Principal
Professional Development	Teachers will participate in ongoing professional development and research dedicated to reading comprehension, and of application of the workshop model of instruction.	Professional Learning			09/04/2018	06/14/2019	\$100	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			09/04/2018	06/14/2019	\$10000	Instructional Staff, PYP Coordinator, General Education Resource Teacher, Principal
Student Writing	Students will write to a prompt, demonstrating the competencies corresponding to the assessment rubric.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$1000	All instructional staff
Similarities and Differences	Students will create and explore equivalent fractions using a variety of tools	Direct Instruction			09/04/2018	06/14/2019	\$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			09/04/2018	06/14/2019	\$100	Instructional Staff, PYP Coordinator, General Education Resource Teacher, Principal
Inquiry-based Professional Development	Teachers will participate in professional development.	Professional Learning			09/04/2018	06/14/2019	\$2000	Instructional Staff, PYP Coordinator, General Education Resource Teacher, Principal
Inquiry-based Learning	Teachers will instruct students in the use of inquiry learning.	Direct Instruction			09/04/2018	06/14/2019	\$1000	Instructional Staff
Inquiry-based Learning	Teachers will instruct students in the use of inquiry learning.	Direct Instruction			09/04/2018	06/14/2019	\$1000	All instructional Staff
Inquiry Learning	Teachers will instruct students in the use of inquiry learning.	Direct Instruction			09/04/2018	06/14/2019	\$1000	Instructional Staff

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Institute for Healing Racism	Two Adult school community stakeholders will partake in this Institute for Healing Racism	Community Engagement	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	Chosen or volunteered adult school employees.
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Use Exemplar Texts	Teachers will collect exemplar texts from their students' writing samples where applicable, and shared with students. Also Writing Pathways Samples will be shared with students.	Other			09/04/2018	06/14/2019	\$0	All Classroom Teachers will collect writing samples. Teachers at each grade level will collect exemplar texts.
Critique Lessons	All teachers will critique their own lesson effectiveness based on writing rubric outcomes of their own classrooms and other at their grade level.	Direct Instruction			09/04/2018	06/14/2019	\$0	All Instructional Staff
Chart Progress	Teacher or students would chart/log time spent reading.	Direct Instruction	Tier 1		09/05/2017	06/15/2018	\$0	General Education teachers, Special education teachers, principal
Active reading	Teachers will allow students to read silently	Implementation	Tier 1	Implement	09/07/2017	06/15/2018	\$0	Principal, general education teachers

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practice	Students will participate in paper/pencil to practice math facts four days a week.	Technology , Implementation, Direct Instruction, Monitor	Tier 1		10/01/2018	06/14/2019	\$0	general education teachers, special education teachers, general educations resource teachers, select para educators, principal
Writing in the Content Areas	All teachers will instruct and utilize writing across all content areas.	Direct Instruction			09/04/2018	06/14/2019	\$0	All instructional staff
Model the Writing Process	Classroom teachers will model the writing process.	Direct Instruction			09/04/2018	06/14/2019	\$0	Classroom teachers, specialized support teachers
Assessment Analysis	Teachers will analyze student assessment data to determine the appropriate next instructional steps to ensure continuous improvement of teaching and learning processes. Teachers will also implement the LUCY CAULKINS Writing Pathways rubrics to assess student achievement and progress.	Other			09/04/2018	06/14/2019	\$0	All instructional staff
Order and Compare Fractions	Students will use fraction strips and number lines to compare and order fractions with different denominators.	Direct Instruction			09/04/2018	06/14/2019	\$0	All Classroom Teachers General Education resource Teachers Select 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			09/04/2018	06/14/2019	\$0	Classroom 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			09/04/2018	06/14/2019	\$0	Classroom Teachers
Student Voice	Students will have a voice in their own learning.	Communication, Community Engagement, Other	Tier 2	Implement	09/04/2018	06/01/2019	\$0	Administrator, teachers, para educators

School Improvement Plan

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Compare and Contrast	Teachers will use a variety of genres to compare and contrast relationships among characters, events and key ideas.	Direct Instruction			09/04/2018	06/14/2019	\$0	Classroom Teachers
Model Different Genres of Writing	Classroom teachers will model different genres of writing	Direct Instruction			09/04/2018	06/14/2019	\$0	Classroom teachers, specialized support teachers