



School Improvement Plan

Lone Pine Elementary School

Bloomfield Hills School District

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West Bloomfield, MI 48323-3535

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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?

Lone Pine Elementary School is one of four elementary schools in the Bloomfield Hills School District. We service grades K-3. Our district is in an outlying suburban area approximately twenty-five minutes northwest of the city of Detroit. Lone Pine services approximately 360 students. We are a public school serving a prescribed attendance area in the cities of West Bloomfield and Bloomfield Hills, and the Village of Orchard Lake. Our students are primarily from affluent families, and represent a diversity in race, ethnicity, religious affiliation, and primary language. Our instructional staff is comprised of about sixty educators, including teachers, ancillary staff, para-educators, and a principal, and is significantly less diverse than our student body.

Over the last three years our enrollment has been very stable, with a slight increase in the overall diversity of our student body.

One unique challenge associated with our student body is a large number of ELL students, as our building houses the district's ELL Newcomers program. This program is an outstanding resource for our building and deeply enriches the cultural experience of our students, but these students have unique learning needs that impact our instructional programming.

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.

The mission of Lone Pine Elementary is to provide a safe, nurturing environment in which students achieve personal academic excellence, demonstrate caring and responsibility, and become empowered, internationally-minded citizens and lifelong learners.

We believe ...

All students learn and achieve in a safe, nurturing environment in which they feel supported and have a sense of belonging.

All students learn when provided a strong academic program that recognizes and respects each child's unique physical, cultural, social, emotional, creative, and intellectual needs.

An educational curriculum that promotes critical thinking and problem solving is necessary in order to prepare students with the skills they need to become lifelong learners in the global community.

Education is maximized through a strong partnership between school, family, and community.

Our educational focus will be based on developing confident, creative, flexible, technologically savvy 21st century learners and preparing them to anticipate and collaboratively solve the challenges in an ever-changing world.

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.

Staff have improved in data collection and the use of data to inform instruction.

Structured, data-driven intervention support systems are in place for math and reading at all grade levels.

Standardized assessment scores have remained consistently high, above national averages.

We maintain our authorization as an International Baccalaureate PYP World School.

We successfully completed an evaluation visit from the IBO in the fall of 2015.

Our staff continually strives to provide the academic and emotional support necessary for our diverse student body, including the needs of English language learners and the increase in refugee populations.

Additional Information

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

As an International Baccalaureate PYP World School, Lone Pine undergoes a rigorous evaluation process based on the IB's Standards and Practices every five years.

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.

The SIP is developed through the work of the entire staff and the school's Leadership Team. The Leadership Team is comprised of the building administrator, our PYP coordinator, our media specialist, teacher representatives from each grade level, a specialty area teacher, an ancillary team member, a language teacher (ELL or Spanish), a para-educator, and a parent. We also include representatives from our feeder preschool and our feeder middle school on this team to provide continuity for our program and students. Representatives are rotated on an annual basis (teams self-select their representatives, the administrator monitors to ensure the role is rotated equally among members of each team). The team meets 2x per month through the school year, from 8:15-9:00AM.

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

All staff participated in an examination of our school's data in the area of math, reading, and writing to determine areas in need of improvement and to brainstorm possible intervention mechanisms. Leadership Team members assist in facilitating professional development planning and reflection to support staff needs in supporting these interventions. The Leadership Team also serves as a decision-making body related to the school's improvement process (i.e. the action plan). Leadership Team representatives serve as a conduit for information to and from their teams and abide by essential agreements for their role.

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 SIP is reviewed by the Leadership Team and distributed to all staff and the PTO membership. Stakeholders receive information on the progress of the SIP at Leadership Team meetings, which are held twice a month during the school year.

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?

We have seen an increase in our Free and Reduced Lunch population as well as an increase in refugee families among our ELL population.

Student Demographic Data

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

Attendance rates have been stable.

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?

Our greatest challenge lies in providing effective disciplinary support through a tiered intervention system for our students while also assuring our broader population that our disciplinary practices are thoughtful and appropriate.

Student Demographic Data

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

Continuing to learn about and access resources to support the social-emotional needs of our student population.

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?

More important than years of experience is our consistency and low turnover of staff. Lone Pine's teaching, administrative, ancillary, and para-educator staff are well-trained and share high expectations for student achievement both academically and behaviorally.

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?

More important than years of experience is our consistency and low turnover of staff. Lone Pine's teaching, administrative, ancillary, and para-educator staff are well-trained and share high expectations for student achievement both academically and behaviorally.

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 assist our school's efforts toward high quality instruction, help direct creative problem-solving efforts through collaboration with other schools and school leadership, and show by example the importance of ongoing professional development. Although significant school leader absences due to personal or family illness did not occur this year, such absences could negatively effect the expertise, effort, and consistency of a staff in implementing educational initiatives.

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?

Every day out of the classroom for a teacher is a lost opportunity for students. However, we attempt to balance our need for ongoing professional development and collaboration to move our educational initiatives forward with the impact on student learning due to staff absences.

Teacher/School Leader(s) Demographic Data

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

Developing creative ways to maintain professional development and collaboration work among staff that do not require their absence from the classroom.

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?

Some of our strengths included Shared Leadership for Learning, Safe and Supportive Environment, and Guidance and Support for Teaching and Learning.

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?

Data Analysis and Decision Making, Student Involvement in the Assessment Process, and Communication systems were all areas of challenge.

12. How might these challenges impact student achievement?

Effective communication with minority language speakers will assist families in supporting their children's learning at school. Data-based decision-making will assist our staff in identifying students in need of intervention and support. Involving students in assessment of their own work supports their development as independent learners.

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.

Ongoing professional support for staff in utilizing data to inform instruction. Continued efforts to promote student involvement in self-assessment and reflection. Diversity awareness training for staff.

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?

All students are screened annually through our BIT process for access to the full array of intervention programs available at Lone Pine.

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

As a lower elementary building, we do not offer free Extended Learning Opportunities beyond the school day. However, we have a rich and broad program of Extended Learning Opportunities on a fee-based system offered through our district recreation department.

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

We do not offer Extended Learning Opportunities.

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?

We utilize the Rubicon Atlas system to document curriculum, instruction, and assessment of the state content standards. These online resources must align with classroom observations.

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.

N/A

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

Kindergarten and 3rd grade students exceeded growth projections on the NWEA for the 2014-15 school year.

Kindergarten, 1st, and 2nd grade students' mean RIT score (NWEA) exceeded national norms for the 2014-15 school year and kindergarten, 1st, and 3rd grade students' mean RIT score (NWEA) exceeded national norms for the 2015-16 school year.

2015: 84% of kindergarten students are reading above the NWEA national norm.

2016: 76% of kindergarten students are reading above the NWEA national norm.

2015: 59% of first grade students are reading above the NWEA national norm.

2016: 63% of first grade students are reading above the NWEA national norm.

2015: 62% of second grade students are reading above the NWEA national norm.

2016: 57% of second grade students are reading above the NWEA national norm.

2016: 68% of third grade students are reading above the NWEA national norm.

19b. Reading- Challenges

Meeting the needs of our ESL student population.

Adapting instruction and resources to support the Common Core State Standards.

19c. Reading- Trends

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Reading performance on the NWEA has been stable over time, but there is evidence of a decline over time in the 3rd grade DRA data. Economically disadvantaged, EL, Middle-Eastern, and African American student scores trend lower over time than other subgroup populations.

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.

Goal 1, Strategy #4:

Activity: Ancillary staff support. Special education, ESL, and specials staff will support the buildings reading goal through their programs specifically in the area of vocabulary development.

Activity: RTI groups. Data driven intervention in reading provided via small group instruction to struggling readers based on a tiered approach to instruction.

Goal 1, Strategy #5:

Activity: Reading Recovery is provided in first grade.

20a. Writing- Strengths

Third graders are exceeding national norms on CBM Correct Writing Sequences assessments.

Second graders are exceeding the national mean for NWEA Language RIT.

20b. Writing- Challenges

Students in kindergarten, first, and second grade are performing below national norms on the CBM Correct Writing Sequences assessment.

20c. Writing- Trends

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CBM assessment scores show improvement over time in first, second, and third grades.

Middle Eastern, Economically Disadvantaged, and African American student performance trends lower than other subgroups.

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.

Strategy 1: Activity: Professional Development

Staff will continue to pursue training and support in meeting the needs of diverse learners.

21a. Math- Strengths

Kindergarten, first, and second grade student performance on the NWEA math assessment exceeds national norms.

21b. Math- Challenges

Third grade performance on the NWEA math assessment.

Meeting the needs of diverse learners.

21c. Math- Trends

Economically Disadvantaged, African American, and Middle Eastern student performance falls below that of other subgroups over time.

Third grade NWEA performance has declined over time.

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.

Strategy 3: Activity: Professional development and support in meeting the needs of diverse learners.

Strategy 3: Activity: Implementation of math workshop.

22a. Science- Strengths

Not applicable.

22b. Science- Challenges

Not applicable.

22c. Science- Trends

Not applicable.

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.

N/A

23a. Social Studies- Strengths

Not applicable.

23b. Social Studies- Challenges

Not applicable.

23c. Social Studies- Trends

Not applicable.

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?

Students felt that teachers were encouraging and supportive, always wanting them to try their best.

24b. Student Perception Data

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

Students felt that teachers were not always attentive to times when something was bothering them.

24c. Student Perception Data

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

Responses will be shared with our school leadership team and broader staff. Staff will brainstorm actions to improve student satisfaction in this area.

25a. Parent/Guardian Perception Data

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

Parents were highly satisfied with the curriculum and instructional approaches used at Lone Pine.

25b. Parent/Guardian Perception Data

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

Parents felt that support for the first languages of many of our EL students is lacking.

25c. Parent/Guardian Perception Data

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

Our staff leadership team has addressed this in our action plan. Additional resources in the most popular L1's of our students will continue to be acquired. We will more actively promote the existing opportunities and resources in our school. We will tap parents as resources.

26a. Teacher/Staff Perception Data

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

Staff were most satisfied with the resources and support available to them to implement a high-quality instructional program.

26b. Teacher/Staff Perception Data

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

Staff felt a need for more time for vertical planning and articulation, and for better efforts to meet the needs of culturally diverse learners.

26c. Teacher/Staff Perception Data

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

Improvements in systematically structuring vertical articulation will be made through the provision of professional development days. Selected staff will receive training in diversity and meeting the needs of culturally diverse learners. Additional resources that better represent our student population will be acquired.

27a. Stakeholder/Community Perception Data

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

Resources and facilities to meet the educational needs of our students was rated most highly.

27b. Stakeholder/Community Perception Data

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

The lack of emphasis on language learning, particularly the lack of support for students' mother tongue (L1) languages.

27c. Stakeholder/Community Perception Data

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

Staff will make efforts to better inform the community of resources and programs available for EL students or bilingual students. Continued acquisition of L2 resources will take place.

Summary

28a. Summary

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

Meeting the needs of diverse learners is our foremost challenge, specifically learners whose L1 is a language other than English. We also are faced with an achievement gap with our African American and Economically Disadvantaged students.

Strengths include substantial resources, a talented and well-trained teaching staff, and an extremely supportive and informed parent community.

28b. Summary

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

These challenges do impact student achievement, as specifically outlined in our School Data Analysis.

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?

Meeting the needs of diverse learners is addressed under each goal of our SIP, as outlined in the School Data Analysis.

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.	No	Literacy and math are tested annually in grades K-3.	

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	http://www.bloomfield.org/parents-students/annual-reports	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Not applicable.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Not applicable.	

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 Nondiscrimination

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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	The Bloomfield Hills Schools is an equal opportunity employer. It is the policy of the Bloomfield Hills Schools not to discriminate on the basis of race, color, religion, national origin, sex, age, height, weight, marital status, disability, genetic information, or any other reason prohibited by applicable laws, in its programs, services, activities, or employment practices. Inquiries related to discrimination on the basis of disability should be directed to the Section 504 Coordinator: Pam Schoemer, Director of Special Education, 7273 Wing Lake Road, Bloomfield Hills, MI 48301, 248.341.5	

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.	Yes		BHS Board Policy Parent Involvement

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).	No		

School Improvement Plan 2015-2018

Overview

Plan Name

School Improvement Plan 2015-2018

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 be proficient in the comprehension of expository and narrative text.	Objectives: 1 Strategies: 5 Activities: 14	Academic	\$10700
2	All students will demonstrate proficient knowledge and application of mathematical computation and concepts.	Objectives: 1 Strategies: 5 Activities: 12	Academic	\$1500
3	All students will demonstrate proficiency in written communication.	Objectives: 1 Strategies: 5 Activities: 11	Academic	\$3900
4	All students will be engaged in a culturally responsive environment that ensures positive relationships with peers and adults.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$700

Goal 1: All students will be proficient in the comprehension of expository and narrative text.

Measurable Objective 1:

82% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, 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 in reading in English Language Arts by 06/01/2018 as measured by Proficiency on the 3rd grade M-Step..

Strategy 1:

Acquisition of resources - Instructional resources to support the reading program will be acquired as needed.

Category:

Research Cited: Miller's Reading with Meaning, Marzano's Classroom Instruction That Works, IBO's Making the PYP Happen, IBO's Online Curriculum Center, PYP Scope and Sequence Documents, Oakland Schools Consultants, Collin's Growing Readers, Common Core State Standards, Developmental Studies Center's Making Meaning, Oakland Schools Readers Workshop Training

Tier: Tier 1

Activity - Acquisition of resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continuing acquisition of reading materials at individualized reading levels (literacy library) that also support PYP units of inquiry.	Materials	Tier 1	Monitor	07/01/2015	06/01/2018	\$3000	General Fund	School media specialist, principal

Strategy 2:

Alignment of instruction and assessment - Staff will conduct ongoing study and alignment of instructional activities and assessments with ELA Common Core State Standards.

Category:

Research Cited: Miller's Reading with Meaning, Marzano's Classroom Instruction That Works, IBO's Making the PYP Happen, PYP Scope and Sequence Documents, Oakland Schools Consultants, Collin's Growing Readers, Common Core State Standards, Developmental Studies Center's Making Meaning, Oakland Schools Readers Workshop Training.

Tier: Tier 1

Activity - Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will work to align PYP units and the building Program of Inquiry (including best practices for instruction, assessments, and selected resources) with grade level reading ELA Common Core State Standards and the PYP Scope and Sequence.	Curriculum Development	Tier 1	Implement	07/01/2015	06/15/2018	\$0	No Funding Required	K-3 teaching staff, special education staff, ESL staff, specials staff, media specialist, building principal, IB coordinator, learning services team.
Activity - reading integration across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading will be integrated with other academic areas through the development and implementation of PYP units.	Curriculum Development	Tier 1	Implement	07/01/2015	06/15/2018	\$0	No Funding Required	K-3 teaching staff, IB coordinator
Activity - Staff Consistency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to identify and practice consistency in instructional strategies and content area vocabulary.	Teacher Collaboration	Tier 1	Implement	07/01/2015	06/01/2018	\$0	No Funding Required	K-3 teaching staff, GERT and Reading Recovery staff, ESL and special education staff, IB coordinator
Activity - Reader's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of Reader's Workshop in grades K-3.	Direct Instruction	Tier 1	Monitor	07/01/2015	06/01/2018	\$0	No Funding Required	K-3 teaching staff.

Strategy 3:

Ancillary Staff Support - ESL, special education staff, and specials staff will support the building reading goal through their programs.

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Category:

Research Cited: Miller's Reading with Meaning, Marzano's Classroom Instruction That Works, IBO's Making the PYP Happen, PYP Scope and Sequence Documents, Oakland Schools Consultants, Collin's Growing Readers, Common Core State Standards, Developmental Studies Center's Making Meaning, Oakland Schools Readers Workshop Training.

Tier: Tier 2

Activity - Ancillary Staff Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education, ESL, and specials staff will collaborate with general education teachers to support the building's reading goal through their programs.	Teacher Collaboration, Direct Instruction	Tier 2	Implement	06/01/2015	06/01/2018	\$0	No Funding Required	K-3 teaching staff, ESL staff, special education staff, specials staff, IB coordinator.

Activity - RTI groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data driven intervention in reading will be provided via small group instruction to struggling readers.	Academic Support Program	Tier 2	Implement	07/01/2015	06/01/2018	\$0	No Funding Required	GERT, K-3 teaching staff.

Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Recovery will be provided in first grade to our most struggling readers.	Direct Instruction, Academic Support Program	Tier 3	Monitor	07/01/2015	06/01/2018	\$0	General Fund	GERT staff

Strategy 4:

Professional Development - Staff will research and receive professional development on best practices for reading instruction, particularly those strategies that support differentiation for subgroup populations.

Category:

Research Cited: Miller's Reading with Meaning, Marzano's Classroom Instruction That Works, IBO's Making the PYP Happen, PYP Scope and Sequence Documents, Oakland Schools Consultants, Collin's Growing Readers, Common Core State Standards, Developmental Studies Center's Making Meaning, Oakland Schools Readers Workshop Training.

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Tier: Tier 1

Activity - Professional Literature Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will engage in ongoing professional review of literature regarding best practices in reading instruction.	Professional Learning	Tier 1	Implement	07/01/2015	06/01/2018	\$2000	General Fund	All school staff.
Activity - Professional Development in Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will be provided professional development in best practices of literacy, including RTI and guided reading.	Professional Learning	Tier 1	Implement	07/01/2015	06/01/2018	\$3000	Title II Part A	K-3 teaching staff, GERT and reading recovery staff, ESL teacher, building principal, learning services team.
Activity - Professional Development in Best Practices to Support EL's	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development specific to meeting the needs of English Language Learners.	Professional Learning	Tier 2	Implement	07/01/2015	06/01/2018	\$0	Title III	Learning services team.
Activity - Lesson Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in the Lesson Study process to improve instruction and student engagement.	Teacher Collaboration, Direct Instruction, Curriculum Development	Tier 1	Getting Ready	07/01/2015	06/01/2018	\$200	General Fund	Building principal, K-3 instructional staff.

Strategy 5:

Technology resources will support reading - Technology resources will be utilized to support the school's reading program.

Category:

Research Cited: Miller's Reading with Meaning, Marzano's Classroom Instruction That Works, IBO's Making the PYP Happen, PYP Scope and Sequence Documents,

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Oakland Schools Consultants, Collin's Growing Readers, Common Core State Standards, Developmental Studies Center's Making Meaning, Oakland Schools Readers Workshop Training.

Tier: Tier 1

Activity - Data collection and analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize technology resources for the collection and analysis of student reading assessment data.	Technology	Tier 1	Implement	07/01/2015	06/01/2018	\$0	No Funding Required	All teaching and administrative staff.

Activity - Technology resources will support reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology resources will be used to support the school's reading goal.	Technology	Tier 1	Implement	07/01/2015	06/01/2018	\$2500	General Fund	K-3 teaching staff, special education staff, ESL staff, specials staff, media specialist, media tech, building principal.

Goal 2: All students will demonstrate proficient knowledge and application of mathematical computation and concepts.

Measurable Objective 1:

76% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, 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 in computation and concepts in Mathematics by 06/01/2018 as measured by the 3rd grade M-Step..

Strategy 1:

Alignment of instruction and assessment - Staff will conduct ongoing study and alignment of instructional activities and assessments with math Common Core Standards.

Category:

Research Cited: Marzano's Classroom Instruction That Works, IBO's Making the PYP Happen, PYP Scope and Sequence Documents, IBO's Online Curriculum Center,

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consultation with Oakland University faculty and Oakland Schools consultants.

Tier: Tier 1

Activity - Staff Consistency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to identify and practice consistency in instructional strategies and content area vocabulary.	Teacher Collaboration	Tier 1	Implement	07/01/2015	06/01/2018	\$0	No Funding Required	K-3 teaching staff, GERT staff, special education staff, ESL staff, IB coordinator

Activity - Implementation of Math Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math workshop instructional model will be implemented in all K-3 classrooms.	Direct Instruction	Tier 1	Monitor	07/01/2015	06/01/2018	\$0	No Funding Required	K-3 instructional staff, building principal

Activity - Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to develop and fine-tune math instructional units and assessments to align with the Common Core Standards and PYP Scope and Sequence.	Curriculum Development	Tier 1	Implement	07/01/2015	06/01/2018	\$0	No Funding Required	K-3 instructional staff, building principal, learning services team

Activity - Alignment of instruction and assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work to align math units (including best practices for instruction and assessments) with grade level math Common Core Standards and the PYP Scope and Sequence.	Curriculum Development	Tier 1	Implement	07/01/2015	06/01/2018	\$0	No Funding Required	K-3 instructional staff, building principal

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Strategy 2:

Professional Development - Staff will research and receive professional development on best practices for math instruction, particularly those strategies that support differentiation for minority and economically disadvantaged students.

Category:

Research Cited: Marzano's Classroom Instruction That Works, IBO's Making the PYP Happen, PYP Scope and Sequence Documents, IBO's Online Curriculum Center, consultation with Oakland University faculty and Oakland Schools consultants.

Tier: Tier 1

Activity - Professional development in Mathematics Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing professional development in best practices of mathematics instruction and assesment will be provided to instructional staff.	Professional Learning	Tier 1	Implement	07/01/2015	06/01/2018	\$800	Title II Part A	K-3 instructional staff, building principal, learning services team.

Activity - Professional Development in Best Practices to Support EL's	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development specific to meeting the needs of English Language Learners.	Direct Instruction	Tier 2	Implement	07/01/2015	06/01/2018	\$0	Title III	Learning services team.

Activity - Lesson Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in the Lesson Study process to improve instruction and student engagement.	Teacher Collaboration, Direct Instruction, Curriculum Development	Tier 1	Getting Ready	07/01/2015	06/01/2018	\$200	General Fund	Building principal, K-3 instructional staff.

Strategy 3:

Technology resources will support math - Technology resources will be utilized to support the school's math program.

Category:

Research Cited: Marzano's Classroom Instruction That Works, IBO's Making the PYP Happen, PYP Scope and Sequence Documents, IBO's Online Curriculum Center, consultation with Oakland University faculty and Oakland Schools consultants.

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Tier: Tier 1

Activity - Data collection and analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize technology resources for the collection and analysis of student mathematics assessment data.	Technology	Tier 1	Implement	07/01/2015	06/01/2018	\$0	No Funding Required	All teaching and administrative staff.

Activity - Technology resources will support math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology resources will be utilized to support the school's mathematics goal.	Technology	Tier 1	Implement	06/01/2015	06/01/2018	\$0	No Funding Required	K-3 teaching staff, special education staff, ESL staff, specials staff, media specialist, media tech, building principal

Strategy 4:

Ancillary Staff Support - ESL, special education staff, GERT, and specials staff will support the building mathematics goal through their programs.

Category:

Research Cited: Marzano's Classroom Instruction That Works, IBO's Making the PYP Happen, PYP Scope and Sequence Documents, IBO's Online Curriculum Center, consultation with Oakland University faculty and Oakland Schools consultants.

Tier: Tier 2

Activity - Ancillary Staff Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Special education, ESL, GERT, and specials staff will collaborate with general education teachers to support the building's mathematics goal through their programs.	Teacher Collaboration, Direct Instruction	Tier 2	Implement	07/01/2015	06/01/2018	\$0	No Funding Required	K-3 teaching staff, ESL staff, special education staff, specials staff, IB Coordinator, building principal
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Activity - RTI Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data driven intervention in mathematics provided via small group instruction to struggling mathematicians.	Academic Support Program	Tier 2	Implement	07/01/2015	06/01/2018	\$0	No Funding Required	GERT, K-3 teaching staff.

Strategy 5:

Acquisition of Resources - Materials and resources to support mathematics instruction will be acquired as needed.

Category:

Research Cited: Marzano's Classroom Instruction That Works, IBO's Making the PYP Happen, PYP Scope and Sequence Documents, IBO's Online Curriculum Center, consultation with Oakland University faculty and Oakland Schools consultants.

Tier: Tier 1

Activity - Acquisition of Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials and resources to support mathematics instruction will be acquired as needed.	Materials	Tier 1	Implement	07/01/2015	06/01/2018	\$500	General Fund	Building principal

Goal 3: All students will demonstrate proficiency in written communication.

Measurable Objective 1:

83% of All Students will demonstrate a proficiency in written communication in Writing by 06/15/2018 as measured by the 4th grade M-Step.

Strategy 1:

Acquisition of resources - Instructional resources to support the writing program will be acquired as needed.

Category:

Research Cited: Marzano's Classroom Instruction That Works, McCuen's An Examination of the Effectiveness of ELL Programs at the Elementary Level, IBO's Making

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the PYP Happen, Culham's 6+1 Traits of Writing, IBO's PYP Scope and Sequence Documents, Oakland Schools consultants

Tier: Tier 1

Activity - Acquisition of resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials to support the writing goal and PYP units will be purchased for teachers as needed.	Materials	Tier 1	Implement	07/01/2015	06/01/2018	\$200	General Fund	Building principal

Strategy 2:

Alignment of instruction assessment and resources - Staff will conduct ongoing study and alignment of instructional activities, assessments, and resources with Common Core Standards.

Category:

Research Cited: Marzano's Classroom Instruction That Works, McCuen's An Examination of the Effectiveness of ELL Programs at the Elementary Level, IBO's Making the PYP Happen, Culham's 6+1 Traits of Writing, IBO's PYP Scope and Sequence Documents, Oakland Schools consultants

Tier: Tier 1

Activity - Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work to align PYP units and the building Program of Inquiry (including best practices for instruction, assessments, and selected resources) with grade level ELA Common Core Standards and the PYP Scope and Sequence.	Curriculum Development	Tier 1	Implement	07/01/2015	06/01/2018	\$0	No Funding Required	K-3 teaching staff, PYP Coordinator, building principal.

Activity - Staff consistency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to identify and practice consistency in instructional strategies and content area vocabulary.	Teacher Collaboration	Tier 1	Implement	07/01/2015	06/01/2018	\$0	No Funding Required	K-3 teaching staff, GERT staff, ESL and special education staff, IB coordinator

Activity - Writing integration across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Writing will be integrated with other academic areas through the development and implementation of PYP units.	Curriculum Development	Tier 1	Implement	07/01/2015	06/01/2018	\$0	No Funding Required	K-3 teaching staff, IB coordinator
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Strategy 3:

Ancillary staff support - ESL, special education, and specials staff will support the building writing goal through their programs.

Category:

Research Cited: Marzano's Classroom Instruction That Works, McCuen's An Examination of the Effectiveness of ELL Programs at the Elementary Level, IBO's Making the PYP Happen, Culham's 6+1 Traits of Writing, IBO's PYP Scope and Sequence Documents, Oakland Schools consultants

Tier: Tier 2

Activity - Ancillary staff support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL, Special Education, and specials staff will work in collaboration with classroom teachers to support the building writing goal.	Teacher Collaboration	Tier 2	Implement	07/01/2015	06/01/2018	\$0	No Funding Required	K-3 teaching staff, ESL staff, special education staff, specials staff, IB coordinator

Strategy 4:

Professional Development - Staff will research and collaborate on the delivery of best practices for writing instruction, particularly those strategies that support differentiation for English language learners.

Category:

Research Cited: Marzano's Classroom Instruction That Works, McCuen's An Examination of the Effectiveness of ELL Programs at the Elementary Level, IBO's Making the PYP Happen, Culham's 6+1 Traits of Writing, IBO's PYP Scope and Sequence Documents, Oakland Schools consultants

Tier: Tier 1

Activity - Professional literature study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional literature study on best practices in writing instruction.	Professional Learning	Tier 1	Implement	07/01/2015	06/01/2018	\$2000	General Fund	All school staff.

Activity - Professional Development in Writing Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Ongoing professional development and training in best practices for writing instruction, including 6 + 1 Traits of Writing, Lucy Calkins, Writer's Workshop, Building Writing Communities, and the Expanding Expression Tool.	Professional Learning	Tier 1	Implement	07/01/2015	06/01/2018	\$1500	Title II Part A	K-3 teaching staff, special education teachers, ESL teachers
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Activity - Professional Development in Best Practices to Support EL's	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development specific to meeting the needs of English Language Learners.	Professional Learning	Tier 2	Implement	07/01/2015	06/01/2018	\$0	Title III	Learning Services Team

Activity - Lesson Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in the Lesson Study process to improve instruction and student engagement.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2015	06/15/2018	\$200	General Fund	Building principal, K-3 instructional staff.

Strategy 5:

Technology resources will support writing - Technology resources will be utilized to support the school's writing program.

Category:

Research Cited: Marzano's Classroom Instruction That Works, McCuen's An Examination of the Effectiveness of ELL Programs at the Elementary Level, IBO's Making the PYP Happen, Culham's 6+1 Traits of Writing, IBO's PYP Scope and Sequence Documents, Oakland Schools consultants

Tier: Tier 1

Activity - Data collection and analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize technology resources for the collection and analysis of student writing assessment data.	Technology	Tier 1	Monitor	07/01/2015	06/01/2018	\$0	No Funding Required	All teaching and administrative staff.

Activity - Technology resources will support writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Technology resources will be utilized to support the building's writing goal.	Technology	Tier 1	Implement	07/01/2015	06/01/2018	\$0	No Funding Required	K-3 teaching staff, special education staff, ESL staff, specials staff, media specialist, media tech, building principal
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Goal 4: All students will be engaged in a culturally responsive environment that ensures positive relationships with peers and adults.

Measurable Objective 1:

demonstrate a behavior that is culturally responsive and inclusive of students, staff, and community members by 06/01/2018 as measured by staff, student, and community perception surveys.

Strategy 1:

Developing Culturally Responsive Staff - Staff will receive diversity training in establishing and maintaining a culturally responsive environment.

Category:

Tier: Tier 1

Activity - Global Champions Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to build capacity through participation in the district Global Champions program.	Professional Learning	Tier 1	Implement	07/01/2015	06/01/2018	\$0	General Fund	All staff.

Activity - Institute for Healing Racism	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to build capacity through participation in the district's Institute for Healing Racism.	Professional Learning	Tier 1	Implement	07/01/2015	06/01/2018	\$0	General Fund	All staff.

Strategy 2:

Developing Culturally Responsive Students - Staff will collaborate to support students in their development of the PYP Learner Profile attributes, the Attitudes, and the drive to take responsible action in their community.

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Category:

Tier: Tier 1

Activity - Promoting Student Action	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to promote student action through a variety of means including the Action Team, the Action Bulletin Board, and education of our parent community.	Community Engagement	Tier 1	Implement	07/01/2015	06/01/2018	\$0	No Funding Required	All staff.

Activity - PYP Learner Profile Attributes and Attitudes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will support positive behavior and peer relationships through direct teaching of the PYP Learner Profile attributes and the Attitudes, and through parent education on the same.	Direct Instruction, Parent Involvement, Behavioral Support Program	Tier 1	Implement	07/01/2015	06/01/2018	\$0	No Funding Required	All staff.

Activity - Link Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The LINK Program is in over 400 school districts in the State of Michigan with incredible results. The support staff are able to access more At-Risk students and prevent students from becoming special education eligible. LINK Programs impact the culture in buildings and the diversity	Professional Learning	Tier 3	Getting Ready	07/01/2015	06/01/2018	\$200	Title II Part A	Special education staff

Strategy 3:

Acquisition of Resources - Staff will assess instructional materials and resources to ensure they are culturally responsive. Additional materials will be acquired as needed.

Category:

Tier: Tier 1

Activity - Acquisition of Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Staff will assess instructional materials and resources to ensure they support a culturally responsive environment for students. Additional materials will be acquired as needed.</p>	<p>Materials</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>07/01/2015</p>	<p>06/01/2018</p>	<p>\$500</p>	<p>Other</p>	<p>K-3 instructional staff, media specialist, building principal.</p>
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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
Acquisition of Resources	Materials and resources to support mathematics instruction will be acquired as needed.	Materials	Tier 1	Implement	07/01/2015	06/01/2018	\$500	Building principal
Professional Literature Review	Instructional staff will engage in ongoing professional review of literature regarding best practices in reading instruction.	Professional Learning	Tier 1	Implement	07/01/2015	06/01/2018	\$2000	All school staff.
Professional literature study	Professional literature study on best practices in writing instruction.	Professional Learning	Tier 1	Implement	07/01/2015	06/01/2018	\$2000	All school staff.
Reading Recovery	Reading Recovery will be provided in first grade to our most struggling readers.	Direct Instruction, Academic Support Program	Tier 3	Monitor	07/01/2015	06/01/2018	\$0	GERT staff
Technology resources will support reading	Technology resources will be used to support the school's reading goal.	Technology	Tier 1	Implement	07/01/2015	06/01/2018	\$2500	K-3 teaching staff, special education staff, ESL staff, specials staff, media specialist, media tech, building principal.
Lesson Study	Teachers will engage in the Lesson Study process to improve instruction and student engagement.	Teacher Collaboration	Tier 1	Getting Ready	07/01/2015	06/15/2018	\$200	Building principal, K-3 instructional staff.

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Lesson Study	Teachers will engage in the Lesson Study process to improve instruction and student engagement.	Teacher Collaboration, Direct Instruction, Curriculum Development	Tier 1	Getting Ready	07/01/2015	06/01/2018	\$200	Building principal, K-3 instructional staff.
Institute for Healing Racism	Staff will continue to build capacity through participation in the district's Institute for Healing Racism.	Professional Learning	Tier 1	Implement	07/01/2015	06/01/2018	\$0	All staff.
Acquisition of resources	Materials to support the writing goal and PYP units will be purchased for teachers as needed.	Materials	Tier 1	Implement	07/01/2015	06/01/2018	\$200	Building principal
Acquisition of resources	Continuing acquisition of reading materials at individualized reading levels (literacy library) that also support PYP units of inquiry.	Materials	Tier 1	Monitor	07/01/2015	06/01/2018	\$3000	School media specialist, principal
Lesson Study	Teachers will engage in the Lesson Study process to improve instruction and student engagement.	Teacher Collaboration, Direct Instruction, Curriculum Development	Tier 1	Getting Ready	07/01/2015	06/01/2018	\$200	Building principal, K-3 instructional staff.
Global Champions Training	Staff will continue to build capacity through participation in the district Global Champions program.	Professional Learning	Tier 1	Implement	07/01/2015	06/01/2018	\$0	All staff.

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Alignment	Staff will work to align PYP units and the building Program of Inquiry (including best practices for instruction, assessments, and selected resources) with grade level ELA Common Core Standards and the PYP Scope and Sequence.	Curriculum Development	Tier 1	Implement	07/01/2015	06/01/2018	\$0	K-3 teaching staff, PYP Coordinator, building principal.
RTI Groups	Data driven intervention in mathematics provided via small group instruction to struggling mathematicians.	Academic Support Program	Tier 2	Implement	07/01/2015	06/01/2018	\$0	GERT, K-3 teaching staff.
Implementation of Math Workshop	The math workshop instructional model will be implemented in all K-3 classrooms.	Direct Instruction	Tier 1	Monitor	07/01/2015	06/01/2018	\$0	K-3 instructional staff, building principal

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Promoting Student Action	Staff will continue to promote student action through a variety of means including the Action Team, the Action Bulletin Board, and education of our parent community.	Community Engagemen t	Tier 1	Implement	07/01/2015	06/01/2018	\$0	All staff.
Ancillary Staff Support	Special education, ESL, and specials staff will collaborate with general education teachers to support the building's reading goal through their programs.	Teacher Collaborati on, Direct Instruction	Tier 2	Implement	06/01/2015	06/01/2018	\$0	K-3 teaching staff, ESL staff, special education staff, specials staff, IB coordinator.
Data collection and analysis	Staff will utilize technology resources for the collection and analysis of student reading assessment data.	Technology	Tier 1	Implement	07/01/2015	06/01/2018	\$0	All teaching and administrati ve staff.
reading integration across the curriculum	Reading will be integrated with other academic areas through the development and implementation of PYP units.	Curriculum Developme nt	Tier 1	Implement	07/01/2015	06/15/2018	\$0	K-3 teaching staff, IB coordinator
Alignment of instruction and assessment	Staff will work to align math units (including best practices for instruction and assessments) with grade level math Common Core Standards and the PYP Scope and Sequence.	Curriculum Developme nt	Tier 1	Implement	07/01/2015	06/01/2018	\$0	K-3 instructiona l staff, building principal
Writing integration across the curriculum	Writing will be integrated with other academic areas through the development and implementation of PYP units.	Curriculum Developme nt	Tier 1	Implement	07/01/2015	06/01/2018	\$0	K-3 teaching staff, IB coordinator
Staff Consistency	Staff will collaborate to identify and practice consistency in instructional strategies and content area vocabulary.	Teacher Collaborati on	Tier 1	Implement	07/01/2015	06/01/2018	\$0	K-3 teaching staff, GERT and Reading Recovery staff, ESL and special education staff, IB coordinator
Data collection and analysis	Staff will utilize technology resources for the collection and analysis of student writing assessment data.	Technology	Tier 1	Monitor	07/01/2015	06/01/2018	\$0	All teaching and administrati ve staff.

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Ancillary Staff Support	Special education, ESL, GERT, and specials staff will collaborate with general education teachers to support the building's mathematics goal through their programs.	Teacher Collaboration, Direct Instruction	Tier 2	Implement	07/01/2015	06/01/2018	\$0	K-3 teaching staff, ESL staff, special education staff, specials staff, IB Coordinator, building principal
Staff consistency	Staff will collaborate to identify and practice consistency in instructional strategies and content area vocabulary.	Teacher Collaboration	Tier 1	Implement	07/01/2015	06/01/2018	\$0	K-3 teaching staff, GERT staff, ESL and special education staff, IB coordinator
Technology resources will support writing	Technology resources will be utilized to support the building's writing goal.	Technology	Tier 1	Implement	07/01/2015	06/01/2018	\$0	K-3 teaching staff, special education staff, ESL staff, specials staff, media specialist, media tech, building principal
Technology resources will support math	Technology resources will be utilized to support the school's mathematics goal.	Technology	Tier 1	Implement	06/01/2015	06/01/2018	\$0	K-3 teaching staff, special education staff, ESL staff, specials staff, media specialist, media tech, building principal

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Staff Consistency	Staff will collaborate to identify and practice consistency in instructional strategies and content area vocabulary.	Teacher Collaboration	Tier 1	Implement	07/01/2015	06/01/2018	\$0	K-3 teaching staff, GERT staff, special education staff, ESL staff, IB coordinator
RTI groups	Data driven intervention in reading will be provided via small group instruction to struggling readers.	Academic Support Program	Tier 2	Implement	07/01/2015	06/01/2018	\$0	GERT, K-3 teaching staff.
PYP Learner Profile Attributes and Attitudes	Staff will support positive behavior and peer relationships through direct teaching of the PYP Learner Profile attributes and the Attitudes, and through parent education on the same.	Direct Instruction, Parent Involvement, Behavioral Support Program	Tier 1	Implement	07/01/2015	06/01/2018	\$0	All staff.
Alignment	Staff will work to align PYP units and the building Program of Inquiry (including best practices for instruction, assessments, and selected resources) with grade level reading ELA Common Core State Standards and the PYP Scope and Sequence.	Curriculum Development	Tier 1	Implement	07/01/2015	06/15/2018	\$0	K-3 teaching staff, special education staff, ESL staff, specials staff, media specialist, building principal, IB coordinator, learning services team.
Reader's Workshop	Implementation of Reader's Workshop in grades K-3.	Direct Instruction	Tier 1	Monitor	07/01/2015	06/01/2018	\$0	K-3 teaching staff.
Ancillary staff support	ESL, Special Education, and specials staff will work in collaboration with classroom teachers to support the building writing goal.	Teacher Collaboration	Tier 2	Implement	07/01/2015	06/01/2018	\$0	K-3 teaching staff, ESL staff, special education staff, specials staff, IB coordinator

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Curriculum Development	Teachers will continue to develop and fine-tune math instructional units and assessments to align with the Common Core Standards and PYP Scope and Sequence.	Curriculum Development	Tier 1	Implement	07/01/2015	06/01/2018	\$0	K-3 instructional staff, building principal, learning services team
Data collection and analysis	Staff will utilize technology resources for the collection and analysis of student mathematics assessment data.	Technology	Tier 1	Implement	07/01/2015	06/01/2018	\$0	All teaching and administrative staff.

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional development in Mathematics Instruction	Ongoing professional development in best practices of mathematics instruction and assesment will be provided to instructional staff.	Professional Learning	Tier 1	Implement	07/01/2015	06/01/2018	\$800	K-3 instructional staff, building principal, learning services team.
Link Training	The LINK Program is in over 400 school districts in the State of Michigan with incredible results. The support staff are able to access more At-Risk students and prevent students from becoming special education eligible. LINK Programs impact the culture in buildings and the diversity	Professional Learning	Tier 3	Getting Ready	07/01/2015	06/01/2018	\$200	Special education staff
Professional Development in Writing Instruction	Ongoing professional development and training in best practices for writing instruction, including 6 + 1 Traits of Writing, Lucy Calkins, Writer's Workshop, Building Writing Communities, and the Expanding Expression Tool.	Professional Learning	Tier 1	Implement	07/01/2015	06/01/2018	\$1500	K-3 teaching staff, special education teachers, ESL teachers

School Improvement Plan

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Professional Development in Reading Instruction	Instructional staff will be provided professional development in best practices of literacy, including RTI and guided reading.	Professional Learning	Tier 1	Implement	07/01/2015	06/01/2018	\$3000	K-3 teaching staff, GERT and reading recovery staff, ESL teacher, building principal, learning services team.
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Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development in Best Practices to Support EL's	Teachers will receive professional development specific to meeting the needs of English Language Learners.	Direct Instruction	Tier 2	Implement	07/01/2015	06/01/2018	\$0	Learning services team.
Professional Development in Best Practices to Support EL's	Teachers will receive professional development specific to meeting the needs of English Language Learners.	Professional Learning	Tier 2	Implement	07/01/2015	06/01/2018	\$0	Learning services team.
Professional Development in Best Practices to Support EL's	Teachers will receive professional development specific to meeting the needs of English Language Learners.	Professional Learning	Tier 2	Implement	07/01/2015	06/01/2018	\$0	Learning Services Team

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Acquisition of Resources	Staff will assess instructional materials and resources to ensure they support a culturally responsive environment for students. Additional materials will be acquired as needed.	Materials	Tier 1	Monitor	07/01/2015	06/01/2018	\$500	K-3 instructional staff, media specialist, building principal.