



School Improvement Plan

Lone Pine 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	See Goals and Plans in ASSIST	

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

In consultation with the school's leadership team (a representative group of stakeholders):

1) A team was established to examine student data and other criteria for Title I services. This team included the building principal, the General Education Resource Teachers, and the Title I teacher.

2) Two meeting dates were established to conduct the comprehensive needs assessment (October 7, 2016 and October 18, 2016). These meetings were held in the General Education Resource Teacher's office/classroom area.

3) Data from the following sources was considered as part of the comprehensive needs assessment:

Parent Input conferences (from September of 2016)

Maximizing Academic Potential (MAP) forms from previous year teachers

NWEA data

DRA data

CBM data (writing)

Reading Recovery observation survey data

Preschool assessments

MLPP assessments (kindergarten)

Demographic information

ESL/Special Education program information

Building Instructional Team (BIT) minutes

4) Students in the bottom 30% of our most recent NWEA assessment were identified as our first indicator. From there we examined and discussed the other sources of data for these students as well as the history of any prior intervention services and the students' response to those interventions. Students most at risk of failure in each of the four core content areas were identified.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

Who is involved in the identification of children who are failing or most at risk of failing?

1) Classroom teachers, General Education Resource Teachers, parents, support staff (such as ESL and special education), and the building principal.

How is data kept and how often is it collected/updated?

1) Academic, demographic, and program data for all students is collected by the school principal for the purpose of supporting the school's SIP in the areas of reading, writing, and mathematics. This data is updated throughout the school year as SIP assessments are completed and housed in Excel spreadsheets for each goal area. Data for individual students is color-coded as proficient (green), borderline (yellow), at
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risk of failure (red).

- 2) District assessment data and teacher perception data was gathered for science and social studies. District assessment data is stored in the district assessment system (Illuminate) on an ongoing basis as assessments are completed.
- 3) Parent input was gathered for all content areas during Parent Input conferences. Teachers maintain this information in student files in their classrooms. This data is gathered in September.
- 4) BIT data is kept on the school's shared Drive, sorted by graduating class and student. This data is collected on an ongoing, as-needed basis.
- 5) Preschool assessment data is delivered to the school principal in June for the incoming kindergarten class.
- 6) Reading recovery observation surveys are completed on all kindergarten students in June.
- 6) MLPP data is collected by the kindergarten staff on all kindergarten students in September. This data is housed in student files in the kindergarten classrooms during the year, and submitted to the building principal in June.
- 7) Teacher MAP forms are completed in June and submitted to the next grade level teacher in September.

What process is used to identify children who are failing or who are most at risk of failing?

The building principal, Title I teacher, and General Education Resource teachers identified our bottom 30% using district common assessment data (NWEA, DRA, common assessments in science and social studies). A discussion of each identified student included an overview of other data sources (noted above) as well as previous supports/interventions received and the response to those interventions. Students failing or most at risk of failing were identified from this pool.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

ELA:

NWEA Reading (K-3)

NWEA Language (2nd & 3rd)

DRA (K-3)

MLPP (letter ID, sound ID, letter formation, rhyme, beginning/ending sounds, onset/rime, phonemes, concepts of print, sight words) (K only)

Reading Recovery Observation Survey (K only)

CBM data (total words written, correct writing sequences) (K-3)

Preschool assessments

Demographic information

Program participation data (ESL/Special Education)

History of Intervention data (BIT minutes)

MAP forms from previous year teachers

Math:

NWEA Math (K-3)

Early numeracy assessments (counting, number fluency, number recognition, comparing values)

Preschool assessments

Demographic information

Program participation data (ESL/Special Education)

History of Intervention data (BIT minutes)

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MAP forms from previous year teachers

Science and Social Studies:

District common assessment data (K-3)

Preschool assessments

Demographic information

Program participation data (ESL/Special Education)

History of Intervention data (BIT minutes)

MAP forms from previous year teachers

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

Who is involved in the identification of children who are failing or most at risk of failing?

1) Classroom teachers, General Education Resource Teachers, parents, support staff (such as ESL and special education), and the building principal.

How is data kept and how often is it collected/updated?

1) Academic, demographic, and program data for all students is collected by the school principal for the purpose of supporting the school's SIP in the areas of reading, writing, and mathematics. This data is updated throughout the school year as SIP assessments are completed and housed in Excel spreadsheets for each goal area. Data for individual students is color-coded as proficient (green), borderline (yellow), at risk of failure (red).

2) District assessment data and teacher perception data was gathered for science and social studies. District assessment data is stored in the district assessment system (Illuminate) on an ongoing basis as assessments are completed.

3) Parent input was gathered for all content areas during Parent Input conferences. Teachers maintain this information in student files in their classrooms. This data is gathered in September.

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6) Reading recovery observation surveys are completed on all kindergarten students in June.

7) MLPP and early numeracy data is collected by the kindergarten staff on all kindergarten students in September. This data is housed in student files in the kindergarten classrooms during the year, and submitted to the building principal in June.

8) Teacher MAP forms are completed in June and submitted to the next grade level teacher in September.

What process is used to identify children who are failing or who are most at risk of failing?

The building principal, Title I teacher, and General Education Resource teachers identified our bottom 30% using district common assessment data (NWEA, DRA, common assessments in science and social studies). A discussion of each identified student included an overview of other data sources (noted above) as well as previous supports/interventions received and the response to those interventions. Students failing or most at risk of failing were identified from this pool. Additional students are screened for intervention based on teacher and/or parent referrals.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

Lone Pine Elementary provides eligible students with support in all four academic areas. Formative and summative assessments are used to help identify students needing additional support. These assessments also help guide instruction and programming. Eligible students are assessed throughout the school year to monitor student growth and evaluate the effectiveness of the school interventions.

Literacy Groups:

Students that are identified in second and third grades needing additional support in reading and writing are placed in a literacy group facilitated by our Title I teacher who is elementary certified and a reading specialist. The groups are formed based on students' specific needs. Literacy groups meet 3-4 days a week for thirty minutes, which is in addition to core content instruction that occurs in the general education classroom. Students receive instruction using the Fountas and Pinnell Leveled Literacy Intervention Program (Heinneman, 2008), trade books, non-fiction texts, and chapter books. The Leveled Literacy Intervention Program provides guided instruction in silent and oral reading with fiction and non-fiction texts, comprehension skills, decoding strategies, writing mechanics and writing content awareness activities. Through the use of various books aligned to the four core content standards and grade level units of instruction, students will receive supplementary support and instruction in all four core academic areas. Student progress is frequently monitored and assessed through individual running records, writing samples, teacher observations, updated DRA scores and NWEA scores.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

The Lone Pine School Improvement process is facilitated by the school's Leadership Team and includes participation of all instructional staff. The Leadership Team is comprised of representative stakeholders including teachers, parents, paraprofessionals, Title I staff, and the building administrator. The team addresses information gathered from all stakeholders throughout the year through PTO Meetings, data digs, our Building Instructional Team process, and grade level team planning meetings. The Leadership Team facilitates the use of this information in school improvement planning, implementation, and oversight. Title I program planning and Title I staff participation is integral to this process as services provided by our Title I staff support all academic goals of the SIP.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

Lone Pine utilizes a tiered instructional model (MTSS) to support the success of all students in reaching the State standards in the four core curriculum areas. Instructional strategies utilized across the four curriculum areas are outlined below:

Tier I strategies:

- Reader's Workshop (encompassing guided reading, read alouds, and shared reading)
- Writer's Workshop (mini-lesson, daily writing, conferencing, strategy groups, revision process)
- Math Workshop (mini-lesson, independent, small group, and whole class practice, strategy groups)
- Acquisition of resources (acquisition of leveled books that support learning across all four core curriculum areas)
- Alignment of instruction and assessment (instruction and assessment is aligned with the CCSS-ELA, CCSS-M, NGSS, and MI Social Studies GLCE's)
- Reading integration across the curriculum (implementation of a transdisciplinary curriculum that includes teaching reading through the use of leveled fiction and non-fiction texts in all content areas)
- Writing integration across the curriculum (implementation of a transdisciplinary curriculum that includes teaching writing in all content areas)
- Consistency in content area vocabulary (staff will collaborate to identify key core content area vocabulary and practice consistency in their vocabulary instruction)
- Teacher collaboration (grade level teachers meet weekly to collaborate on lesson/unit planning and to reflect on results)
- Professional literature review (teachers engage in literature studies regarding best practices)
- Professional development in best practices to meet the needs of diverse learners
- Technology use (to collect and analyze assessment data, and to utilize as an instructional resource)
- Learning Buddies (assigned teacher learner partners focused on improving instruction in all core content areas)

Tier II & III Strategies:

ESL Support

Who: ESL Support provided by ESL-endorsed teacher to eligible EL students in grades

K-3

When: Twice a week for 30 minutes

What:

Essential Literacy Practices (MAISA GELN Early Literacy Task Force): explicit instruction in word recognition strategies, including multi-syllabic word decoding, letter-sound relationships, text structure, comprehension strategies, and writing strategies including intentional and ambitious efforts to build vocabulary and core content knowledge.

Instructional focus on English language guided by WIDA EL Performance levels that include: Phonemic Awareness, Phonics, Fluency, Comprehension, Vocabulary development with use of visuals and building background to support academic language

Writing skills: Peer and self-editing, Writing Pathways rubric study, formative assessment strategies, explicit instruction in success criteria

Support of instructional strategies used by general education and support teachers, integrates content and key content-area academic vocabulary from the 4 core academic areas

b. GERT (general education resource) support

Who: GERT, identified struggling students in K-3

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When: 2-3x per week for 30-45 minutes depending on need

What: Tier II GERT strategies include supporting students in the 4 core content areas.

Guided Reading: supplements guided reading in the classroom; goal to accelerate the no more than 4 students in a group; typically skill based (i.e. decoding, strengthening metacognition for self monitoring/comprehension) and uses immediate teacher observation to inform instructional decisions during the lesson (based on Reading Recovery instructional practices) Specific targeted leveled texts are used to ensure an ability match/instructional level.

2. Wilson Language/Fundations: small group of students/ multisensory, structured language program----Fundations serves as a prevention program to help reduce reading and spelling failure. It is integral to a Multi-tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, providing research-based early intervention (Tier 2) for students at risk for reading difficulties. To support the implementation of an MTSS or RTI framework, progress monitoring is built into Fundations. This allows students requiring a more intensive program to be identified early before undergoing years of struggle.

--Integrates skill instruction so that a daily lesson teaches and then reinforces corresponding skills.

--Scaffolds learning while teaching all skills explicitly, sequentially, and systematically.

--Actively engages students in learning through the use of multisensory techniques, such as when teaching students sounds, their -- representative letters, and words with spelling options.

--Provides multiple opportunities for skills practice and application to build mastery.

--Monitors student learning through formative assessment tools built into the program.

Fundations presents the following concepts and skills in a cumulative manner from

Unit to Unit and year to year:

--Letter formation

--Phonological and phonemic awareness

--Sound mastery

--Phonics, word study, and advanced word study

--Irregular (trick) word instruction

--Vocabulary

--Fluency

--Comprehension strategies

--Written composition (spelling and handwriting)

3. Story Champs: Story Champs is a multi-tiered language curriculum that is easy to implement, fast-paced, and powerful. The curriculum targets story structure and complex language features necessary for understanding and producing oral and written language that children need for academic success. Story Champs aligns with the Common Core State Standards and provides schools with the tools necessary to strategically and systematically focus on language.

Strong academic oral language is critical for bolstering students' success in school.

In Story Champs, academic language is fostered primarily through listening to and producing oral narratives (stories), but informational discourse is also addressed. The organizational structures and complexity of the language used in narratives and informational discourse reflect the sophistication of language that students must read and write in school. Strengthening academic language via oral narratives can facilitate growth in other academic skills such as recalling and sharing information, acquiring word meanings through context, expanding domain knowledge, producing more advanced writing, and comprehending text.

Skills Targeted with Story Champs:

--Listening comprehension

--Reading comprehension

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- Answering questions about stories and information
- Vocabulary
- Learning vocabulary from context
- Complex syntax
- Oral narrative retelling
- Oral narrative personal generation
- Oral narrative fictional generation
- Written narrative retelling
- Written narrative personal generation
- Written narrative fictional generation
- Information oral retelling
- Information writing
- Domain knowledge
- Problem solving
- Social and emotional aptitude
- Memory

Each lesson lasts 15-45 minutes, depending on the arrangement and language needs of the student(s). The advantage of aligned tiers is that students with greater language needs receive more intensive intervention whereas students with fewer needs participate in a low dose intervention that is sufficient to support their academic language development. Importantly, the curriculum adheres to the same principles and instructional approaches across all tiers so students who move between the tiers are not confused by conflicting approaches.

4. Numeracy instruction, including:

a. Subitizing Cards

Cards with random and structure dot patterns are used to identify and discuss numbers with the goal of being able to identify the total number of dots without counting each individual dot.

b. Arrow Cards

Arrow cards are a set of place value cards with an arrow or point on the right side. Arrow cards can be organized horizontally or vertically to represent numbers in expanded notation. The cards can also be overlapped and lined up to form multi-digit numbers. Arrow cards are used to build, reinforce, and extend place value concepts.

c. Five/Ten Frames

Five and ten frames consist of dots displayed in a 1 x 5 or 2 x 5 grid. These frames provide a structured visual representation of groups of five and ten. Five and ten frames are used in a variety of ways to build an understanding of the benchmarks of five and ten. These frames can also be used for practice with subitizing, addition, and identifying equal groups.

d. Number Racks

Number racks, also referred to as rekenreks, consist of moveable patterned beads. The beads are arranged in an alternating color pattern to highlight groups of five and ten. Number racks are used to build an understanding of the benchmarks of five and ten, develop counting fluency, identify equal groups, and model addition and subtraction.

e. Sticks and Bundles

Single sticks and bundled groups of ten are used to develop conceptual place value. Sticks and bundles are utilized for building numbers, counting, and modeling addition and subtraction.

f. Number Lines

A number line is a line on which numbers are marked at specific intervals. Number lines are used to help students visualize number sequences and develop strategies for counting, comparing, adding, and subtracting.

5. GERT support for social studies and science focuses on vocabulary acquisition and pre-teaching of concepts. Lower level books are used to help build prior knowledge (especially for students lacking with life experiences). Appropriate leveled books for the "reading to learn"

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ensure student understanding of concepts, big ideas and vocabulary.

c. Math Recovery training for GERT staff (beginning 2017-18 school year)

d. Reading Recovery (two .5 FTE)

Who: Reading Recovery trained teachers and eligible Reading Recovery students

When: Daily 30 minutes of direct instruction for an average of 12-20 weeks.

What: Reading Recovery strategies include:

--Assessment information from the six tasks of An Observation Survey of Early Literacy Achievement and sensitive teacher observation are used to design individual literacy lessons that are responsive to each child's skills and abilities. Tasks include text reading, writing vocabulary, hearing and recording sounds in words, letter identification, Ohio word test, and concepts about print.

e. Title I support (.5 FTE Title I staff provide data-driven intervention in reading and writing to support learning across the curriculum via small group instruction to at-risk learners in 2nd and 3rd grade

Who: .5 FTE Title I teacher and identified eligible students

When: 3-4x per week for 30 minutes

What: Title I intervention strategies include:

--The groups are formed based on students specific needs. Literacy group student meet 3-4 days a week for thirty minutes. Students receive instruction using the Fountas and Pinnell Leveled Literacy Intervention Program (Heineman, 2008), trade books, non-fiction texts and chapter books. The Leveled Literacy Intervention Program provides guided instruction in silent and oral reading with fiction and non-fiction texts, comprehension skills, decoding strategies, writing mechanics and writing content awareness activities. Through the use of various books, students will receive support and instruction in all four academic areas.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

To ensure the use of best practices, programs and strategies were selected based upon early intervention research. The following studies were used to justify the selection of our building's intervention programs and instructional strategies at all tiers and in all four core academic areas.

Research for ELA:

Research to select ELA strategies to improve overall reading and writing achievement included Guided Reading, Reading Workshop, Writing Workshop, Guided Writing, Direct Instruction, Conferring, Small Flexible Grouping, AARI, Read Naturally, Language!, Accelerated Reader, Leveled Literacy Intervention, Essential Literacy Practices, Phonemic Awareness, Phonics, Fluency, Comprehension, Vocabulary Development, Wilson Language/Fundations, Story Champs, Fountas and Pinnell LLI, and Reading Recovery.

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3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

Lone Pine Elementary provides eligible students with support in all four academic areas. Formative and summative assessments are used to help identify students needing additional support. These assessments also help guide instruction and programming. Eligible students are assessed throughout the school year to monitor student growth and evaluate the effectiveness of the school interventions in closing the achievement gap.

Literacy Groups:

Students that are identified in second and third grades needing additional support in reading and writing are placed in a literacy group facilitated by our Title I teacher who is elementary certified and a reading specialist. The groups are formed based on students' specific needs. Literacy groups meet 3-4 days a week for thirty minutes, which is in addition to core content instruction that occurs in the general education classroom. Students receive instruction using the Fountas and Pinnell Leveled Literacy Intervention Program (Heineman, 2008), trade books, non-fiction texts, and chapter books. The Leveled Literacy Intervention Program provides guided instruction in silent and oral reading with fiction and non-fiction texts, comprehension skills, decoding strategies, writing mechanics and writing content awareness activities. Through the use of various books aligned to the four core content standards and grade level units of instruction, students will receive supplementary support and instruction in all four core academic areas. Student progress is frequently monitored and assessed through individual running records, writing samples, teacher observations, updated DRA scores and NWEA scores in order to ensure that interventions and services are making a difference and accelerating student learning.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

Title I staff and General Ed Resource staff (GERT) collaborate with classroom teachers to ensure optimal release time for students. The staff makes collaborative decisions to schedule and maximize student progress throughout the intervention program based on student needs.

Lone Pine support staff do not pull students for intervention during core academic instruction in the classroom. Title I schedules, GERT schedules, and classroom schedules attest to this. Title I and GERT services are a "double-dip" of instructional support and remediation.

High quality and accelerated grade level curriculum drives classroom instruction that targets and differentiates to address the academic needs of students. To maximize student growth through this high quality instruction, supplemental programs minimize the use of pull-out support.

Additional programs are provided to extend student learning beyond the school day, including: partner summer reading program through the Bloomfield Township and West Bloomfield Township public libraries, RAZ kids, Xtramath, TenMarks, and our GERT summer reading program.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

The Lone Pine staff works collaboratively to ensure coordination and integration between regular education and Title I Part A programming, including services for LEP's. Methods of collaboration include:

- detailed curriculum mapping and unit planners identifying essential content, concepts and vocabulary to support pre-teaching and intervention support services
- monthly collaborative planning meetings involving grade level teams, Title I staff, GERT staff, and ESL staff to design and reflect on curriculum and instruction
- weekly Building Instructional Team meetings (principal, special ed staff, GERT staff, Title I staff) to address specific student concerns. ESL staff join these meetings as appropriate.
- School Leadership Team meetings twice a month include general ed staff, Title I staff, and ESL staff
- building professional development includes Title I, GERT, and ESL staff
- parent conferences include general education teacher, Title I teacher, GERT teacher, and ESL teacher as appropriate
- report card inserts for GERT, Title I, and ESL are included with the general education report card
- International Baccalaureate Coordinator oversees ongoing collaboration and reflection by all staff on our full curriculum matrix

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

- Kindergarten Round-Up takes place in the spring each year. Preschool students spend time in a classroom activity, are provided a bus safety demonstration, take a bus ride, and meet kindergarten staff. Parents are provided a kindergarten orientation during this time.
- The PTO New Parent Orientation is held in August to provide essential school and PTO information and communication protocols to new families (primarily incoming kindergarten).
- The Kindergarten Play Date occurs in August as a back-to school activity for incoming kindergarten students and their families.
- Preschool students utilize our facilities on an ongoing basis--the library, gym, fine arts area, and playground are shared spaces.
- Preschool teachers participate in vertical collaborative planning with our K-5 staff.
- A preschool representative sits on our school leadership team.
- We share our IB Coordinator with the preschool to ensure consistency and collaboration on our instructional program.
- Preschool teachers participate in K-5 professional development around the IB program and participate in the school's self-study process every 5 years.
- Preschool teachers provide assessment data on incoming students to our kindergarten staff
- Preschool teachers sit on transition IEP's for incoming kindergarten students
- Shared staff with the preschool include the IB coordinator, and special education staff.
- Preschool families are encouraged to attend all Lone Pine PTO family events throughout the year.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	Lone Pine Elementary and the Bloomfield Hills Schools follow the state and national guidelines with regard to the selection of all staff members. All teachers are highly qualified and all paraprofessionals meet NCLB requirements for "highly qualified" status.	TitleLetterHQstaff

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	Lone Pine Elementary and the Bloomfield Hills Schools follow the state and national guidelines with regard to the selection of all staff members. All teachers are highly qualified and all paraprofessionals meet NCLB requirements for "highly qualified" status.	TitleLetterHQstaff

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Each year professional development is organized through our district-wide calendar and in accordance with our school improvement plan. Teachers are surveyed in an ongoing fashion through the leadership team structure on professional development needs (including curriculum, instruction, technology, and meeting the needs of diverse learners). Our status as an IB authorized school drives professional development programming through ongoing training requirements for teaching and pedagogical leadership staff. All professional development is focused on helping us achieve our SIP goals, improving student achievement in the four core content areas, and closing achievement gaps.

Title I, GERT, Reading Recovery, ESL, and special education staff attend professional development that specifically addresses the needs of the students they service. Some of these professional development sessions include monthly Oakland County Title I meetings and work sessions, school Title I meetings, Reading Recovery continuing contact meetings, district wide department meetings for GERT, ESL, and special education staff.

At a building level, all staff are trained in practices to support the Primary Years Programme (IB). The IB requires ongoing and thorough training of all staff every 5 years through attendance at regional conferences or through on-site training. The IB also requires the staffing of an IB Coordinator to provide instructional support, coaching, and guidance to teachers in the school.

Teachers also have the flexibility to select professional development opportunities that fit their specific instructional roles, or that provide opportunities for a "train the trainer" model of ongoing learning and sharing with other staff.

Schoolwide training opportunities embedded in our SIP include:

- Global Champions, Institute for Healing Racism, Restorative Practices, Global Ed Team
- ESL PD for classroom teachers
- Literacy PD to support tier I interventions and reading across the content areas
- NGSS PD to support science instruction
- Lesson Study/Learning Buddies offer staff opportunities for collaboration and reflection on instructional best practices
- Technology PD supports the use of data to drive instructional decision making, communication tools to support the home-school partnership, and resources to support student academic achievement in the four core content areas

Additional opportunities include staff representation at district-level department meetings in the four core content areas.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Parent professional development:

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- Participation in the school's self-study process as part of our IB accreditation. This includes a 10-hour parent education component.
- Curriculum Night presentations on the four core content areas, communication protocols, PBIS, and how to support children's learning at home
- Title I Parent Information Meetings held at flexible times in the fall.
- Parent literacy night planned for the 2017-18 school year.
- Parent conferences 3x annually
- Reading Recovery "behind the glass" opportunities for parents
- Reading Recovery parent observation
- Title I parent surveys
- Report cards identify all grade level learning targets
- Curriculum videos posted to the school website
- Program of Inquiry (curriculum matrix) provided to all parents on our website
- Language, Assessment, ICT, Special Needs, and Academic Honesty policies posted to our website and classroom web pages
- PTO Meetings address educational topics of interest to parents
- Partnerships with the local public libraries and community organizations promote parent education opportunities (BBFA, BYG, etc).

Staff:

- Title I Boot Camp offered through Oakland Schools
- Monthly Title I meetings at Oakland Schools
- School leadership team
- staff meetings
- job embedded training

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes		PD Calendar

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

Parent input is solicited through the Title I parent meeting, PTO meetings, and through the school's broadcast email. A parent representative sits on the school leadership team, where Title I program planning is discussed.

Individual parents of eligible students are informed of their child's status through direct communication from the Title I teacher, and their feedback is incorporated into support for students. At this time parents are informed of their rights and provided a copy of the Title I parent compact.

Parental feedback and input is used to target specific student needs and adjust instruction in the supplemental program, identify and provide assistance to parents working with their child in the home, and guide future program design, implementation, and evaluation. Parents are also involved through the design process by giving feedback through surveys, including a Title I survey, PTO meetings, GET meetings, and school leadership team meetings.

Our school's Title I Parent Involvement Policy is reviewed annually in the fall by the staff, administration, and PTO leadership before sharing fully with our parent community. This policy is posted on our school website along with our AER.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Email, phone calls, meetings, and surveys allow for two way communication with parents regarding implementation of the Targeted Assistance Program. Parent feedback and input is used to target specific student needs and adjust instruction in the supplemental program, identify and provide assistance to parents working with their child in the home, and guide future program design, implementation, and evaluation by parents.

At the end of the year and when students exit services, a Title I feedback form is given to parents to complete. This information is used by Title I teachers, staff, and administrator in reflection/evaluation of programming and to assist in planning for the following year. This provides parents with the opportunity to provide feedback and comment on the effectiveness of the targeted assistance plan.

Parents are invited to the annual fall Title I meeting, where they have an opportunity to meet Title I staff, learn about our Title I program, ask questions, and provide input.

Parents have multiple opportunities to request support from the school on how they can work with their child to increase academic progress. Parent conferences are held three times annually. At the September "input" conference, parents are encouraged to discuss their child and provide information on their learning history, strengths, and challenges, and to work with the teacher to establish learning goals for the year.

At November and April conferences, parents and teachers (including Title I, GERT, Special Ed, or ESL as applicable) work together to
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discuss if and how instruction is or is not meeting the needs of their child and what modifications if any need to be made. At any of these conferences parents are supported with any guidance they need in supporting their children's learning at home. The Parent-School Compact is shared at the November conference to identify agreed upon responsibilities for the school, students, and parents.

Parents are provided report cards at the end of each semester for documentation of student progress. Students who participate in Title I Targeted Assistance receive additional reports from the Title I teacher.

At the end of the year or as a child exits the Title I program, a feedback form is given to parents to complete. The Title I staff use these reflections to assist in planning for the following year. This provides parents the opportunity to provide feedback and comment on the effectiveness of the targeted assistance plan.

All parental information is reviewed on a regular basis by Title I staff, classroom teachers, the building instructional team, and the school leadership team. In addition to the scheduled conferences and report cards, teachers often communicate with parents through individualized reports, written notes, daily planners, phone conversations, email, and classroom websites. This information is used to develop intervention and support tools for use by parents in their work to support their child's learning such as: monitoring attendance, home learning completion, screen time, volunteering in the classroom, and participating in decisions related to their child's education.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	In the fall, parents are invited to join the Title I meeting where there is opportunity to learn about Title I, ask questions, and provide feedback. At the end of the year or when a child completes service, a feedback form is given to parents to complete. This information helps the staff plan for the coming year.	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

1118e (1)-(5)

Building Capacity for Involvement

The school will provide the following to ensure that parents understand academic standards and assessments: 1118 (e) (1)

Parent Teacher Conferences (November & April, and/or by parent or teacher request)

Curriculum night presentations from classroom teachers

Curriculum presentations on the Lone Pine website

Programme of Inquiry posted on the Lone Pine website

Unit Overviews provided at the start of each PYP unit of instruction

English Language Proficiency Assessment (WIDA-WAPT) results for English Learners (EL's) sent home

Appropriate local assessment results (NWEA, grade level common assessments, State Assessment) shared during the November and April conferences or sent home

Title I support staff will be available to clarify information or assist in understanding results

Standards based report card shared with families

Multidisciplinary Evaluation Team reports shared with parents as part of the special education process

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State Assessment data shared annually at a PTO Meeting

The school will provide materials and training to parents: 1118 (e) (2)

Fall Curriculum night

Kindergarten Round-Up

New Parent Orientation

Individual parent tours scheduled throughout the year

PYP Parent Education Sessions (Self Study)

PYP Coordinator Updates

PYP Unit Overviews

School website and Curriculum Video links

TenMarks website and videos

Community resources provided to individual families as needed or requested

Weekly email blasts (classroom, school, district)

The school will provide for the education of teachers, other staff, and principals as the significance of: parent involvement, equal partnerships, effective communication with parents, and the implementation of parent programs. 1118 (e) (3)

The principal will attend ongoing Title I Program Administrator meetings at Oakland Schools.

The principal will attend the Title I Boot Camp at Oakland Schools

The principal will disseminate information to teachers and other staff as appropriate on the involvement of parents

School Leadership Team

PTO Meetings

Family Connections Meetings

BBFA communications

The school shall integrate and coordinate parental involvement programs and activities with other programs. 1118 (e) (4)

Bloomin' Preschool

West Hills Middle School

Reading Recovery

ESL Services

Celebration of Learning

Global Ed Team

The school shall ensure that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format or language that parents can understand. The information shall be translated and explained so that it is user friendly. 1118 (e) (5)

Free or reduced lunch forms available in Spanish or Arabic

Efforts to obtain translation services upon request for parent meetings or conferences

Special education procedural safeguards available in many languages

Special education MET and IEP process includes detailed explanations of evaluation information and procedures, with an interpreter if needed

Office of Communication and Community Relations provides translated documents to schools upon request

Syrian Refugee Family Night provides school information and resources to families

1118 e (14)

The school will provide other reasonable support for parental involvement activities under this section as parents may request. 1118 (e) (14)

Drop-in Recreation Program for students provided for parent teacher conferences

Financial support to attend PTO activities and field trips

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Global Ed Team

1118 (f)

Accessibility and Policy

The school will make parent involvement accessible to all parents including: English Language Learners (EL's), parents with disabilities, and migratory parents 1118 (f)

Offer flexible meeting times

Skype, FaceTime, or phone parent conferences

Handicapped accessible facilities

Efforts to provide bilingual interpreter for phone or parent conference as needed

Collaborate with community agencies; i.e., Community Mental Health, Samaritas, Easter Seals, SARN

Staff provide interpretation and explanation of documents as needed for parents

Global Ed Team efforts

5. Describe how the parent involvement activities are evaluated.

The process for evaluating the parent involvement activities involves several steps and occurs on an annual basis. At the end of the year and as students exit, a Title I feedback form is given to parents to complete, to aid the Title I staff in reflection/evaluation and to assist in planning for the following year. This provides parents with the opportunity to provide feedback and comment on the effectiveness of the targeted assistance program. Parent input is collected throughout the year from events such as PTO meetings. Data on participation in parent conferences and click-throughs on weekly email blasts is gathered. Parent feedback is shared through the school leadership team and through PTO Executive Board meetings.

6. Describe how the school-parent compact is developed.

The school-parent compact is developed collaboratively by PTO members and school staff via the leadership team structure. Input is gathered from stakeholders and revision/editing occurs at leadership team meetings in the fall. Parent input on the compact is solicited during fall parent conferences to be incorporated into the revision process the following year. Our compact is an agreement by parents/guardians, school, staff, and students to reinforce our shared vision, mission, and beliefs as a school community.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	See attached.	LP Parent Compact

8. How does the school provide individual student academic assessment results in a language parents can understand?

Individual assessment results are shared with parents in multiple formats and contexts, including standardized assessment reports, report cards, parent conferences, IEP's, phone calls, and emails. Reports may include visuals such as graphs and charts. Translation services are

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provided for parent conferences, IEP's, phone calls, or other meetings (district parent liaison or community resource volunteers).

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	Please see attached.	LP Parent Involvement Policy

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

The parent compact is shared with parents during the November parent teacher conference, and parents are asked to sign. The compact is also reviewed with students.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

Federal, State, and local programs and resources are coordinated and integrated to serve eligible children in the following ways:

At the district level, early childhood programs are being supported through GSRP, Title I, and locally supported tuition-based preschool. As the first level of intervention, students are supported in a rigorous, developmentally appropriate curriculum that includes a focus on kindergarten readiness. Special education services are provided for eligible children at the preschool level through Project Find as well as direct service at our Fox Hills Preschool location.

Intervention teams at the K-5 building level include local, state, and federally funded resources such as Title I, GERT, Reading Recovery, ESL teachers and para-educators, Social Work, School Psychologists, Speech Pathologists, special education teachers and para-educators, and building administration. These staff work as a team (the Building Instructional Team) to monitor the progress of student success in the areas of behavior and academics. Students are moved through a tiered support system as needed, facilitated and coordinated through the oversight of the Building Instructional Team. This team meets weekly to review individual student concerns and recommend action plans that effectively integrate available programs to support student learning objectives.

Teacher collaboration around curriculum and instruction is overseen by the building administrator and facilitated through the role of the building initiative coordinator (PYP Coordinator).

Our PTO and the BHS Foundation also provide resources and support to serve students. Mini-grants provide material resources, speakers, technology, training, and other services to support student learning. Our school also partners with community resources such as the public libraries and the fire/safety divisions to support student learning.

Professional development, curriculum development, and special education support are all provided through the Oakland ISD to support our student learning objectives.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I and other resources will be used to purchase materials, and fund services that are necessary to implement the ten TA plan components. Decisions to fund projects and to allocate resources will be made by the district team, the building leadership team, and with
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input from stakeholders.

Component 1: CNA-General funds provide programs and services to the school.

Component 2: Schoolwide reform strategies--general funds provide programs and services to the school including differentiated instruction, PBIS, reading workshop, writing workshop, math workshop, and collaborative planning/reflection meetings.

Component 3: HQ staff-general funds provide programs and services to ensure all staff are highly qualified

Component 4: Strategies to attract HQ staff-general funds provide programs and services to new teachers including the orientation program, the new teacher mentorship, and professional development opportunities.

Component 5: professional development-general funds, Title IIA, grant funds provide programs and services to Reading Recovery, reading, writing, and math workshop, conferences, and training.

Component 6: parent involvement- general funds, Title I and PTO funds for curriculum night, family events, parent conferences, and clubs such as Action Team and Math Pentathlon.

Component 7: Preschool transition--general funds, Title I Part A, PTO, and GSRP provide services to kindergarten round up, new parent orientation, observations, site visits, and the kindergarten play date.

Component 8: Assessment-general fund provides programs and services to support the collection and analysis of data, the development and management of curriculum resources, development and implementation of common assessments, planning time, leadership team meetings, and the SIP.

Component 9: timely additional assistance-general funds and Title I funds provide programs and services to extend learning opportunities, Reading Recovery, LLI, PBIS, and support staff

Component 10: Coordination of resources-General funds, Title I, Title II, Title III, BHS Foundation, PTO, public library, fire/safety, BBFA, BYG, community liaisons.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

All students participate in formative and summative assessments that are used to guide instruction and identify students who need additional support. Students are assessed throughout the year to monitor student progress and to evaluate the effectiveness of school interventions. Once students are identified as at-risk, assessments are used to continue to inform staff of instructional choices and determine eligibility.

Student progress is reviewed through assessments, observations, and teacher input. Students in literacy intervention groups are assessed with DRA, writing samples, NWEA, Writing Pathways rubrics, CBM probes, and ongoing teacher observation with documentation. Students in math intervention groups are assessed at the end of each unit and through NWEA. Classroom teachers and Title I support teachers collaborate frequently to discuss student progress. District common assessments in reading, writing, math, social studies, and science are reviewed after each assessment. M-Step data is reviewed annually. The BIT meets weekly to discuss individual student progress.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

Lone Pine staff will annually evaluate the implementation and results achieved by using data from the M-Step, NWEA, and local common assessments. All stakeholders have an opportunity to review and analyze the data. The review will focus on areas of concern that were identified in the SIP. Once the data has been reviewed, the SIP and the TA plan will be revised to meet the needs of students.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Title I, GERT, Reading Recovery, ELL, and supplemental support staff attend professional development that specifically addresses the needs of the students they service. Some of these PD's include Oakland County Title I meetings and work sessions, school Title I meetings, Reading Recovery continuing contact meetings, and department meetings for GERT, ELL, and special education.

Professional development for general education classroom teachers is organized through our district-wide calendar and in accordance with our SIP. PD is designed to support effective teaching, student achievement, and expertise in collecting and monitoring student data in the four core academic areas. Staff also participate in district-wide PD to support their efforts to meet the needs of diverse learners.

Our building initiative requires ongoing training as part of the evaluation cycle. This training supports consistency and expertise in instructional approaches to support student achievement across all subject areas.

GERT teachers, Reading Recovery teachers, and special education teachers are all trained in identifying students in need of additional assistance through specialized professional development and ongoing department meetings. Classroom teachers whose students are struggling to meet standards may bring students forward to the BIT to review student progress and determine a plan of additional assistance.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

Through parent, teacher, and student feedback, the TA program is annually evaluated. We also use formative and summative assessments to document student progress and make changes as needed.

The school leadership team reviews data from the M-Step, NWEA, district, and school assessments as part of the school improvement process. This includes data collected from the TA plan. This team meets twice a month to monitor school initiatives and solicit feedback from stakeholders.

TA plan data is also specifically reviewed in the spring to analyze the effectiveness of selected intervention approaches over the course of the year and to determine if objectives were met.

2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.

The building principal gathers and collates data from multiple measures as part of the ongoing SIP process. Students receiving support from the TA program are identified and monitored as a separate subgroup with the goal of seeing these students close the gap in achievement. Measures include the M-Step, NWEA, district common assessments, and building common assessments.

3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.

Students receiving support from the TA program are identified and monitored as a separate subgroup when analyzing building assessment data. Measures include the M-Step, NWEA, district common assessments, and building common assessments. Our leadership team monitors the progress of eligible students to determine the effectiveness of the TAP in increasing achievement.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

Eligible student assessment data is monitored and reviewed annually to determine the effectiveness of the TAP and to guide future planning of our intervention model. Ongoing work to identify eligible students and their specific needs informs revision of the plan to ensure intervention approaches are appropriate for identified students. Research on best practices is reviewed to inform our approaches and final decisions to revise the plan take place with stakeholder input through the leadership team process.

School Improvement Plan 2015-2018 Final

Overview

Plan Name

School Improvement Plan 2015-2018 Final

Plan Description

Final copy

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: 16	Academic	\$28299
2	All students will demonstrate proficiency in written communication.	Objectives: 1 Strategies: 5 Activities: 14	Academic	\$21499
3	All students will demonstrate proficient knowledge and application of mathematical computation and concepts.	Objectives: 1 Strategies: 5 Activities: 15	Academic	\$19099
4	All students will be engaged in a culturally responsive environment that ensures positive relationships with peers and adults.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$900
5	All students will demonstrate proficiency in science concepts.	Objectives: 1 Strategies: 5 Activities: 12	Academic	\$17799
6	All students will demonstrate proficiency in social studies concepts.	Objectives: 1 Strategies: 5 Activities: 12	Academic	\$17799

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 Program Support - Special education, ESL, GERT, and specials staff will support the building's reading goal through their programs.

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Category: English/Language Arts

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 - ESL Support Programming	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL staff will collaborate with general education teachers to support the building's reading goal through their programs (ESL Supplemental Services).	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 - General Education Resource Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GERT staff (Tier II) will provide data driven intervention in reading via small group instruction to struggling readers.	Academic Support Program	Tier 2	Implement	07/01/2015	06/01/2018	\$0	No Funding Required	GERT 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

Activity - Title I	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will provide data-driven intervention in reading and writing to support learning across the curriculum via small group instruction to at-risk learners in 2nd and 3rd grade.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2018	\$17599	Title I Part A	Title I staff

Activity - ESL Newcomers Programming	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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ESL staff will support the building reading goal through their programming (ESL Newcomers).	Academic Support Program	Tier 3	Implement	09/06/2016	06/15/2018	\$0	Title III	K-3 instructional staff
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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.

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 - Learning Buddies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will work with an assigned Learning Buddy to improve instruction and student engagement.	Teacher Collaboration, Direct Instruction, Curriculum Development, Professional Learning	Tier 1	Getting Ready	07/01/2015	06/01/2018	\$200	General Fund	Building principal, K-3 instructional staff.
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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, 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 proficiency in written communication.

Measurable Objective 1:

83% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% 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 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.

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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, content area vocabulary, and assessment (Writing Pathways).	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
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

Strategy 3:

Ancillary Program Support - Special education, ESL, and specials staff will support the building writing goal through their programs, specifically in the area of vocabulary development.

Category: English/Language Arts

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 - ESL Support Programming	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL staff will work in collaboration with classroom teachers to support the building writing goal (ESL Support).	Academic Support Program	Tier 2	Implement	07/01/2015	06/01/2018	\$0	No Funding Required	ESL staff

Activity - General Education Resource Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GERT staff (Tier II) will provide data driven intervention in writing via small group instruction to struggling writers.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2018	\$0	General Fund	GERT staff

Activity - Title I	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Title I staff will provide data-driven intervention in reading and writing to support learning across the curriculum via small group instruction to at-risk learners in 2nd and 3rd grade.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2018	\$17599	Title I Part A	Title I staff
Activity - ESL Newcomers Programming	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL staff will support the building's writing goal through their programs (ESL Newcomers)	Academic Support Program	Tier 3	Implement	09/06/2016	06/15/2018	\$0	Title III	ESL staff

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
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, the Expanding Expression Tool, and Writing Pathways.	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

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

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Activity - Learning Buddies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with an assigned Learning Buddy 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
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

Goal 3: All students will demonstrate proficient knowledge and application of mathematical computation and concepts.

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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, 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
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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
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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

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 assessment 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.

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Activity - Learning Buddies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with an assigned Learning Buddy 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.

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

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Category: Mathematics

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 - General Education Resource Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GERT staff will collaborate with general education teachers to support the building's mathematics goal through their programs.	Academic Support Program	Tier 2	Implement	07/01/2015	06/01/2018	\$0	No Funding Required	GERT staff
Activity - Math Support Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GERT staff will provide data-driven intervention in mathematics via small group instruction to struggling mathematicians.	Academic Support Program	Tier 2	Implement	07/01/2015	06/01/2018	\$0	No Funding Required	GERT staff
Activity - Title I	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will provide data-driven intervention in reading and writing to support learning across the curriculum via small group instruction to at-risk learners in 2nd and 3rd grade.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2018	\$17599	Title I Part A	Title I staff
Activity - ESL Support Programming	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL staff will support the building math goal through their programs.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2018	\$0	Title III	ESL staff
Activity - ESL Newcomers Programming	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL staff will support the building's math goal through their programs (ESL Newcomers)	Academic Support Program	Tier 3	Implement	09/06/2016	06/15/2018	\$0	Title III	ESL 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,

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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 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: School Culture

Research Cited: Gary Howard Achievement Gap Triangle; Geneva Gay's Culturally Responsive Teaching; Project Based Learning; Ron Ritchart's Making Thinking Visible

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.

Activity - Global Ed Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will voluntarily participate in the building Global Ed team to facilitate discussion and decision making in this goal area.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2018	\$0	General Fund	K-3 instructional staff and building principal
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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.

Category: School Culture

Research Cited: Gary Howard Achievement Gap Triangle; Geneva Gay's Culturally Responsive Teaching; Project Based Learning; Ron Ritchart's Making Thinking Visible

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.	Behavioral Support Program, Direct Instruction, Parent Involvement	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 will be implemented to develop and support relationships between special education and general education students.	Professional Learning	Tier 3	Implement	07/01/2015	06/01/2018	\$400	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: School Culture

SY 2017-2018

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Research Cited: Gary Howard Achievement Gap Triangle; Geneva Gay's Culturally Responsive Teaching; Project Based Learning; Ron Ritchart's Making Thinking Visible

Tier: Tier 1

Activity - Acquisition of Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	Other	K-3 instructional staff, media specialist, building principal.

Goal 5: All students will demonstrate proficiency in science concepts.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in science concepts, content, and practices in Science by 06/15/2018 as measured by the district common assessment for science.

Strategy 1:

Alignment of instruction and assessment - Staff will conduct ongoing study and alignment of instructional activities and assessments with the Michigan Science Standards (NGSS aligned).

Category: Science

Research Cited: Marzano's Classroom Instruction that Works, IBO's Making the PYP Happen, PYP Scope and Sequence Documents, IBO's Online Curriculum Center, Oakland Schools Units of Study, Ritchhart's Visible Thinking

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	09/06/2016	06/15/2018	\$0	General Fund	K-3 instructional staff

Activity - Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will continue to develop and fine-tune math instructional units and assessments to align with the Michigan Science Standards and PYP Scope and Sequence.	Curriculum Development	Tier 1	Implement	09/06/2016	06/15/2018	\$0	General Fund	K-3 instructional staff
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Strategy 2:

Professional Development - Staff will research and receive professional development on best practices for science instruction, particularly those strategies that support differentiation for diverse learners.

Category: Science

Research Cited: Marzano's Classroom Instruction that Works, IBO's Making the PYP Happen, PYP Scope and Sequence Documents, IBO's Online Curriculum Center, Oakland Schools Units of Study

Tier: Tier 1

Activity - Professional Development in Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing professional development in best practices of science instruction and assessment will be provided to instructional staff.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2018	\$0	General Fund	K-3 instructional staff

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 1	Implement	09/06/2016	06/15/2018	\$0	General Fund	K-3 instructional staff

Activity - Learning Buddies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with an assigned Learning Buddy to improve instruction and student engagement.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2018	\$0	General Fund	K-3 instructional staff

Strategy 3:

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

Category: Science

Research Cited: Marzano's Classroom Instruction That Works, IBO's Making the PYP Happen, PYP Scope and Sequence documents, IBO's Online Curriculum Center, Oakland Schools Units of Study

Tier: Tier 1

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Activity - General Education Resource Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GERT staff will collaborate with general education teachers to support the building's science goal through their programs.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2018	\$0	General Fund	GERT staff
Activity - Title I	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will provide data-driven intervention in reading and writing to support learning across the curriculum via small group instruction to at-risk learners in 2nd and 3rd grade.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2018	\$17599	Title I Part A	Title I staff
Activity - ESL Newcomers Programming	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL staff will support the building science goal through their programs (ESL Support).	Academic Support Program	Tier 3	Implement	09/06/2016	06/15/2018	\$0	Title III	ESL staff
Activity - ESL Support Programming	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL staff will support the building science goal through their programs (ESL Support).	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2018	\$0	Title III	ESL staff

Strategy 4:

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

Category: Technology

Research Cited: Marzano's Classroom Instruction That Works, IBO's Making the PYP Happen, PYP Scope and Sequence documents, IBO's Online Curriculum Center, Oakland Schools Units of Study

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 science assessment data.	Technology	Tier 1	Implement	09/06/2016	06/15/2018	\$0	General Fund	K-3 instructional staff, building principal

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Activity - Technology Resources	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 science goal.	Technology	Tier 1	Implement	09/06/2016	06/15/2018	\$0	General Fund	K-3 instructional staff

Strategy 5:

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

Category: Science

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

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 science goal and PYP units will be purchased for teachers as needed.	Materials	Tier 1	Implement	09/06/2016	06/15/2018	\$200	General Fund	Building principal

Goal 6: All students will demonstrate proficiency in social studies concepts.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in concepts, content, and practices in Social Studies by 06/15/2018 as measured by the district common assessment for social studies.

Strategy 1:

Alignment of instruction and assessment - Staff will conduct ongoing study and alignment of instructional activities and assessments with the Michigan Social Studies standards.

Category: Social Studies

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

Tier: Tier 1

Activity - Staff Consistency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will collaborate to identify and practice consistency in instructional strategies and content area vocabulary.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2018	\$0	General Fund	K-3 instructional staff
Activity - Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to develop and fine-tune social studies instructional units and assessments to align with the Michigan Social Studies standards and PYP Scope and Sequence	Curriculum Development	Tier 1	Implement	09/06/2016	06/15/2018	\$0	General Fund	K-3 instructional staff

Strategy 2:

Professional Development - Staff will research and receive professional development on best practices for social studies instruction, particularly those strategies that support differentiation for diverse learners.

Category: Social Studies

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

Tier: Tier 1

Activity - Professional Development in Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing professional development in best practices of social studies instruction and assessment will be provided to instructional staff.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2018	\$0	General Fund	K-3 instructional staff
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 1	Implement	09/06/2016	06/15/2018	\$0	General Fund	K-3 instructional staff
Activity - Learning Buddies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with an assigned Learning Buddy to improve instruction and student engagement.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/06/2016	06/15/2018	\$0	General Fund	K-3 instructional staff

Strategy 3:

Ancillary Program Support - ESL, special education, GERT, and specials staff will support the building social studies goal through their programs, specifically in the

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area of vocabulary development.

Category: Social Studies

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

Tier: Tier 2

Activity - General Education Resource Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GERT staff will collaborate with general education teachers to support the building's social studies goal through their programs.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2018	\$0	General Fund	GERT staff
Activity - Title I	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will provide data-driven intervention in reading and writing to support learning across the curriculum via small group instruction to at-risk learners in 2nd and 3rd grade.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2018	\$17599	Title I Part A	Title I staff
Activity - ESL Newcomers Programming	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL staff will support the building social studies goal through their programs.	Academic Support Program	Tier 3	Implement	09/06/2016	06/15/2018	\$0	Title III	ESL staff
Activity - ESL Support Programming	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL staff will support the building social studies goal through their programs.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2018	\$0	Title III	ESL staff

Strategy 4:

Technology Resources - Technology resources will be utilized to support the school's social studies program.

Category: Technology

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

Tier: Tier 1

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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 social studies assessment data.	Technology	Tier 1	Implement	09/06/2016	06/15/2018	\$0	General Fund	K-3 instructional staff

Activity - Technology Resources	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 social studies goal.	Technology	Tier 1	Implement	09/06/2016	06/15/2018	\$0	General Fund	K-3 instructional staff

Strategy 5:

Acquisition of Resources - Instructional resources to support the social studies program will be acquired as needed.

Category: Social Studies

Research Cited: Marzano's Classroom Instruction That Works, IBO's Making the PYP Happen, IBO's Scope and Sequence documents, IBO Online Curriculum Center, 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 social studies goal and PYP Units will be purchased for teachers as needed.	Materials	Tier 1	Implement	09/06/2016	06/15/2018	\$200	General Fund	Building 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
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.

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ESL Newcomers Programming	ESL staff will support the building social studies goal through their programs.	Academic Support Program	Tier 3	Implement	09/06/2016	06/15/2018	\$0	ESL staff
ESL Newcomers Programming	ESL staff will support the building reading goal through their programming (ESL Newcomers).	Academic Support Program	Tier 3	Implement	09/06/2016	06/15/2018	\$0	K-3 instructional staff
ESL Newcomers Programming	ESL staff will support the building's writing goal through their programs (ESL Newcomers)	Academic Support Program	Tier 3	Implement	09/06/2016	06/15/2018	\$0	ESL staff
ESL Newcomers Programming	ESL staff will support the building's math goal through their programs (ESL Newcomers)	Academic Support Program	Tier 3	Implement	09/06/2016	06/15/2018	\$0	ESL staff
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
ESL Support Programming	ESL staff will support the building math goal through their programs.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2018	\$0	ESL staff
ESL Newcomers Programming	ESL staff will support the building science goal through their programs (ESL Support).	Academic Support Program	Tier 3	Implement	09/06/2016	06/15/2018	\$0	ESL staff

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ESL Support Programming	ESL staff will support the building science goal through their programs (ESL Support).	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2018	\$0	ESL staff
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.
ESL Support Programming	ESL staff will support the building social studies goal through their programs.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2018	\$0	ESL staff
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.

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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, the Expanding Expression Tool, and Writing Pathways.	Professional Learning	Tier 1	Implement	07/01/2015	06/01/2018	\$1500	K-3 teaching staff, special education teachers, ESL teachers
Professional development in Mathematics Instruction	Ongoing professional development in best practices of mathematics instruction and assessment 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 will be implemented to develop and support relationships between special education and general education students.	Professional Learning	Tier 3	Implement	07/01/2015	06/01/2018	\$400	Special education staff

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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 I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I	Title I staff will provide data-driven intervention in reading and writing to support learning across the curriculum via small group instruction to at-risk learners in 2nd and 3rd grade.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2018	\$17599	Title I staff
Title I	Title I staff will provide data-driven intervention in reading and writing to support learning across the curriculum via small group instruction to at-risk learners in 2nd and 3rd grade.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2018	\$17599	Title I staff
Title I	Title I staff will provide data-driven intervention in reading and writing to support learning across the curriculum via small group instruction to at-risk learners in 2nd and 3rd grade.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2018	\$17599	Title I staff
Title I	Title I staff will provide data-driven intervention in reading and writing to support learning across the curriculum via small group instruction to at-risk learners in 2nd and 3rd grade.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2018	\$17599	Title I staff
Title I	Title I staff will provide data-driven intervention in reading and writing to support learning across the curriculum via small group instruction to at-risk learners in 2nd and 3rd grade.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2018	\$17599	Title I staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Learning Buddies	Teachers will work with an assigned Learning Buddy to improve instruction and student engagement.	Teacher Collaboration, Direct Instruction, Curriculum Development, Professional Learning	Tier 1	Getting Ready	07/01/2015	06/01/2018	\$200	Building principal, K-3 instructional staff.
Learning Buddies	Teachers will work with an assigned Learning Buddy to improve instruction and student engagement.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/06/2016	06/15/2018	\$0	K-3 instructional staff
Curriculum Alignment	Teachers will continue to develop and fine-tune social studies instructional units and assessments to align with the Michigan Social Studies standards and PYP Scope and Sequence	Curriculum Development	Tier 1	Implement	09/06/2016	06/15/2018	\$0	K-3 instructional staff
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
General Education Resource Support	GERT staff will collaborate with general education teachers to support the building's social studies goal through their programs.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2018	\$0	GERT staff
Professional Development in Science	Ongoing professional development in best practices of science instruction and assessment will be provided to instructional staff.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2018	\$0	K-3 instructional staff
Data Collection and Analysis	Staff will utilize technology resources for the collection and analysis of student social studies assessment data.	Technology	Tier 1	Implement	09/06/2016	06/15/2018	\$0	K-3 instructional staff
Curriculum Alignment	Teachers will continue to develop and fine-tune math instructional units and assessments to align with the Michigan Science Standards and PYP Scope and Sequence.	Curriculum Development	Tier 1	Implement	09/06/2016	06/15/2018	\$0	K-3 instructional staff
Professional Development in Social Studies	Ongoing professional development in best practices of social studies instruction and assessment will be provided to instructional staff.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2018	\$0	K-3 instructional staff
Acquisition of Resources	Materials to support the social studies goal and PYP Units will be purchased for teachers as needed.	Materials	Tier 1	Implement	09/06/2016	06/15/2018	\$200	Building principal

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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.
Learning Buddies	Teachers will work with an assigned Learning Buddy 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.
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 1	Implement	09/06/2016	06/15/2018	\$0	K-3 instructional staff
Data Collection and Analysis	Staff will utilize technology resources for the collection and analysis of student science assessment data.	Technology	Tier 1	Implement	09/06/2016	06/15/2018	\$0	K-3 instructional staff, building principal
General Education Resource Support	GERT staff (Tier II) will provide data driven intervention in writing via small group instruction to struggling writers.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2018	\$0	GERT staff
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.
Learning Buddies	Teachers will work with an assigned Learning Buddy to improve instruction and student engagement.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2018	\$0	K-3 instructional staff
Technology Resources	Technology resources will be utilized to support the school's social studies goal.	Technology	Tier 1	Implement	09/06/2016	06/15/2018	\$0	K-3 instructional staff
Global Ed Team	Staff will voluntarily participate in the building Global Ed team to facilitate discussion and decision making in this goal area.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2018	\$0	K-3 instructional staff and 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	09/06/2016	06/15/2018	\$0	K-3 instructional staff
Staff Consistency	Staff will collaborate to identify and practice consistency in instructional strategies and content area vocabulary.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2018	\$0	K-3 instructional 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
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 science goal and PYP units will be purchased for teachers as needed.	Materials	Tier 1	Implement	09/06/2016	06/15/2018	\$200	Building principal
Technology Resources	Technology resources will be utilized to support the school's science goal.	Technology	Tier 1	Implement	09/06/2016	06/15/2018	\$0	K-3 instructional staff
General Education Resource Support	GERT staff will collaborate with general education teachers to support the building's science goal through their programs.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2018	\$0	GERT 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.
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 1	Implement	09/06/2016	06/15/2018	\$0	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.
Learning Buddies	Teachers will work with an assigned Learning Buddy 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.
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

No Funding Required

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

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Staff consistency	Staff will collaborate to identify and practice consistency in instructional strategies, content area vocabulary, and assessment (Writing Pathways).	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
ESL Support Programming	ESL staff will work in collaboration with classroom teachers to support the building writing goal (ESL Support).	Academic Support Program	Tier 2	Implement	07/01/2015	06/01/2018	\$0	ESL staff
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
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 Development	Tier 1	Implement	07/01/2015	06/01/2018	\$0	K-3 instructional staff, building principal
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.

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Writing integration across the curriculum	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	K-3 teaching staff, IB coordinator
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
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.
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
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
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.

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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.	Behavioral Support Program, Direct Instruction, Parent Involvement	Tier 1	Implement	07/01/2015	06/01/2018	\$0	All staff.
Math Support Groups	GERT staff will provide data-driven intervention in mathematics via small group instruction to struggling mathematicians.	Academic Support Program	Tier 2	Implement	07/01/2015	06/01/2018	\$0	GERT staff
reading integration across the curriculum	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	K-3 teaching staff, IB coordinator
General Education Resource Support	GERT staff (Tier II) will provide data driven intervention in reading via small group instruction to struggling readers.	Academic Support Program	Tier 2	Implement	07/01/2015	06/01/2018	\$0	GERT staff
ESL Support Programming	ESL staff will collaborate with general education teachers to support the building's reading goal through their programs (ESL Supplemental Services).	Teacher Collaboration, 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 administrative staff.
General Education Resource Support	GERT staff will collaborate with general education teachers to support the building's mathematics goal through their programs.	Academic Support Program	Tier 2	Implement	07/01/2015	06/01/2018	\$0	GERT staff
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 administrative staff.
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 Engagement	Tier 1	Implement	07/01/2015	06/01/2018	\$0	All staff.

School Improvement Plan

Lone Pine Elementary School

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 and Reading Recovery staff, ESL and special education staff, IB coordinator
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