



# **School Improvement Plan**

**Eastover 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 2018-2019 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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	We assure that we are completing the school improvement plan using the goals and plans in ASSIST with our whole school improvement team.	

# **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?**

The comprehensive needs assessment was completed by all stakeholders of the Eastover Elementary this includes: school improvement team members, the principal, staff, students, and parents. Parents are a part of the school improvement team. The components are reviewed, analyzed and updated throughout the year at school improvement meetings, staff meetings, parent teacher organization (PTO) meetings, a Title I night, and through surveys. As an Eastover staff, we complete a staff and family survey to gather additional input regarding our Title I programming in the spring, annually. As a staff, we realize this document is a work in progress and we utilize parents as an integral part of this process. The Eastover Targeted Assistance Plan is designed to complement the school improvement plan. Goals for meeting the needs of eligible students are written specifically with strategies and procedures that are followed to ensure that eligible students are given the assistance needed to succeed in the classroom. Our school is extremely proud of winning the 2015 National Blue Ribbon Award.

Eastover has about 60 students that are free and reduced lunch, which is equivalent to 12.7% of the student population. During the 17-18 school year Eastover changed from a Kindergarten through fourth grade building to a Kindergarten through third grade building. Our building has experienced increased enrollment over the last few years. The fourth grade was moved due to lack of physical space to support increased enrollment.

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 about instructional choices and determine program eligibility. The teachers record student scores in a classroom assessment data spreadsheet. Assessments are reviewed in all four core academic areas.

Our school looks at multiple sources of data including demographic data, achievement data, process data, and perception data as part of the comprehensive needs assessment process. Some of our demographic data includes a review of conference attendance, parent involvement activities and policies, enrollment trends, subgroups of students and staff trends. This data is reviewed through school improvement meetings, PTO meetings, and staff meetings.

We take time to review our process data which includes, but is not limited to homework practices, volunteering, our School Systems review analysis (SSR), surveys, conferences and parent participation. This happens through staff meetings, PTO meetings, family coffee talks and school improvement meetings. PTO meetings are monthly, Coffee talks are scheduled bi-monthly, school improvement meetings are monthly, and staff meetings are bi-weekly.

The last of our data review includes perception data. Each year our school completes building wide surveys with staff, students, and families. These surveys are then analyzed at school improvement meetings and the information is shared back with staff.

Some of our achievement data analysis includes, but is not limited to a review of MSTEP data, formative and summative assessments, WIDA and Mi-Access, NWEA, MLPP, Fountas and Pinnell Benchmark Assessment System for reading, report cards and grade level assessments in all core academic areas. This review is done through grade level professional learning meetings, school improvement team meetings and data dig days. Data dig days are held a minimum of two times per year. Teachers have seven 1/2 days to meet in professional learning team

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meetings, along with common planning time each week. Teachers keep all of their data on classroom spreadsheets for each subject area. Assessments are reviewed in all four core academic subjects: ELA, math, science and social studies. Further details are outlined below.

Student achievement:

o M-Step (The Michigan Student test of Educational Progress)

o All 3rd graders take the M-Step in the spring. We have taken time to review previous years MEAP data and M-Step and when current M-Step scores are released we review those scores. Staff members review student scores and check for students who have not met grade level expectations. As part of the school improvement process, student scores are reviewed and gaps in student achievement are discussed.

o Fountas and Pinnell Benchmark Assessment (Reading levels)

Kindergarten - Third grade students are all assessed using the Fountas and Pinnell Benchmark Assessment System (BAS) a minimum of two times per year, including mid-year (January) and at the end of the year (June). First - Third grade students are also assessed at the beginning of the year. The BAS end of the year scores are used to determine whether additional literacy support services will be needed for the following school year as well as the types of groupings that will be needed for each grade level. Grade 1<4/D; Grade 2<18/J, and Grade 3<30/N.

Beginning of the year, mid-year assessments are used to determine eligibility throughout the school year, as well as requirements for the discontinuation of services.

o District/Building Common Assessment (in Math, Science and Social Studies)

Students are assessed at least twice per year using district-wide science, social studies, and math common assessments.

o NWEA Assessment

The NWEA is a research-based, computer adaptive assessment for Language, Reading and Math used for students in K-3rd grades. This tool measures and ranks progress in each academic area. This assessment is administered three times per year at the beginning, middle and end of the year.

o MLPP (The Michigan Literacy Progress Profile)

Kindergarten students are assessed throughout the school year using the MLPP assessments. The results are recorded on a classroom data spreadsheet and in Illuminate. This assessment includes a variety of tasks, all of which are necessary for describing a young child's emerging reading and writing behaviors:

- sight word recognition
- phonemic awareness tasks
- hearing and recording sounds
- concepts about print
- letter identification
- sound identification

o Reading Recovery OSS: Marie Clay - Observational Survey Summary (Observation Survey Summary Reporting Form)

For first graders, in addition to the Fountas and Pinnell, lower achieving students are assessed with the Observation Survey for Reading

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Recovery. Each child in the Reading Recovery program is assessed using the OSS before entering the intervention, when leaving the intervention, and at the end of the school year. The Observation Survey incorporates six literacy tasks, all of which are necessary for describing a young child's emerging reading and writing behaviors:

- Letter Identification to determine which letters the child knows and preferred mode of identification
- Word Test to determine if the child is building a personal resource of reading vocabulary
- Concepts About Print to determine what the child knows about the way spoken language is represented in print
- Writing Vocabulary to determine if the child is building a personal resource of known words that can be written in every detail
- Hearing and Recording Sounds in Words to assess phonemic awareness by determining how the child represents sounds in graphic form
- Text reading to determine an appropriate level of text difficulty and to record what the child does when reading continuous text (using a running record)

### o Mathematics Reporting Form

Our mathematics program includes numerous unit assessments along with beginning, middle, and end of the year assessments. All students take the beginning, middle, and end the year assessments and scores are recorded and submitted to the building administrator. This tool is administered to students in kindergarten through 3rd grade by classroom teachers.

### o Pre-School Assessment

For students who attend our district preschools, the Building Instructional Team works with the preschool staff, at the preschool, to identify students who might have instructional needs in kindergarten, using a preschool assessment of basic skills. Students who are achieving below end of the year expectations in preschool are noted for possible services and support when entering kindergarten at Eastover.

### o LANGUAGE!

All eligible 3rd grade students who were identified through classroom teacher observation, services received in the previous year, and through the Building Instructional Team are assessed using the series of LANGUAGE! Assessments. LANGUAGE!'s assessment structure identifies students' needs and provides effective instructional solutions. It identifies students who need intervention, intervenes with an instructional plan tailored to meet students' needs, monitors student progress in developing mastery of essential concepts, skills, and strategies, and connects the data to instruction. It includes both formative and summative assessments. The LANGUAGE! Reading Scale Placement Test assessment is given to the entire class or designated students prior to the beginning of LANGUAGE! instruction. This assessment, which is a reading comprehension tool based on the Lexile readability scale, identifies weaknesses of individual struggling students and determines appropriate entry points into instruction. Each Placement Assessment consists of seven non-fiction passages on a variety of topics; the passages are arranged in order of increasing text difficulty. Test items are formed by the deletion of words from the passages. Students select the best word to fill in the blank. Responding correctly requires understanding the text surrounding the word. The baseline tests are administered prior to entering the curriculum. These tests give teachers a baseline indicator of students' skills, which can be used to measure growth as students progress through the curriculum. Baseline tests include fluency, spelling, comprehension, and writing. End-of-Book Content Mastery tests provide teachers with a view of each student's overall mastery of curriculum content.

### o Adolescent Accelerated Reading Initiative (AARI)

Students are identified in 3rd grade as eligible for AARI based on classroom teacher observation and assessment and the BAS assessment and/or struggling with nonfiction in science and social studies. It identifies students who need intervention, intervenes with an instructional plan tailored to meet students' needs, monitors student progress in developing mastery of essential concepts, skills, and strategies, and connects the data to instruction. It includes both formative and summative assessments.

### o Classroom teacher input/observations

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Summer and upcoming fall targeted assistance programs are developed based upon at-risk student scores and the indicated areas in need of improvement. Student progress is reviewed on an ongoing basis by the principal, classroom, and Title I teachers. Teachers utilize formative and summative assessments throughout the year to assess student progress.

o Teacher Differentiation Document - MAP: Maximizing Academic Potential (MAP Teacher Form) At the end of the year, teachers fill out a MAP form for every student grades K-3. The MAP form provides the following year's teacher with background information on students. Differentiation strategies that worked/didn't work, accommodations, whether or not the student is performing within grade level expectations, and other relevant data are included.

o Parent input conference form - MAP: Maximizing Academic Potential (MAP Brochure & Parent Form)

Parent input conferences at the beginning of the year provide parents with an opportunity to "introduce" their child to their new teacher. During that conference, parents are encouraged to discuss their child and his/her learning history. At parent/teacher conferences, parents and teachers work together to discuss if and how instruction is or is not meeting the needs of their child and what modifications if any need to be made.

o Reading Recovery, Literacy Group, and Math Support Group Family Survey

At the end of the year, a Literacy Coach and Math Support Feedback Form is given to parents to complete to aid the Title I teachers 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 plan.

o Standards Based Report Card

Parents are provided with report cards at the end of each card marking period for documentation of student progress. Students who participate in Literacy Group, Math support, or other Targeted Assistance programs, in addition to their classroom report card, are given additional reports from the Literacy Coach or program facilitator.

o Report card parent response/feedback form

Parents are provided with report cards at the end of each card marking period for documentation of student progress. All report cards are available online for parents to review and leave teacher feedback via email at any point during a given semester.

As a staff, we realize that this work informs our SIP and is a work in progress. We are continually analyzing, reviewing and updating all of our information to improve student achievement and inform the next SIP and Targeted Assistance Plan.

## **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?**

Eastover Elementary provides identified/eligible students who are failing or most at risk of failing the standards support in all core academic areas. 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 their progress and to evaluate the effectiveness of school interventions. Once students are identified as at-risk, assessments are used to continue to inform staff about instructional choices and determine program eligibility.

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Students are identified for interventions based on several measures. Teachers analyze NWEA, M-Step, common assessments, Standards based assessments, MLPP, Fountas and Pinnell Benchmark Assessment System, work samples, rubrics, teacher observations, or other running records. Teachers meet monthly with their grade level colleagues to discuss classroom assessments based on Common Core Standards. Teachers record all of their data on a classroom spreadsheet. Teachers analyze their data in data dig meetings. Parents or guardians may also make a recommendation that their child needs time and additional support through the classroom teacher, building principal or at parent/teacher conferences. Students are then brought up to our Building Instructional Team (BIT) to determine what interventions, strategies or supports would best help a student based on their individual need.

Teachers use formative data weekly to guide instruction. Teachers record summative data on classroom data spreadsheets (excel documents). Data is collected in all four core academic areas. The Fountas and Pinnell Reading Assessment, which is given three times per year is recorded on the classroom data spreadsheet and in Illuminate for grades K-3. This assessment is given a minimum of two times per year. Teachers put their data in Illuminate. The classroom data spreadsheets are housed on a shared drive where the principal and members of the BIT can access the data during the year to see how students are doing. Writing assessments are given in all grades three times per year. Pre and post writing assessment scores are kept on the classroom spreadsheets. Math unit assessments, science unit assessments and social studies unit assessments are also recorded on the classroom data spreadsheets. These assessments are given throughout the year. Kindergarten teachers add MLPP tasks to their spreadsheets three times per year during the fall, winter and spring. NWEA fall, winter, and spring scores for classrooms are recorded on the classroom data spreadsheets for all grades. The building administrator and general education resource teacher create bar graphs and tables with NWEA and M-Step to help grade level teams analyze our building level data during the school year. Title I teachers and the GERT teacher have access to the spreadsheets. In summary, data is added throughout the year and during the fall, winter and spring when the assessments are given. Many teachers, including Title I teachers, also keep checklists to record how students are doing on each standard. Teachers keep sample student work, checklists, and their spreadsheets to share with the BIT and the principal throughout the year. Teachers have data dig meetings at least three times per year to analyze all of their data, create intervention groups for their classroom, and adjust instruction. The teachers complete data reflections which are then turned into the building administrator for monitoring purposes during these meetings.

The Building Instruction Team (BIT) includes the principal, the school social worker, the school psychologist, special education teachers, ELL teachers, General Education Resource Teacher (GERT) teacher, and Title I teachers. This team meets weekly and are available for consultation and program implementation. These weekly meetings are structured and focus on meeting the needs of individual students that are brought up for consideration and ideas for interventions both behaviorally and academically.

The master schedule was designed carefully to provide teachers with common planning time with their grade level peers. This provides all staff members with time to reflect on professional development, instructional practice, differentiated instruction, and student progress.

BIT (Building Instructional Team) minutes are shared with the general education teachers involved, special education staff, Title I teachers, GERT (General Education Resource Teacher), creative arts teachers, and other support staff, to ensure that everyone who works with identified students is kept updated on their status, progress and plan.

Students who are not mastering the State's academic achievement standards will be put into a tier of support. The tiers determine the level and intensity of support. Staff will continue to progress monitor the children once in support. If it is determined that a child is not making sufficient progress, the level or tier of support may change. If after several attempts with Tier II and III interventions the student fails to make growth, the building instructional team will reconvene to discuss the progress of the student and make further recommendations. The role of this team is to look at a child's needs and determine if further testing is needed.

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All students that are in need of Tier II or Tier III support will be documented through the Building Instructional Team process. These documents are necessary to monitor students that are in need of continued support and those that would qualify for extended learning opportunities through Title I funding. Students who are homeless or were in Headstart or the Great Start Readiness Program in the prior two years are automatically considered for support per the Title I guidelines.

Individual needs are addressed through specific Tier I, Tier II, and Tier III interventions that are developed for each child and delivered through small group instruction.

### READING - (K-4)

Tier I: All students - Reading Workshop Approach uses the gradual release of responsibility model and includes whole group, small group, and individual instruction allowing for differentiation.

Tier II: Teachers use MLPP, Running Records, and NWEA, and student work. See the detailed list below. Students who score below 80% and/or rank in the bottom of their classroom scores are monitored and brought to BIT for recommendations on interventions.

- o Targeted small group instruction time will be provided during the day in addition to core instruction to small groups of students. This is where teachers can work with students on specific skills they need based on formative and summative assessments.

- o Teachers also use RAZ-kids in grades K-3 to provide children extended reading practice. RAZ-kids provides children with online leveled books where students can listen to a story to hear modeled fluency and then practice reading. Every leveled book has an online quiz and running record for teachers to check progress of students.

- o Teachers also use Accelerated Reader for children in grades 1-3 for extended reading practice. These can either be books or online books. Teachers may set these up on student ipads. Each book has a quiz to complete for teachers to check on progress of students.

Students who score a 4 on the M-step, are below 70% proficiency on assessments, are below grade level reading expectations or are in the bottom ¼ of their classmates scores are then placed on BIT for recommendation for Title I support. Some students will be pulled from the classroom for a specific program or targeted instruction, while others remain in the classroom for targeted intervention. Pull out support is determined based on the child's needs.

- o The General Education Resource teacher and support staff use AARI, Read Naturally or Language! intervention programs at Tier II supported by the general funds for students in grade 3.

- o Summer school is also offered to students needing additional support in literacy using Title I funding.

- o Our school offers a Scholastic Reading Program with access to over 1,000 online reading books and offers students extended reading time over the summer months. This is offered to all students.

### Tier III:

- o Reading Recovery is for the lowest achieving first grade students only who fall significantly below grade level benchmarks based on classroom literacy assessments and the Observation Survey Summary during the first semester and second semester using general education funds .

- o Literacy groups using Leveled Literacy Intervention as developed by Fountas and Pinnell uses Title I funding for kindergarten, first and second graders who are at-risk for meeting the standards in literacy. Kindergarten students do not start Leveled Literacy until after the first semester, they must have classroom instruction first. Leveled Literacy Intervention is based off of Reading Recovery. Students are assessed through regular running records throughout the program to monitor progress. Writing in response to reading, phonics, and sight word acquisition are parts of this intervention program.

- o General Education Resource Room support is used K-3 for students who need intensive, very small group support (one to two students) to meet the standards in reading using direct instruction.

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These are the assessments and criteria used for reading:

READING - Entrance Assessments used

BAS ( Fountas and Pinnell Benchmark Assessment System) - below quarterly reading benchmark proficiency chart grades developed by Fountas and Pinnell K-3

NWEA - students scoring at the 30th percentile and below grades K-3

MLPP - below grade level expectations for fall, winter, and spring grades K

Marie Clay Observation Survey for Reading Recovery Qualification in grade 1

Informal Observations - Teacher documentation and recommendation grades K-3

M-Step ELA - partially proficient or not proficient (formerly levels 3 and 4) grade 3

Parent interview or recommendation is a consideration K-3

Head start or GSRP in the previous year for Kindergarten

Homeless student

READING - Exit criteria

BAS - students are on grade level using the benchmark proficiency chart by Fountas and Pinnell grades K-3

MLPP - on grade level expectations for fall, winter or spring K

MStep - proficient or advanced grade 3

NWEA - scoring in the average RIT range K-3

Classroom assessments showing 80% proficiency K-3

Consultation with classroom teacher through BIT K-3

MATH - (K-4)

Tier I: All students - Math workshop approach, with Envision 2.0 Mathematics, uses the gradual release of responsibility model and includes whole group, small group, and individual instruction to students allowing for differentiation.

Tier II: Small group instruction will be utilized based on common summative and formative assessment. Students who score below 80% and/or rank in the bottom of their classroom scores are monitored and brought to BIT for recommendations on interventions.

- o Targeted small group instruction time will be provided during the day in addition to core instruction to small groups of students. This is where teachers can work with students on specific skills they need based on formative and summative assessments.

- o Teachers use Math Facts in a Flash which is an online fact fluency program to increase proficiency and offer students extended time and support. (K-3)

- o Xtramath.org is another Math Fact Fluency program providing students additional time and support with math facts. (K-3)

Students who score a 4 on the M-step, are below 70% proficiency on assessments, are below grade level math expectations or are in the bottom ¼ of their classmates scores are then placed on BIT for recommendation for Title I support.

- o Summer school is also offered to students needing additional support in mathematics using Title I funding.

- o Math Pentathlon is offered after school as an extended learning opportunity.

- o Some students will be pulled from the classroom for a specific program or targeted instruction, while others will remain in the classroom for targeted intervention. Pull out support is based upon a child's needs. Students pulled from the classroom in grades K-3 will work with the General Education Resource room teacher and/or support staff on student specific targeted common core standards, in other words direct instruction using general education funding. Students are seen in small groups.

Tier III:

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- o Students who need additional time and support in grades K-2 will be provided Title I math support using the My Math program from McGraw-Hill using Title I funding with a math specialist.
- o General Education Resource Room support is used K-3 for students who need intensive, very small group support (one to two students) to meet the standards in math using direct instruction.

These are the assessments and criteria for math.

MATH - Entrance Criteria

NWEA - students scoring in the 30th percentile and below (all grades)

Grade level common assessments below 70% (all grades)

Unit Tests - below 70% (all grades)

Informal Observations - Teacher documentation and recommendation (all grades)

Mstep - partially proficient or not proficient (formerly levels 3 and 4) (grade 3)

Parent interview or recommendation is a consideration K-3

Head start or GSRP in the previous year for Kindergarten

Homeless student

MATH - Exit criteria

NWEA - scoring in the average RIT range K-3

MStep - proficient or advanced grade 3

Classroom assessments (Unit tests and Common Assessments) showing 80% proficiency K-3

Consultation with classroom teacher through BIT K-3

WRITING - (K-3)

Tier I: All students - Writing workshop approach uses the gradual release of responsibility model and includes whole group, small group and individual instruction to students allowing for differentiation.

Tier II: Students who score between 0-11 points on the pre-assessment rubric, and/or low on writing samples, and/or 3 or 4 on the ELA MStep are provided additional small group instruction.

- o Small group instruction will be utilized based on writing samples. During small group instruction time, students will be provided additional reteaching or guided practice in order to address learning needs.
- o Teachers will utilize writing in response to reading and writing across the curriculum to support students in writing.
- o Feedback conferencing is done with individual students to push specific learning targets and standards with students.
- o Teacher's use Writing Fluency Tracker to help students improve writing fluency and stamina across the curriculum.
- o Summer school is also offered to students needing additional support in writing using Title I funding.

With additional instruction if students scores remain low or are in the bottom ¼ of the classroom scores, the students are recommended for Title I consideration.

- o General Education Resource Room teacher support - Small groups of students may also be pulled from the classroom to receive direct instruction in writing based on the standards from the general education resource teacher or support staff through the general education funding or the GERT teacher may push into the classroom depending on students' needs.

Tier III:

- o Literacy groups using Leveled Literacy Intervention as developed by Fountas and Pinnell uses Title I funding for kindergarten, first and second graders who are at-risk for meeting the standards in literacy. Kindergarten students do not start Leveled Literacy until after the first

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semester, they must have classroom instruction first. Students are assessed through regular running records and writing samples throughout the program to monitor progress. Writing in response to reading, phonics, and sight word acquisition are parts of this intervention program.

o General Education Resource Room support is used K-3 for students who need intensive, very small group support (one to two students) to meet the standards in writing using direct instruction.

These are the assessments and criteria for writing.

### WRITING - Entrance Criteria

District or Classroom Writing Assessment rubrics (students below grade level expectations on pre-assessment 0-11) (grades K - 3)

Informal Observations - Teacher documentation and recommendation (grades K-3)

MStep ELA - partially proficient or not proficient (formerly levels 3 and 4) (grade 3)

Classroom formative assessments - student work samples (grades K-3)

Parent interview or recommendation is a consideration K-3

Head start or GSRP in the previous year for Kindergarten

Homeless student

### WRITING - EXIT Criteria

District or Classroom writing assessment rubrics students score within the grade level expectations K-3

Classroom or formative assessment samples show the student is meeting grade level expectations K-3

Consultation with classroom teacher through BIT K-3

### SCIENCE - K-3

Tier I: All students - Teachers use NGSS Phenomenal Science units and an inquiry based approach to teach science concepts using the standards. The workshop approach allows for the gradual release of responsibility. Visible thinking strategies are used to engage children in deeper thinking about science concepts. Sustainability is used throughout science unit instruction and our student garden. Live event learning is used throughout the year where students in grades K-3 take field trips to the Nature Center and the Farm to experience hands-on learning tied to the standards.

Tier II: Small group instruction will be utilized based on common summative and formative assessment. Students who score below 80% and/or rank in the bottom of their classroom scores are monitored and brought to BIT for recommendations on interventions.

With additional instruction if scores remain below 70% and/or rank in the bottom  $\frac{1}{4}$  and/or have MStep scores at levels 3 or 4, which is below the proficient range, they are recommended for Title I support or GERT support consideration.

o Small group instruction will be utilized by the teacher. During small group instruction time, students will be provided additional reteaching or guided practice in order to address learning needs.

o General Education Resource Room teacher support - Small flexible science groups grade 3 - Students may also be pulled from the classroom to receive direct instruction in science based on the standards from the general education resource teacher or support staff through the general education funding or the GERT teacher may push into the classroom depending on students' needs.

o AARI or Read Naturally provided by the GERT teacher or support staff in grade 3 focus entirely on reading and comprehending nonfiction science and social studies text.

o Summer school is also offered to students needing additional support in science using Title I funding.

o Accelerated reader offers extended opportunities for reading of nonfiction science text. This supports students with concepts taught in class.

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Tier III:

- o Literacy groups using Leveled Literacy Intervention as developed by Fountas and Pinnell uses Title I funding for kindergarten, first and second graders who are at-risk for meeting the standards in literacy. Kindergarten students do not start Leveled Literacy until after the first semester, they must have classroom instruction first. Leveled Literacy Intervention is based off of Reading Recovery. Students are assessed through regular running records throughout the program to monitor progress. Writing in response to reading, phonics, and sight word acquisition are parts of this intervention program. Nonfiction text, text structure and features are parts of this program.
- o General Education Resource Room support is used K-3 for students who need intensive, very small group support (one to two students) to meet the standards in science using direct instruction.

### SCIENCE - Entrance Criteria

Classroom formative assessments below 70% proficiency

Unit tests - below 70% proficiency

Classwork samples

Informal Observations - teacher documentation and recommendation K-3

Mstep levels 3 or 4 for grade 3 (if scores are returned before the end of the year)

Parent recommendation is a consideration K-3

Head start or GSRP in the previous year for Kindergarten

Homeless student

### SCIENCE - Exit Criteria

Classroom formative assessments at 80% or above K-3

Unit Tests - at 80% or above K-3

Classroom work samples show the student is meeting grade level expectations K-3

Consultation with classroom teacher through BIT K-3

### SOCIAL STUDIES - K-3

Tier I: All students - Teachers use a workshop approach or an inquiry based approach to teach social studies concepts using the standards. The workshop approach allows for the gradual release of responsibility. Visible thinking strategies are used to engage children in deeper thinking about social studies concepts. Sustainability is used throughout science unit instruction and our student garden. Live event learning is used throughout the year where students in grades K-3 take field trips to the Nature Center and the Farm to experience hands-on learning tied to the standards.

Tier II: Small group instruction will be utilized based on common summative and formative assessment. Students who score below 80% and/or rank in the bottom of their classroom scores are monitored and brought to BIT for recommendations on interventions.

With additional instruction if scores remain below 70% and/or rank in the bottom ¼ and/or have MStep scores at levels 3 or 4, which is below the proficient range, they are recommended for Title I support or GERT support consideration.

- o Small group instruction will be utilized by the teacher. During small group instruction time, students will be provided additional reteaching or guided practice in order to address learning needs.
- o General Education Resource Room teacher support - Small flexible science groups grade 3 - Students may also be pulled from the classroom to receive direct instruction in social studies based on the standards from the general education resource teacher or support staff through the general education funding or the GERT teacher may push into the classroom depending on students' needs.

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o AARI or Read Naturally provided by the GERT teacher or support staff in grade 3 focus entirely on reading and comprehending nonfiction science and social studies text.

o Accelerated reader offers extended opportunities for reading of nonfiction science text. This supports students with concepts taught in class.

Tier III:

o Literacy groups using Leveled Literacy Intervention as developed by Fountas and Pinnell uses Title I funding for kindergarten, first and second graders who are at-risk for meeting the standards in literacy. Kindergarten students do not start Leveled Literacy until after the first semester, they must have classroom instruction first. Leveled Literacy Intervention is based off of Reading Recovery. Students are assessed through regular running records throughout the program to monitor progress. Writing in response to reading, phonics, and sight word acquisition are parts of this intervention program. Nonfiction text, text structure and features are parts of this program.

o General Education Resource Room support is used K-3 for students who need intensive, very small group support (one to two students) to meet the standards in social studies using direct instruction.

### SOCIAL STUDIES - Entrance Criteria

Classroom formative assessments below 70% proficiency

Unit tests - below 70% proficiency

Classwork samples

Informal Observations - teacher documentation and recommendation K-3

Mstep levels 3 or 4 for grade 3 (if scores are returned before the end of the year)

Parent recommendation is a consideration K-3

Head start or GSRP in the previous year for Kindergarten

Homeless student

### SOCIAL STUDIES - Exit Criteria

Classroom formative assessments at 80% or above K-3

Unit Tests - at 80% or above K-3

Classroom work samples show the student is meeting grade level expectations K-3

Consultation with classroom teacher through BIT K-3

### **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.**

Students are identified for interventions based on several measures. Teachers analyze NWEA, MSTEP, common assessments, Standards based assessments, MLPP, Fountas and Pinnell Benchmark Assessment System, work samples, rubrics, teacher observation, or other running records. Teachers meet monthly with their grade level colleagues to discuss classroom assessments based on Common Core Standards. Teachers record all of their data on a classroom spreadsheet. Teachers analyze their data in data dig meetings. Parents or guardians may also make a recommendation that their child needs time and additional support through the classroom teacher, building principal or at parent/teacher conferences. Students are then brought up to our Building Instructional Team (BIT) to determine what interventions, strategies or supports would best help a student based on their individual need.

Students who are not mastering the State's academic achievement standards will be put into a tier of support. The tiers determine the level and intensity of support. Staff will continue to progress monitor the children once in support. If it is determined that a child is not making sufficient progress, the level or tier of support may change. If after several attempts with Tier II and III interventions the student fails to make growth, the building instructional team will reconvene to discuss the progress of the student and make further recommendations. The role of this team is to look at a child's needs and determine if further testing is needed. Students who are homeless or were in the Head Start or the Great Start Readiness Program in the prior two years are automatically considered for support per the Title I guidelines.

Teachers use formative data weekly to guide instruction. Teachers record summative data on classroom data spreadsheets (excel documents) and in Illuminate. Data is collected in all four core academic areas. The Fountas and Pinnell Benchmark Assessment, which is given three times per year is recorded on the classroom data spreadsheet for grades K-3 and in Illuminate. This assessment is given a minimum of two times per year. Teachers keep their spreadsheets. The classroom data spreadsheets are housed on a shared drive where the principal and members of the BIT can access the data during the year to see how students are doing. Writing assessments are given in all grades three times per year. Pre and post writing assessment scores are kept on the classroom spreadsheets. Math unit assessments, science unit assessments and social studies unit assessments are also recorded on the classroom data spreadsheets. These assessments are given throughout the year. Kindergarten teachers add MLPP tasks to their spreadsheets three times per year during the fall, winter and spring. NWEA fall, winter and spring scores for classrooms are recorded on the classroom data spreadsheets for all grades. The building administrator and general education resource teacher create bar graphs and tables with NWEA and M-Step to help grade level teams analyze our building level data during the school year. Title I teachers and the GERT teacher have access to the data spreadsheets. In summary, data is added throughout the year and during the fall, winter and spring when the assessments are given. Many teachers also keep checklists to record how students are doing on each standard. Teachers, and Title I teachers, keep sample student work, checklists, and their spreadsheets to share with the BIT and the principal throughout the year. Teachers have data dig meetings at least twice per year to analyze all of their data, create intervention groups for their classroom, and adjust instruction. The teachers complete data reflections which are then turned into the building administrator for monitoring purposes during these meetings.

All students that are in need of Tier II or Tier III support will be documented through the Building Instructional Team (BIT) process. These documents are necessary to monitor students that are in need of continued support and those that would qualify for extended learning opportunities through Title I funding.

Individual needs are addressed through specific Tier I, Tier II, and Tier III interventions that are developed for each child and delivered through small group instruction.

### READING - (K-3)

Tier I: All students - Reading Workshop Approach uses the gradual release of responsibility model and includes whole group, small group, and individual instruction allowing for differentiation.

Tier II: Teachers use MLPP, Running Records, and NWEA, and student work. See the detailed list below. Students who score below 80% and/or rank in the bottom of their classroom scores are monitored and brought to BIT for recommendations on interventions.

- o Targeted small group instruction time will be provided during the day in addition to core instruction to small groups of students. This is where teachers can work with students on specific skills they need based on formative and summative assessments.

- o Teachers also use RAZ-kids in grades K-3 to provide children extended reading practice. RAZ-kids provides children with online leveled books where students can listen to a story to hear modeled fluency and then practice reading. Every leveled book has an online quiz and running record for teachers to check progress of students.

- o Teachers also use Accelerated Reader for children in grades 1-3 for extended reading practice. These can either be books or online

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books. Teachers may set these up on student ipads. Each book has a quiz to complete for teachers to check on progress of students.

Students who score a 4 on the M-step, are below 70% proficiency on assessments, are below grade level reading expectations or are in the bottom ¼ of their classmates scores are then placed on BIT for recommendation for Title I support. Some students will be pulled from the classroom for a specific program or targeted instruction, while others remain in the classroom for targeted intervention. Pull out support is determined based on the child's needs.

- o The General Education Resource teacher and support staff use AARI, Read Naturally or Language! intervention programs at Tier II supported by the general funds for students in grade 3.
- o Summer school is also offered to students needing additional support in literacy using Title I funding.
- o Our school offers a Scholastic Reading Program with access to over 1,000 online reading books and offers students extended reading time over the summer months. This is offered to all students.

Tier III:

- o Reading Recovery is for the lowest achieving first grade students only who fall significantly below grade level benchmarks based on classroom literacy assessments and the Observation Survey Summary during the first semester and second semester using general education funds .
- o Literacy groups using Leveled Literacy Intervention as developed by Fountas and Pinnell uses Title I funding for kindergarten, first and second graders who are at-risk for meeting the standards in literacy. Kindergarten students do not start Leveled Literacy until after the first semester, they must have classroom instruction first. Leveled Literacy Intervention is based off of Reading Recovery. Students are assessed through regular running records throughout the program to monitor progress. Writing in response to reading, phonics, and sight word acquisition are parts of this intervention program.
- o General Education Resource Room support is used K-3 for students who need intensive, very small group support (one to two students) to meet the standards in reading using direct instruction.

These are the assessments and criteria used for reading:

READING - Entrance Assessments used

Fountas and Pinnell Benchmark Assessment System- below quarterly reading benchmark proficiency chart grades developed by Fountas and Pinnell K-3

NWEA - students scoring at the 30th percentile and below grades K-3

MLPP - below grade level expectations for Fall, winter, and spring grades K

Marie Clay Observation Survey for Reading Recovery Qualification in grade 1

Informal Observations - Teacher documentation and recommendation grades K-3

M-Step ELA - partially proficient or not proficient (formerly levels 3 and 4) grade 3

Parent interview or recommendation is a consideration K-3

Head start or GSRP in the previous year for Kindergarten

Homeless student

READING - Exit criteria

Fountas and Pinnell Benchmark Assessment System - students are on grade level using the benchmark proficiency chart by Fountas and Pinnell grades K-3

MLPP - on grade level expectations for fall, winter or spring K

Mstep - proficient or advanced (if data is received in a timely manner)

NWEA - scoring in the average RIT range K-3

Classroom assessments showing 80% proficiency K-3

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Consultation with classroom teacher through BIT K-3

### MATH - (K-3)

Tier I: All students - Math workshop approach, with Envision 2.0 Mathematics, uses the gradual release of responsibility model and includes whole group, small group, and individual instruction to students allowing for differentiation.

Tier II: Small group instruction will be utilized based on common summative and formative assessment. Students who score below 80% and/or rank in the bottom of their classroom scores are monitored and brought to BIT for recommendations on interventions.

- o Targeted small group instruction time will be provided during the day in addition to core instruction to small groups of students. This is where teachers can work with students on specific skills they need based on formative and summative assessments.

- o Teachers use Math Facts in a Flash which is an online fact fluency program to increase proficiency and offer students extended time and support. (K-3)

- o Xtramath.org is another Math Fact Fluency program providing students additional time and support with math facts. (K-3)

Students who score a 4 on the M-step, are below 70% proficiency on assessments, are below grade level math expectations or are in the bottom ¼ of their classmates scores are then placed on BIT for recommendation for Title I support.

- o Summer school is also offered to students needing additional support in mathematics using Title I funding.

- o Math Pentathlon is offered after school as an extended learning opportunity.

- o Some students will be pulled from the classroom for a specific program or targeted instruction, while others will remain in the classroom for targeted intervention. Pull out support is based upon a child's needs. Students pulled from the classroom in grades K-3 will work with the General Education Resource room teacher and/or support staff on student specific targeted common core standards, in other words direct instruction using general education funding. Students are seen in small groups.

### Tier III:

- o Students who need additional time and support in grades K-2 will be provided Title I math support using the My Math program from McGraw-Hill using Title I funding with a math specialist.

- o General Education Resource Room support is used K-3 for students who need intensive, very small group support (one to two students) to meet the standards in math using direct instruction.

These are the assessments and criteria for math.

### MATH - Entrance Criteria

NWEA - students scoring in the 30th percentile and below (all grades)

Grade level common assessments below 70% (all grades)

Unit Tests - below 70% (all grades)

Informal Observations - Teacher documentation and recommendation (all grades)

Mstep - partially proficient or not proficient (formerly levels 3 and 4) (grade 3)

Parent interview or recommendation is a consideration K-3

Head start or GSRP in the previous year for Kindergarten

Homeless student

### MATH - Exit criteria

NWEA - scoring in the average RIT range K-3

MStep - proficient or advanced (if data is received in a timely manner)

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Classroom assessments (Unit tests and Common Assessments) showing 80% proficiency K-3

Consultation with classroom teacher through BIT K-3

### WRITING - (K-3)

Tier I: All students - Writing workshop approach uses the gradual release of responsibility model and includes whole group, small group and individual instruction to students allowing for differentiation.

Tier II: Students who score between 0-11 points on the pre-assessment rubric, and/or low on writing samples, and/or 3 or 4 on the ELA MStep are provided additional small group instruction.

- o Small group instruction will be utilized based on writing samples. During small group instruction time, students will be provided additional reteaching or guided practice in order to address learning needs.

- o Teachers will utilize writing in response to reading and writing across the curriculum to support students in writing.

- o Feedback conferencing is done with individual students to push specific learning targets and standards with students.

- o Teacher's use Writing Fluency Tracker to help students improve writing fluency and stamina across the curriculum.

- o Summer school is also offered to students needing additional support in writing using Title I funding.

With additional instruction if students scores remain low or are in the bottom ¼ of the classroom scores, the students are recommended for Title I consideration.

- o General Education Resource Room teacher support - Small groups of students may also be pulled from the classroom to receive direct instruction in writing based on the standards from the general education resource teacher or support staff through the general education funding or the GERT teacher may push into the classroom depending on students' needs.

### Tier III:

- o Literacy groups using Leveled Literacy Intervention as developed by Fountas and Pinnell uses Title I funding for kindergarten, first and second graders who are at-risk for meeting the standards in literacy. Kindergarten students do not start Leveled Literacy until after the first semester, they must have classroom instruction first. Students are assessed through regular running records and writing samples throughout the program to monitor progress. Writing in response to reading, phonics, and sight word acquisition are parts of this intervention program.

- o General Education Resource Room support is used K-3 for students who need intensive, very small group support (one to two students) to meet the standards in writing using direct instruction.

These are the assessments and criteria for writing.

### WRITING - Entrance Criteria

District or Classroom Writing Assessment rubrics (students below grade level expectations on pre-assessment 0-11) (grades K - 3)

Informal Observations - Teacher documentation and recommendation (grades K-3)

MStep ELA - partially proficient or not proficient (formerly levels 3 and 4) (grade 3)

Classroom formative assessments - student work samples (grades K-3)

Parent interview or recommendation is a consideration K-3

Head start or GSRP in the previous year for Kindergarten

Homeless student

### WRITING - EXIT Criteria

District or Classroom writing assessment rubrics students score within the grade level expectations K-3

Classroom or formative assessment samples show the student is meeting grade level expectations K-3

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Consultation with classroom teacher through BIT K-3

### SCIENCE - K-3

Tier I: All students - Teachers use NGSS Phenomenal Science and an inquiry based approach to teach science concepts using the standards. The workshop approach allows for the gradual release of responsibility. Visible thinking strategies are used to engage children in deeper thinking about science concepts. Sustainability is used throughout science unit instruction and our student garden. Live event learning is used throughout the year where students in grades K-3 take field trips to the Nature Center and the Farm to experience hands-on learning tied to the standards.

Tier II: Small group instruction will be utilized based on common summative and formative assessment. Students who score below 80% and/or rank in the bottom of their classroom scores are monitored and brought to BIT for recommendations on interventions.

With additional instruction if scores remain below 70% and/or rank in the bottom  $\frac{1}{4}$  and/or have MStep scores at levels 3 or 4, which is below the proficient range, they are recommended for Title I support or GERT support consideration.

- o Small group instruction will be utilized by the teacher. During small group instruction time, students will be provided additional reteaching or guided practice in order to address learning needs.

- o General Education Resource Room teacher support - Small flexible science groups grade 3 - Students may also be pulled from the classroom to receive direct instruction in science based on the standards from the general education resource teacher or support staff through the general education funding or the GERT teacher may push into the classroom depending on students' needs.

- o AARI or Read Naturally provided by the GERT teacher or support staff in grade 3 focus entirely on reading and comprehending nonfiction science and social studies text.

- o Summer school is also offered to students needing additional support in science using Title I funding.

- o Accelerated reader offers extended opportunities for reading of nonfiction science text. This supports students with concepts taught in class.

### Tier III:

- o Literacy groups using Leveled Literacy Intervention as developed by Fountas and Pinnell uses Title I funding for kindergarten, first and second graders who are at-risk for meeting the standards in literacy. Kindergarten students do not start Leveled Literacy until after the first semester, they must have classroom instruction first. Leveled Literacy Intervention is based off of Reading Recovery. Students are assessed through regular running records throughout the program to monitor progress. Writing in response to reading, phonics, and sight word acquisition are parts of this intervention program. Nonfiction text, text structure and features are parts of this program.

- o General Education Resource Room support is used K-3 for students who need intensive, very small group support (one to two students) to meet the standards in science using direct instruction.

### SCIENCE - Entrance Criteria

Classroom formative assessments below 70% proficiency

Unit tests - below 70% proficiency

Classwork samples

Informal Observations - teacher documentation and recommendation K-3

Mstep levels 3 or 4 for grade 3 (if scores are returned before the end of the year)

Parent recommendation is a consideration K-3

Head start or GSRP in the previous year for Kindergarten

Homeless student

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### SCIENCE - Exit Criteria

Classroom formative assessments at 80% or above K-3

Unit Tests - at 80% or above K-3

Classroom work samples show the student is meeting grade level expectations K-3

Consultation with classroom teacher through BIT K-3

### SOCIAL STUDIES - K-3

Tier I: All students - Teachers use a workshop approach or an inquiry based approach to teach social studies concepts using the standards. The workshop approach allows for the gradual release of responsibility. Visible thinking strategies are used to engage children in deeper thinking about social studies concepts. Sustainability is used throughout science unit instruction and our student garden. Live event learning is used throughout the year where students in grades K-3 take field trips to the Nature Center and the Farm to experience hands-on learning tied to the standards.

Tier II: Small group instruction will be utilized based on common summative and formative assessment. Students who score below 80% and/or rank in the bottom of their classroom scores are monitored and brought to BIT for recommendations on interventions.

With additional instruction if scores remain below 70% and/or rank in the bottom  $\frac{1}{4}$  and/or have MStep scores at levels 3 or 4, which is below the proficient range, they are recommended for Title I support or GERT support consideration.

- o Small group instruction will be utilized by the teacher. During small group instruction time, students will be provided additional reteaching or guided practice in order to address learning needs.
- o General Education Resource Room teacher support - Small flexible science groups grade 3 - Students may also be pulled from the classroom to receive direct instruction in social studies based on the standards from the general education resource teacher or support staff through the general education funding or the GERT teacher may push into the classroom depending on students' needs.
- o AARI or Read Naturally provided by the GERT teacher or support staff in grade 3 focus entirely on reading and comprehending nonfiction science and social studies text.
- o Summer school is also offered to students needing additional support in science using Title I funding.
- o Accelerated reader offers extended opportunities for reading of nonfiction science text. This supports students with concepts taught in class.

### Tier III:

- o Literacy groups using Leveled Literacy Intervention as developed by Fountas and Pinnell uses Title I funding for kindergarten, first and second graders who are at-risk for meeting the standards in literacy. Kindergarten students do not start Leveled Literacy until after the first semester, they must have classroom instruction first. Leveled Literacy Intervention is based off of Reading Recovery. Students are assessed through regular running records throughout the program to monitor progress. Writing in response to reading, phonics, and sight word acquisition are parts of this intervention program. Nonfiction text, text structure and features are parts of this program.
- o General Education Resource Room support is used K-3 for students who need intensive, very small group support (one to two students) to meet the standards in social studies using direct instruction.

### SOCIAL STUDIES - Entrance Criteria

Classroom formative assessments below 70% proficiency

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Unit tests - below 70% proficiency

Classwork samples

Informal Observations - teacher documentation and recommendation K-3

Mstep levels 3 or 4 for grade 3 (if scores are returned before the end of the year)

Parent recommendation is a consideration K-3

Head start or GSRP in the previous year for Kindergarten

Homeless student

SOCIAL STUDIES - Exit Criteria

Classroom formative assessments at 80% or above K-3

Unit Tests - at 80% or above K-3

Classroom work samples show the student is meeting grade level expectations K-3

Consultation with classroom teacher through BIT K-3

Other - ADDITIONAL INFORMATION GATHERED:

Teacher Differentiation Document - MAP - Maximizing academic progress form

At the end of the school year, teachers fill out a MAP form for every student in grades K-3. The MAP form provides the following year's teacher with background information on students. Differentiation strategies that worked/didn't work, accommodations, whether or not the student is performing within grade level expectations, and other relevant data are included.

Parent Input Conferences Form - MAP Maximizing Academic Potential (MAP brochure and Parent form)

Parent input conferences at the beginning of the year provide parents with an opportunity to "introduce" their child to their new teacher.

During that conference, parents are encouraged to discuss their child and his/her learning history. At parent/teacher conferences, parents and teachers work together to discuss if and how instruction is or is not meeting the needs of their child and what modifications if any need to be made.

**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.**

Our school does not house a preschool program, however consideration is given to students coming from our feeder school. The main process is outlined in the responses to questions 2 and 3 in this component. In addition, the process to determine K-2 grade student eligibility for the Title I targeted program includes: parent interviews and input gathered at input conferences or conferences throughout the school year, teacher judgement based upon observation, classroom performance, grade level common assessments, MLPP scores, running records, NWEA scores, and other assessments that are developmentally appropriate. Students who are documented as homeless and students who are enrolled in Head Start or GSRP within two years of attending Eastover Elementary School are also identified and automatically considered for services following the Title I guidelines.

Parent or Guardian input is gathered during input conferences in the early Fall of each year for all students. It is gathered again at bi-annual parent/teacher conferences, informal meetings, and communication through e-mail. Strong attempts are made to listen to parent concerns and work with parents to help them learn how to work at home with their children on required grade level expectations.

Teacher judgement is strongly considered. All teachers in grades K-3 use the Common Core State Standards (CCSS) for their respective grade levels with a consistent measure to select students who are failing or at greater risk of failing the CCSS. Students who score below

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benchmarks are put on an initial "watch" list and brought up to our building instructional team or child study team. Additional instruction in small flexible group instruction in the classroom is the next step. With additional instruction if a student's scores remain below designated benchmarks, 70%, and/or rank in the bottom 1/4 of their classroom scores, the students are placed on a list for Title I consideration and/or GERT consideration.

## **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.**

Classroom teachers, the General Education Resource Teacher (GERT), the Building Instructional Team (BIT) members, and Title I teachers plan for supplemental assistance groups showing skill or deficiency with the Common Core State Standards. Teachers provide supplemental support on an on-going basis in the classroom as determined by a lack of proficiency with formative and summative classroom assessments, Fountas and Pinnell Benchmark Assessment, Unit tests, MLPP, writing rubrics, and NWEA assessments for applicable content areas. Classroom teachers work with Title I staff to coordinate summer school opportunities for students in need of additional time and support.

All students that are in need of Tier II or Tier III support will be documented through the Building Instructional Team process. These documents are necessary to monitor students that are in need of continued support and those that would qualify for extended learning opportunities through Title I funding. Students who are homeless or were in the Headstart or the Great Start Readiness Program in the prior two years are automatically considered for support per the Title I guidelines.

Individual needs are addressed through specific Tier I, Tier II, and Tier III interventions that are developed for each child and delivered through small group or individual instruction. Here are the program services that are provided in the four core areas:

#### **READING - (K-3)**

Tier I: All students - Core instruction through Reading Workshop - Using the Calkins' Units of Study

Who: Classroom teacher

What: Reading Workshop Approach uses the gradual release of responsibility model and includes whole group, small group, and/or individual instruction allowing for differentiation.

Examples of When: small guided reading groups or strategy groups, conferring with students using workshop model within reading workshop time frame

Assessment: K-3 Fountas and Pinnell Benchmark Reading Assessment - assessments occur 2-3 times per year depending on the grade level, monthly running records, along with anecdotal notes from conferences.

Tier II: Teachers use MLPP, Running Records, and NWEA, teacher recommendations, parent input and student work. Students who score below 80% and/or rank in the bottom of their classroom scores.

Who: Classroom teacher

What and examples of When: Intentional Daily Second Classroom Instruction outside of the normal reading workshop time. This may happen during Daily Five instruction, DEAR time, or in the first few minutes of the day. Teachers will implement intentional targeted small group instruction time during the day in addition to core instruction to small groups of students. This is where teachers can work with students on specific skills they need based on formative and summative assessments.

Assessment: Progress monitoring through running records, anecdotal notes, and observations.

Who: Classroom teacher

What: RAZ kids provides children with online reading experiences

Teachers also use RAZ-kids in grades K-3 to provide children extended reading practice. RAZ-kids provides children with online leveled

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books where students can listen to a story to hear modeled fluency and then practice reading. Every leveled book has an online quiz and running record for teachers to check progress of students.

When: During Daily Five, after school, or other parts of the day

Assessment: Online quizzes after each story and recorded readings of students to collect running record information.

Who: Classroom teacher

What: Teachers also use Accelerated Reader for children in grades 1-3 for extended reading practice. These can either be books or online books. Teachers may set these up on student ipads. Each book has a quiz to complete for teachers to check on progress of students.

When: During Daily Five, after school, or other parts of the day

Assessment: Online quizzes after each story

Who: GERT teacher (General Education Resource Teacher) grades K-3 For students who do not qualify for Title one or other services, these students will see the GERT teacher or support staff for additional assistance in the core areas.

Students who score a 4 on the MSTEP, are below 70% proficiency on assessments, are below grade level reading expectations or are in the bottom ¼ of their classmates scores are then placed on BIT for recommendation for Title I consideration and/or GERT consideration.

What: AARI (Adolescent Accelerated Reader Initiative), Read Naturally, Direct phonics instruction, or Language! are intervention programs supported by the General Education Resource Teacher or paraprofessional using General Funds for students in grades K-3 who are not in Title I support, but are struggling to meet grade level benchmarks. Students get small group instruction in these programs.

o Language! is an intensive mastery-based language arts intervention that targets the needs of non-readers, struggling readers, and English Language learners in 3rd grade. It accelerates them to grade level proficiency by utilizing sequential, cumulative, skill-based instructional format that addresses all learning styles.

o Read Naturally is a research-based program that focus on timed repeated readings and comprehension instruction to improve fluent, phrased reading and direct vocabulary and comprehension instruction.

o AARI is a comprehension program for students in grade 3 for students struggling to understand text. The focus is on text structure, questioning, and direct comprehension instruction. This comes out of a study from the University of Michigan and a partnership with Oakland Schools Literacy Consultants.

o Direct phonics instruction for students in K-2 struggling with alphabetic principles and early literacy skills such as letter/sound identification, rhyming, onset and rhyme, sight word recognition, and hearing and recording sounds.

Examples of When: Outside of the Reading workshop and Writing workshop time, other times during the day including DEAR time. Kids are seen 2- 4 times per week depending on their specific needs. Students may be pulled out for support or the GERT teacher may push in to the classroom.

Assessments: Progress monitored bi-weekly using Read Naturally records of progress, AARI running record, MLPP progress, NWEA progress, early literacy assessments, MLPP, and comprehension assessments. These programs are all at least 6 weeks.

o Summer school is also offered to students needing additional support in literacy using Title I funding, if funds are available. (STEM)

o Our school offers a Scholastic Reading Program with access to over 1,000 online reading books and offers students extended reading time over the summer months. This is offered to all students.

o Accelerated reader is offered to students in grades K-3 who are reading and need additional time and opportunities to practice reading.

Tier III:

Who: Title I Literacy teacher grades K-2

Students who score below 70% proficiency on assessments, are below grade level reading expectations or are in the bottom ¼ of their

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classmates scores are then placed on BIT for recommendation for Title I consideration.

**What and When:** Leveled Literacy Intervention by Fountas and Pinnell grades K-2. Students are pulled out for Leveled Literacy Intervention 3-4 times per week outside of Reading and Writing Workshop. Students pulled from the classroom will work with Title I literacy staff in Leveled Literacy Intervention as developed by Fountas and Pinnell using Title I funding for Kindergarten, First and Second graders. Students work in small groups of no more than 4 students.

**Assessments:** Progress monitored bi-weekly with Leveled Literacy Running Records. This program runs 18-20 weeks. If students meet grade level benchmarks before the end of the program, they are then exited. If students are still not at proficiency when the program ends, they are then put in the second round of support.

**What:** Reading Recovery is for first grade students only who fall significantly below grade level benchmarks and based on Marie Clay observation survey during the first semester and second semester using general education funds. This program is a one-on-one intervention.

**Who:** Specially Trained Reading Recovery Teacher

**When:** 5 days per week for 30 minutes one-on-one outside of reading and writing workshop time

**Assessments:** Marie Clay observation survey and daily running records

This program runs 18-20 weeks. If students meet grade level benchmarks before the end of the program, they are then exited.

**What:** A science, literacy, math summer camp will be offered through Eastover Elementary to students needing extended opportunities. (STEM)

**Who:** GERT support (General Education Resource Teacher)

**What:** Direct instruction to very small groups of students (1 to 2 students) needing intensive support in reading in grades K-3

**When:** 4 to 5 times per week pull out services for 30 minutes outside of core instruction

### Math - (K-3)

**Tier I:** All students - Core instruction through Math Workshop using Envision Math 2.0

**Who:** Classroom teacher

**What:** Math Workshop Approach uses the gradual release of responsibility model and includes whole group, small group, and/or individual instruction allowing for differentiation.

**Examples of When:** small guided math groups or strategy groups, conferring with students using workshop model within math workshop time frame

**Assessment:** formative and summative assessments throughout the year, unit tests, common assessments, along with anecdotal notes from conferences.

**Tier II:** Teachers use formative and summative assessments, unit tests, and NWEA, recommendations, parent input and student work. Students who score below 80% and/or rank in the bottom of their classroom scores.

**Who:** Classroom teacher

**What and examples of When:** Intentional Daily Second Classroom Instruction outside of the normal math workshop time. This may happen during DEAR time, or in the first few minutes of the day. Teachers will implement intentional targeted small group instruction time during the day in addition to core instruction to small groups of students. This is where teachers can work with students on specific skills they need based on their assessments.

**Assessment:** Progress monitoring through formative and summative assessments, NWEA, unit tests, anecdotal notes, and observations.

**Who:** Classroom teachers

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What: Teachers use Math Facts in a Flash which is an online fact fluency program to increase proficiency and offer students extended time and support. (K-3)

When: During math workshop, during other parts of the school day, and afterschool

Who: Classroom teachers

What: Xtramath.org is another Math Fact Fluency program providing students additional time and support with math facts. (K-3)

When: During math workshop, during other parts of the school day, and afterschool

Who: Families and Teachers

What: Math Pentathlon

When: Before school, once a week for students in grades K-3 throughout the school year

Who: GERT teacher (General Education Resource Teacher) grades K-3 For students who do not qualify for Title I or other services, these students will see the GERT teacher or support staff for additional assistance in the core areas.

Students who score a 4 on the M-step, are below 70% proficiency on assessments, are below grade level math expectations or are in the bottom ¼ of their classmates scores are then placed on BIT for recommendation for Title I consideration and/or GERT consideration.

What: Using the Common Core Standards the GERT teacher provides targeted Daily Second Classroom Instruction outside of the normal math workshop time. These are students who need it taught differently and at a different pace. These students are supported by the General Education Resource Teacher or paraprofessional using General Funds for students in grades K-3 who are not in Title I support, but are struggling to meet grade level benchmarks. Students are seen in small groups for instruction.

Examples of When: Outside of the Math workshop time, throughout the school day. Kids are seen 2-4 times per week depending on their specific needs.

Assessments: Progress monitored through unit assessments every 4-6 weeks and formative assessments throughout the week. This runs at least 6 weeks.

o Summer school is also offered to students needing additional support in mathematics using Title I funding, if funds are available. (STEM)

Tier III:

Who: Title I Math teacher grades K-2

Students who score below 70% proficiency on assessments, are below grade level math expectations or are in the bottom ¼ of their classmates scores are then placed on BIT for recommendation for Title I consideration.

What and When: My Math Program through McGraw-Hill for students in grades K-2. Students are pulled out for Math Intervention 4-5 times per week outside of Math Workshop. Title I funding is used for this program for Kindergarten, First and Second graders. Students are seen 3-5 times per week for 20-40 minutes. The My Math program uses direct instruction, homelinks, manipulatives, and math tools to children.

Assessments: Daily class work samples, formative assessment checks throughout the week and unit assessments. This program runs 6-8 weeks at a time.

Who: GERT support

What: Direct instruction to very small groups of students (1 to 2 students) needing intensive support in math in grades K-3

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When: 4 to 5 times per week pull out services for 30 minutes outside of core instruction

### Writing (K-3)

Tier I: All students - Core instruction through Writing Workshop

Who: Classroom teacher

What: Writing Workshop Approach uses the gradual release of responsibility model and includes whole group, small group, and/or individual instruction allowing for differentiation.

Examples of When: small guided reading groups or strategy groups, conferring with students using workshop model within writing workshop time frame

Assessment: Writing samples, prompted writing, notebooks, observations, along with anecdotal notes from conferences.

Tier II: Teachers use Writing samples, writing rubrics, prompted writing, notebooks, observations, along with anecdotal notes from conferences. Students who score below 80% and/or rank in the bottom of their classroom scores.

Who: Classroom teacher

What and examples of When: Intentional Daily Second Classroom Instruction outside of the normal writing workshop time and/or Writing Fluency Tracker. This may happen during Daily Five instruction, DEAR time, or in the first few minutes of the day. Teachers will implement intentional targeted small group instruction time during the day in addition to core instruction to small groups of students. This is where teachers can work with students on specific skills they need based on their writing work.

Assessment: Progress monitoring through writing samples, anecdotal notes, and observations bi-weekly.

o Writing Fluency Tracker developed by Dr. Elaine Weber at the Macomb ISD - Writing development begins with fluency. Before students focus their writing, they need to know what their brain knows about the topic (fluency is a way of purging the brain of what it knows about a topic). There needs to be a sufficient amount of information or "stuff" generated before the writer can find a focus for the writing (the second level of writing development). Once the writers have a focus, they determine the form they will use depending on topic, audience, and the purpose of the writing. Writing Fluency Tracker is concerned first with developing the student's finger and hand muscles to sustain the writing activity. Second, it is concerned with developing the consistent flow of the words from the brain to the paper (That is why we often offer "key words" to get the language flowing from the brain). The goal is to get a consistent flow of language from the brain to the paper.

Who: GERT teacher (General Education Resource Teacher) grades K-3 For students who do not qualify for Title I or other services, these students will see the GERT teacher or support staff for additional assistance in the core areas.

Students who score 70% or below on writing assessments, are below grade level writing expectations or are in the bottom ¼ of their classmates scores are then placed on BIT for recommendation for Title I consideration and/or GERT consideration.

What: Using the Common Core Standards the GERT teacher provides targeted Daily Second Classroom Instruction outside of the normal writing workshop time. These are students who need it taught differently and at a different pace. Students are taught specific writing skills they need help with in content and ideas, grammar, conventions, and editing. These students are supported by the General Education Resource Teacher or paraprofessional using General Funds for students in grades K-3 who are not in Title I support, but are struggling to meet grade level benchmarks. Students are seen in small groups 2-4 times per week. The GERT teacher may also push in during writing instruction.

Examples of When: Outside of the Writing workshop time, throughout the school day. Kids are seen 2- 4 times per week depending on their specific needs.

Assessments: Progress monitored through pre and post assessments every 4-6 weeks and formative assessments throughout the week.

This runs at least 6 weeks.

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What: A science, literacy, math summer camp will be offered through Eastover Elementary to students needing extended opportunities, if funds are available. (STEM)

Tier III:

Who: Title I Literacy teacher specializing in writing for grades K-2

Students who score below 70% proficiency on writing assessments, are below grade level reading expectations or are in the bottom ¼ of their classmates scores are then placed on BIT for recommendation for Title I consideration.

What: Literacy groups using Leveled Literacy Intervention as developed by Fountas and Pinnell uses Title I funding for kindergarten, first and second graders who are at-risk for meeting the standards in literacy. Kindergarten students do not start Leveled Literacy until after the first semester, they must have classroom instruction first. Students are assessed through regular running records and writing samples throughout the program to monitor progress. Writing in response to reading, phonics, and sight word acquisition are parts of this intervention program.

Who: GERT support

What: Direct instruction to very small groups of students (1 to 2 students) needing intensive support in writing in grades K-3

When: 4 to 5 times per week pull out services for 30 minutes outside of core instruction

Social Studies (K-3)

Tier I: All students - Core instruction through GLCE's and Oakland Schools Curriculum

Who: Classroom teacher

What: Social Studies direct instruction and small group instruction. Visible thinking routines and sustainability are integrated into instruction; along with live event learning.

Assessment: formative and summative assessments throughout the year, unit tests, common assessments, student work samples, along with anecdotal notes from conferences.

Who: Classroom teacher

What: Field trip to the farm and nature center

When: Two times each throughout the year for all students, live event learning tied to science and social studies

Tier II: Teachers use formative and summative assessments, unit tests, common assessments and student work. Students who score below 80% and/or rank in the bottom of their classroom scores.

Who: Classroom teacher

What: Small group instruction, students will be provided with re-teaching and guided practice with skills or concepts in critical literacy/social studies skills.

Assessment: Progress monitoring through formative and summative assessments, class work samples, unit tests, anecdotal notes, and observations bi-weekly.

Who: GERT teacher (General Education Resource Teacher) grades K-3 For students who do not qualify for Title one or other services, these students will see the GERT teacher for additional assistance in the core areas.

Students who are below 70% proficiency on assessments, are below grade level social studies expectations or are in the bottom ¼ of their

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classmates scores are then placed on BIT for recommendation for GERT consideration.

What: Using the Common Core Standards, direct vocabulary instruction, graphic organizers, AARI, Reading Naturally, instruction in Nonfiction text structures and features the GERT teacher provides targeted Daily Second Classroom Instruction outside of the normal social studies time. These are students who need it taught differently and at a different pace. These students are supported by the General Education Resource Teacher or paraprofessional using General Funds for students in grades K-3 who are not in Title I support, but are struggling to meet grade level benchmarks. Students are seen in small groups 2-4 times per week. The GERT teacher may also push into the classroom.

Examples of When: Outside of the Social Studies time, throughout the school day. Kids are seen 2- 4 times per week depending on their specific needs.

Assessments: Progress monitored through unit assessments every 4-6 weeks and formative assessments throughout the week. This runs at least 6 weeks.

o Accelerated reader offers opportunities for reading of nonfiction social studies text. This supports students with concepts taught in class. Please see detailed description under the reading section.

Tier III:

Who: Title I teacher

What: Leveled Literacy Intervention for students in grades K-2

When: Pull out support 3-4 times per week for small groups of no more than 4 students to focus on writing in response to reading and comprehending nonfiction text in science and social studies.

Who: GERT support

What: Direct instruction to very small groups of students (1 to 2 students) needing intensive support in social studies in grades K-3

When: 4 to 5 times per week pull out services for 30 minutes outside of core instruction

### Science (K-3)

Tier I: All students - Core instruction through NGSS Phenomenal Science Units and Inquiry approaches

Who: Classroom teacher

What: Science direct instruction. Visible thinking routines and sustainability are integrated into instruction; along with live event learning.

Assessment: formative and summative assessments throughout the year, unit tests, common assessments, student work samples, along with anecdotal notes from conferences.

Who: Classroom teacher

What: Field trip to farm and nature center

When: Two times each throughout the school year

Tier II: Teachers use formative and summative assessments, unit tests, common assessments and student work. Students who score below 80% and/or rank in the bottom of their classroom scores.

Who: Classroom teacher

What: Small group instruction, students will be provided with re-teaching and guided practice with skills or concepts in critical literacy and science skills.

Assessment: Progress monitoring through formative and summative assessments, class work samples, unit tests, anecdotal notes, and

observations bi-weekly.

Who: GERT teacher (General Education Resource Teacher) grades K-3 For students who do not qualify for Title one or other services, these students will see the GERT teacher for additional assistance in the core areas.

Students who are below 70% proficiency on assessments, are below grade level science expectations or are in the bottom ¼ of their classmates scores are then placed on BIT for recommendation for GERT consideration.

What: Using the Common Core Standards, direct vocabulary instruction, graphic organizers, AARI, Reading Naturally, instruction in Nonfiction text structures and features, the GERT teacher provides targeted Daily Second Classroom Instruction outside of the normal science time. These are students who need it taught differently and at a different pace. These students are supported by the General Education Resource Teacher or paraprofessional using General Funds for students in grades K-3 who are not in Title I support, but are struggling to meet grade level benchmarks. Students are seen in small groups. The GERT teacher may also push into the classroom.

Examples of When: Outside of the Science time, throughout the school day. Kids are seen 2- 4 times per week depending on their specific needs.

Assessments: Progress monitored through unit assessments every 4-6 weeks and formative assessments throughout the week. This runs at least 6 weeks.

o Accelerated reader offers opportunities for reading of nonfiction science text. This supports students with concepts taught in class. Please see detailed description under the reading section.

o A science, literacy, math summer camp will be offered through Eastover Elementary to students needing extended opportunities, if funds are available. (STEM)

### Tier III

Who: Title I teacher

What: Leveled Literacy Intervention for students in grades K-2

When: Pull out support 3-4 times per week for small groups of no more than 4 students to focus on writing in response to reading and comprehending nonfiction text in science and social studies.

Who: GERT support

What: Direct instruction to very small groups of students (1 to 2 students) needing intensive support in science in grades K-3

When: 4 to 5 times per week pull out services for 30 minutes outside of core instruction

## **Component 3: Incorporated Into Existing School Program Planning**

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

Title I, Part A resources are considered a critical component of our School Improvement Plan. Title I, Part A programs are embedded within strategies in reading, writing, math, science and social studies. The School Improvement Plan is completed through the Advanc-Ed website. The Plan is updated annually based on achievement data and stakeholder input.

It is assured that the Eastover Targeted Assistance Plan is designed to complement our School Improvement Plan. Goals for meeting the needs of eligible students are written specifically with the strategies into the school improvement plan. The strategies are written in and followed to ensure that eligible students are given the timely needed assistance and that strategies are implemented and monitored.

Specifically, the school improvement team includes special education staff, school social worker, parents, principal, all Title I staff, grade level teachers, fine arts teachers, and the ESL teacher. The school improvement team meets monthly to review assessment data, targeting strengths and weaknesses. The school improvement team reviews all the comprehensive needs data for planning out improvements for the next year's SIP. They also help evaluate current programming and make recommendations. We continually review parent and staff surveys. School improvement team reps share the information back with their counterparts. Updates on what happens at the School improvement team meetings are shared out in the principal's report at the PTO meetings monthly and families are asked to give feedback. Each year our school conducts an annual parent, staff, and student survey to collect perception data and we also conduct an annual Title I survey to collect data and feedback.

Information is collected throughout the year from Title I meetings, data digs, staff meetings, coffee talks, parent advisory meetings, global education team meetings, and PTO meetings. All of this information informs the School improvement team and is used to make improvements at our school and become part of the SIP. As stated earlier, the Title I staff are a part of the school improvement team. They attend Title I meetings, they have attended coffee talks, and they are a part of the staff. The Title I staff is an integral part of our Title I planning process. We are always re-evaluating to inform the next SIP and TAP.

The following goals and strategies are included in our SIP for 2018-19 to ensure that supplemental assistance is given to students and that Title I, Part A components are included in the SIP. Here you will find, listed out, the specific Title I components in the SIP:

#### **Math**

Goal 1 - All students improving Mathematics skills across the curriculum.

Strategy - Tier II Response to Intervention/MTSS - staff will implement Tier II interventions to support students identified as at risk or advanced learners.

Activity - Building instructional intervention team will meet and discuss educational or behavioral concerns with regard to mathematics. Interventions are decided upon and support given for a specific length of time. Re-evaluation is scheduled for another date and time to monitor progress.

Title I staff are a part of the building instructional team. Title I funds are not used for this process.

Activity - GERT support is provided to students in grades K-3 who do not qualify for Title I or other supports. Instruction is based on the CCSS and provided by a general education resource teacher to students not meeting the standards in mathematics as based on assessments. General funds are used for this support.

Activity - Annual parent education meeting and/or workshops. Title I staff and the GERT teacher will attend an annual Title I meeting to  
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inform parents about Title I services and supports, along with a Title I math workshop to inform parents of how they can help at home. Title I funds are used for parent and family activities.

Activity - Students identified as being at-risk with mathematics concepts will be offered the opportunity to attend summer school for additional time and support. This will use Title I funds.

Activity - Targeted Small flexible grouping will be utilized for students needing reteaching, time or additional support.

Activity - Math Facts in a Flash online program to increase fact fluency

Activity - Xtramath.org online program to increase fact fluency

Activity - Math Pentathlon (PTO funds)

### Strategy - Tier III

Specially trained staff will implement research based programming to support students identified as most at-risk in mathematics and provide small group support. Groups consist of one to five students.

Activity - Title I math support. Students identified as at-risk in grades K-2 based on summative and formative assessments will receive additional Title I math support using the McGraw-Hill My Math program 4-5 times per week for 15-25 minutes depending on the individual group needs. This uses Title I funding.

Activity - Title I staff will conduct a data analysis or an evaluation of the program bi-annually to look at student progress and make adjustments. They will participate in a minimum of two data dig days with other Title I staff and administrators. This uses general funding.

Activity - Parent and Family involvement/Communication - Title I staff will share progress updates with family and share a newsletter to keep families informed about their student. Student progress is monitored via the My Math unit pretests and post-tests, daily assessments, anecdotal notes, NWEA scores, and classroom assessment scores. Staff will also have families complete an exit survey for feedback on the programming to keep the school informed.

Activity - GERT one-on-one support with direct instruction for students needing intensive support.

### Writing

Goal 1 - All students improving Writing skills across the curriculum.

Strategy - Tier II Response to Intervention/MTSS - staff will implement Tier II interventions to support students identified as at risk or advanced learners.

Activity - Building instructional intervention team will meet and discuss educational or behavioral concerns with regard to writing.

Interventions are decided upon and support given for a specific length of time. Re-evaluation is scheduled for another date and time to monitor progress.

Title I staff are a part of the building instructional team. Title I funds are not used for this process.

Activity - GERT support is provided to students in grades K-3 who do not qualify for Title I or other supports. Instruction is based on the CCSS and provided by a general education resource teacher to students not meeting the standards in Writing as based on assessments. Instruction is in the use of graphic organizers, phonics instruction, and direct instruction of content, conventions and grammar. General funds are used for this support.

Activity - Annual parent education meeting and/or workshops. Title I staff and the GERT teacher will attend an annual Title I meeting to inform parents about Title I services and supports. Title I funds are used for parent and family activities.

Activity - Targeted Small flexible grouping will be utilized for students needing reteaching, time or additional support. General funds.

Activity - Feedback conferencing with students

Activity - Writing Fluency Tracker

Activity - Students identified as being at-risk with writing will be offered the opportunity to attend summer school for additional time and support. This will use Title I funds, if available.

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Activity - Writing in Response to reading across the curriculum

Strategy - Tier III

Specially trained staff will implement research based programming to support students identified as most at-risk in writing and provide very small group support.

Activity - Title I writing support. Students identified as at-risk in grades K-2 based on summative and formative assessments will receive additional Title I writing support using the Calkins Writing program 2-3 times per week for a minimum of 30 minutes. This uses Title I funding, if available.

Activity - Title I staff will conduct a data analysis or an evaluation of the program bi-annually to look at student progress and make adjustments. They will participate in a minimum of two data dig days with other Title I staff and administrators. This uses general funding.

Activity - Parent and Family involvement/Communication - Title I staff will share progress updates with family and share a newsletter to keep families informed about their student. Staff will also have families complete an exit survey for feedback on the programming to keep the school informed.

Activity - Leveled Literacy Intervention grades K-2

Activity - GERT one-on-one support with direct instruction for students needing intensive support.

Reading

Goal 1 - All students improving Reading skills across the curriculum.

Strategy - Tier II Response to Intervention/MTSS - staff will implement Tier II interventions to support students identified as at risk or advanced learners.

Activity - Building instructional intervention team will meet and discuss educational or behavioral concerns with regard to reading. Interventions are decided upon and support given for a specific length of time. Re-evaluation is scheduled for another date and time to monitor progress.

Title I staff are a part of the building instructional team. Title I funds are not used for this process.

Activity - GERT support is provided to students in grades K-3 who do not qualify for Title I or other supports. Intervention programs include Language!, AARI, Direct Instruction, and Read Naturally. Instruction is based on the CCSS and provided by a general education resource teacher to students not meeting the standards in reading as based on assessments. General funds are used for this support.

Activity - Annual parent education meeting and/or workshops. Title I staff and the GERT teacher will attend an annual Title I meeting to inform parents about Title I services and supports. Title I funds are used for parent and family activities.

Activity - Title I staff and administrator will partner with the PTO to coordinate a family science and literacy night. This will use Title I funds. Family and community involvement.

Activity - Targeted Small flexible grouping will be utilized for students needing reteaching, time or additional support. General funds.

Activity - Raz-kids online leveled reading

Activity - Accelerated Reader

Activity - Students identified as being at-risk with reading will be offered the opportunity to attend summer school for additional time and support. This will use Title I funds, if available.

Strategies in closing subgroup gap in reading regarding ethnicity:

Activity - Global Champions

Activity - Diversity PD

Activity - Ruby Payne PD

Activity - Institute on Healing Racism

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### Strategy - Tier III

Specially trained staff will implement research based programming to support students identified as most at-risk in reading and provide very small group support.

Activity - Title I reading support. Students identified as at-risk in grades K-2 based on summative and formative assessments will receive additional Title I reading support using the Leveled Literacy Intervention by Fountas and Pinnell 3-4 times per week for a minimum of 30 minutes. This uses Title I funding.

Activity - Title I staff will conduct a data analysis or an evaluation of the program bi-annually to look at student progress and make adjustments. They will participate in a minimum of two data dig days with other Title I staff and administrators. This uses general funding.

Activity - Parent and Family Involvement/Communication - Title I staff will share progress updates with family and share a newsletter to keep families informed about their student. Staff will also have families complete an exit survey for feedback on the programming to keep the school informed.

Activity - Students in grade 1 will receive Reading Recovery Intervention developed by Marie Clay 4-5 times per week per guidelines.

Activity - Title I staff will conduct a professional development workshop for families and staff on Leveled Literacy Intervention so they understand what the intervention is and how they can help. This will use Title I funds.

Activity - Leveled Literacy Intervention grades K-2. This uses Title I Funds.

Activity - GERT one-on-one support with direct instruction for students needing intensive support.

### Social Studies

Goal 1 - All students improving Social Studies skills across the curriculum.

Strategy - Tier II Response to Intervention/MTSS - staff will implement Tier II interventions to support students identified as at risk or advanced learners.

Activity - Building instructional intervention team will meet and discuss educational or behavioral concerns with regard to social studies. Interventions are decided upon and support given for a specific length of time. Re-evaluation is scheduled for another date and time to progress monitor.

Title I staff are a part of the building instructional team. Title I funds are not used for this process.

Activity - GERT support is provided to students in grades K-3 who do not qualify for Title I or other supports. Instruction is based on the CCSS and provided by a general education resource teacher to students not meeting the standards in Social Studies as based on assessments. General funds are used for this support. Instruction includes direct teaching on concepts, academic vocabulary, AARI, Read Naturally, and nonfiction text features and structure.

Activity - Annual parent education meeting and/or workshops. Title I staff will attend an annual Title I meeting to inform parents about Title I services and supports. Title I funds are used for parent and family activities.

Activity - Accelerated Reader

Activity - Sustainability school-wide initiative tied to science

Activity - Visible Thinking school -wide initiative

### Tier III

Activity - Leveled Literacy Intervention grades K-2 (Title I)

Activity - GERT one-on-one support with direct instruction for students needing intensive support.

### Science -

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Goal 1 - All students improving Science skills across the curriculum.

Strategy - Tier II Response to Intervention/MTSS - staff will implement Tier II interventions to support students identified as at risk or advanced learners.

Activity - Building instructional intervention team will meet and discuss educational or behavioral concerns with regard to science. Interventions are decided upon and support given for a specific length of time. Re-evaluation is scheduled for another date and time to monitor progress.

Title I staff are a part of the building instructional team. Title I funds are not used for this process.

Activity - GERT support is provided to students in grades K-3 who do not qualify for Title I or other supports. Instruction is based on the CCSS and provided by a general education resource teacher to students not meeting the standards in science as based on assessments. General funds are used for this support. Instruction includes direct teaching on concepts, academic vocabulary, AARI, Read Naturally, and nonfiction text features and structure.

Activity - Annual parent education meeting and/or workshops. Title I staff will attend an annual Title I meeting to inform parents about Title I services and supports. Title I funds are used for parent and family activities.

Activity - Students identified as being at-risk with science will be offered the opportunity to attend summer school for additional time and support. This will use Title I funds if available.

Activity - Accelerated Reader

Activity - Sustainability school-wide initiative tied to science

Activity - Visible Thinking school -wide initiative

### Tier III

Activity - Leveled Literacy Intervention grades K-2 (Title I)

Activity - GERT one-on-one support with direct instruction for students needing intensive support.

## **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?**

At Eastover, a variety of instructional methods, approaches, and interventions are used to meet the diverse and individual needs of ALL students to achieve instructional goals. A three-tiered approach to intervention is utilized at Eastover. The Multiple Tiered System of Support (or MTSS) is recognized by MDE as a system for instruction, intervention and assessment. We also use research based methods for instruction. Outlined first are the research-based methods our school uses and then outlined are the instructional strategies at each tier, in each subject area for ALL students.

Our primary delivery of instruction happens through the workshop model. These lessons, along with teacher developed lessons follow the direct, explicit teaching concepts as based on Mike Schmoker's book "Focus," "Visible Thinking," by John Hattie, and "Making Thinking Visible," by Ron Ritchhart, Mark Church, and Karin Morrison. All of these formats for instruction are best practice and research-based on what good instruction looks like. Visible Thinking is one of our two main school initiatives. It is interwoven throughout every subject area. In addition, our staff also uses the professional learning community model to analyze student performances, develop curriculum, develop learning targets, design interventions, and design enrichment opportunities. The staff meets in ½ day professional learning communities seven times per year. The professional learning community model is research-based on the work of the Dufours and Eaker.

Our school uses a sustainability model. Sustainability is embedded in all of our subject areas and there is a vast amount of research around this. This research includes such topics as: food systems, water quality, gardening, recycling, energy, future and systems thinking. These practices are found within our instructional practices.

Our staff also uses the RtI/MTSS strategy this is tied to our goal of improving student achievement. Through this strategy, teachers work together in collaboration with Title I staff, specialists, the administrator, support staff and special education staff to identify student needs and determine tiers of support and/or interventions in all four core academic areas. Student performances are monitored through a Building Instructional Team model (or child study model called BIT). The Building Instructional Team meets weekly. The MTSS is a highly recognized school systems process or strategy to collaboratively improve student achievement through strategic support.

Tier I - Core Instructional Strategies for ALL students:

#### Reading

Reading is implemented using the reading workshop approach daily. The curriculum we will use in the fall are the units of study from the Teachers Reading Writing College Project (Calkins) that include Common Core State Standards. Our staff breaks down the CCSS into kid-friendly learning targets for all students. These learning targets are posted in the classroom. The reading workshop approach uses the gradual release of responsibility model. There is a mini-lesson where the teacher models the learning target and then students try the strategy with the teacher. Students move into independent reading, book clubs or partnership reading. While the students are reading, the teacher pulls small guided reading groups or strategy groups for further instruction. The teacher also confers with individual students. The workshop ends with a final teaching point made during the share time.

Guided Reading/Strategy Group Work This small group work provides instruction to meet the student's needs as a reader or writer. In guided reading, the teacher provides the support students need to be able to read higher-level texts. When students work in strategy groups, the

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teacher is offering explicit instruction on one particular skill or strategy that the reader or writer needs.

**Read Aloud** The teacher reads aloud to the whole class or small groups. A carefully selected body of text is used. Text may be fiction or nonfiction, print or digital. During read aloud children experience the joy of hearing books read aloud; develop an understanding of literary language and engage in thinking and conversation about the text. **Shared Reading** The text is read together in a small group or as a class. Shared reading texts include songs, poems and books. Children read the text together, often echoing the initial modeled reading of the teacher. With repeated practice, children develop skills to fluently, and independently, read this text.

### Writing

Writing is implemented using the Writing Workshop approach daily. The curriculum we will use in the fall are the units of study from the Teachers Reading Writing College Project (Calkins) that include Common Core State Standards. Our staff breaks down the CCSS into kid-friendly learning targets for all students. These learning targets are posted in the classroom. The writing workshop approach uses the gradual release of responsibility model. Children write daily during the writing workshop. The teacher provides direct instruction during the mini-lesson on one of three types of writing: narrative, informational and opinion. Students learn the process of writing and the value of sharing their writing with others. Through conferences and strategy groups, the teacher offers additional writing instruction in one-on-one or small group settings.

### Math Workshop

Math is implemented using the math workshop approach daily. The curriculum we use comes from Math Envision 2.0 that include Common Core State Standards. Our staff breaks down the CCSS into kid-friendly learning targets for all students. These learning targets are posted in the classroom. The math workshop approach uses the gradual release of responsibility model. There is a mini-lesson where the teacher models the learning target and then students try the strategy with the teacher. Students rotate through math stations. While the students are working at their math stations, the teacher pulls small guided groups or strategy groups for further instruction. The teacher also confers with individual students. The workshop ends with a final teaching point made during the share time. An acceptable variation of the math workshop model would be an inquiry based lesson that follows a STEM engineering format and/or problem solving where students work through a problem individually, then in partners and then whole group with the class. This is the reverse instructional methodology of workshop.

Our math instruction focuses on the mathematical practices of using reasoning strategies, patterns, mathematical tools and perseverance to solve problems. Students and teachers engage in conversations about mathematics, using models, tools and explanations to support ideas. They also use accuracy and efficiency in calculations and communication. We also focus on the major topics of number and operations, algebraic thinking, geometry, data and measurement, and numeracy.

### Social Studies

Social studies core instruction is taught via direct instruction in the core concepts. The core concepts are under the categories of history, civics, economics, geography, and public discourse. We utilize the Oakland Schools units of study which include the GLCE's. The social studies teaching approach uses the gradual release of responsibility model. There is a mini-lesson where the teacher models the learning target and then students try the strategy with the teacher or the students are engaged in a visible thinking routine to begin the lesson. While the students are working through a social studies task, the teacher pulls small guided groups or strategy groups for further instruction. The teacher may also confer with individual students. The children learn social studies through technology, research, field trips, and guest speakers. Students also have two opportunities throughout the year to participate in live event learning through the district farm and nature center.

### Science

Science core instruction is taught via direct instruction in the core concepts. The curriculum we use comes from Oakland Schools

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Phenomenal Science Units that include Common Core State Standards/NGSS standards. The core concepts are under the categories physical science, life science and earth science. Students are also taught the core science process skills. We also utilized an inquiry based methodology for science. Each class prepares and presents an exhibition that incorporates all curricular areas. This exhibition is presented to parents by the children and highlights students' learning through visible thinking routines, experiments, and hands-on experiences. The science teaching approach uses the gradual release of responsibility model. There is a mini-lesson where the teacher models the learning target and then students try the strategy with the teacher or the students are engaged in a visible thinking routine to begin the lesson. While the students are working through a science task, the teacher pulls small guided groups or strategy groups for further instruction. The teacher may also confer with individual students. An acceptable variation of the science model would be an inquiry based lesson that follows a STEM engineering format and/or problems solving where students work through a problem individually, then in partners and then whole group with the class. This is the reverse instructional methodology of workshop. Students have two opportunities throughout the year to participate in live event learning through the district farm and nature center.

Tier II - Intervention strategies for students needing some additional support.

### Reading

Who: Classroom teacher, students in grades K-3

What and examples of When: Intentional Daily Second Classroom Instruction outside of the normal reading workshop time. This may happen during Daily Five instruction, DEAR time, in the first few minutes of the day, or during independent work time. Teachers will implement intentional targeted flexible small group instruction time during the day in addition to core instruction to small groups of students. Teachers can work with students on specific skills they need based on formative and summative assessments. Teacher may meet with students 2-4 times per week.

Where: In the classroom

Assessment: Progress monitoring through running records, anecdotal notes, and observations.

Who: Classroom teacher

What: RAZ kids provides children with online

o Teachers also use RAZ-kids in grades K-3 to provide children extended reading practice.

How is it different: RAZ-kids provides children with online leveled books where students can listen to a story to hear modeled fluency and then practice reading. Every leveled book has an online quiz and running record for teachers to check progress of students.

When: During Daily Five, after school, or other parts of the day

Assessment: Online quizzes after each story and recorded readings of students to collect running record information.

Who: Classroom teacher

What: Teachers also use Accelerated Reader for children in grades 1-3 for extended reading practice.

How is it different: These can either be books or online books. These books provide students additional reading practice at their reading level. Teachers may set these up on student ipads. Each book has a quiz to complete for teachers to check on progress of students.

When: During Daily Five, after school, or other parts of the day

Assessment: Online quizzes after each story

Who: GERT teacher (General Education Resource Teacher), students in grades K-3

What: AARI (Adolescent Accelerated Reader Initiative), Read Naturally, Direct phonics instruction, or Language! are intervention programs supported by the General Education Resource Teacher or paraprofessional using General Funds for students in grades K-3 who are not in Title I support or other services, but are struggling to meet grade level benchmarks.

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How is the methodology different from classroom instruction?: The Adolescent Accelerated Reader Initiative focuses on questioning the text, question-answer-response theory, and text structure to comprehend text. It involves responsive teaching methodology and critical methods of questioning to help students. Read Naturally methodology focuses on pre-teaching content vocabulary and timed repeated readings to improve reading fluency with nonfiction text. Language! is an intervention program designed for students who would benefit from explicit instruction in a structured language program. It incorporates spelling, vocabulary, language, reading and writing into the program. The teacher delivers sequenced, systematic, cumulative and explicit instruction in two daily sessions that total 90 minutes. The program is highly individualized, with students placed at an instructional level on the basis of an entry assessment, and continuing on that level until mastery of concepts and skills is attained.

Examples of when and where: The GERT teacher or paraprofessional may push into the classroom or meet with students outside of the reading workshop and writing workshop time, other times during the day including DEAR time. Kids are seen 2- 4 times per week either in the classroom or in the GERT room depending on their specific needs.

Assessments: Progress monitored bi-weekly using Read Naturally records of progress, AARI running record, MLPP progress, NWEA progress and comprehension assessments. These programs are all at least 6 weeks.

- o Language! is an intensive mastery-based language arts intervention that targets the needs of non-readers, struggling readers, and English Language learners in 3rd grade. It accelerates them to grade level proficiency by utilizing sequential, cumulative, skill-based instructional format that addresses all learning styles.

- o Read Naturally is a research-based program that focus on timed repeated readings and comprehension instruction to improve fluent, phrased reading and direct vocabulary and comprehension instruction.

- o AARI is a comprehension program for students in grade 3 for students struggling to understand text. The focus is on text structure, questioning, and direct comprehension instruction. This comes out of a study from the University of Michigan and a partnership with Oakland School Literacy Consultants.

- o Direct phonics instruction for students in K-2 struggling with alphabetic principles and early literacy skills such as letter/sound identification, rhyming, onset and rhyme, sight word recognition, and hearing and recording sounds.

Other additional supports -

What: Summer school is also offered to students needing additional support in literacy using Title I funding, if funds are available. (STEM)

What: Our school offers a Scholastic Reading Program with access to over 1,000 online reading books and offers students extended reading time over the summer months. This is offered to all students.

### Writing

Who: Classroom teacher

What and examples of When: Intentional Daily Second Classroom Instruction outside of the normal writing workshop time. This may happen during Daily Five instruction, DEAR time, or in the first few minutes of the day. Teachers will implement intentional targeted flexible small group instruction time during the day in addition to core instruction to small groups of students. Teachers can work with students on specific skills they need based on their writing work.

Assessment: Progress monitoring through writing samples, writing rubrics, anecdotal notes, and observations bi-weekly.

Who: Classroom teacher

What: Writing Fluency Tracker developed by Dr. Elaine Weber at the Macomb ISD - Writing development begins with fluency.

How is it different: Before students focus their writing, they need to know what their brain knows about the topic (fluency is a way of purging the brain of what it knows about a topic). There needs to be a sufficient amount of information or "stuff" generated before the writer can find a focus for the writing (the second level of writing development). Once the writers have a focus, they determine the form they will use depending on topic, audience, and the purpose of the writing. Writing Fluency Tracker is concerned first with developing the student's finger

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and hand muscles to sustain the writing activity. Second, it is concerned with developing the consistent flow of the words from the brain to the paper (That is why we often offer "key words" to get the language flowing from the brain). The goal is to get a consistent flow of language from the brain to the paper.

Who: GERT teacher (General Education Resource Teacher)/ students in grades K-3

What: Using the Common Core Standards the GERT teacher provides targeted Daily Second Classroom Instruction outside of the normal writing workshop time. These are students who need it taught differently and at a different pace. Students are taught specific writing skills they need help with in content and ideas, grammar, conventions, and editing within a given genre and connected to that genre. These students are supported by the General Education Resource Teacher or paraprofessional using General Funds for students in grades K-3 who are not in Title I support, but are struggling to meet grade level benchmarks.

How is the methodology different from classroom instruction?: Students are directly taught the skills they need to improve their writing. This includes how to organize their writing, how to add content and ideas, how to check for conventions for example.

Examples of When: The GERT teacher may push into the classroom or meet with students outside of the reading workshop and writing workshop time, other times during the day including DEAR time throughout the school day. Kids are seen 2- 4 times per week depending on their specific needs.

Assessments: Progress monitored through pre and post assessments every 4-6 weeks and formative assessments throughout the week. This runs at least 6 weeks.

Additional support -

What: A science, literacy, math summer camp will be offered through Eastover Elementary to students needing extended opportunities. (STEM)

Math

Who: Classroom teacher

What and examples of When: Intentional Daily Second Classroom Instruction outside of the normal math workshop time. This may happen during DEAR time, or in the first few minutes of the day. Teachers will implement intentional targeted flexible small group instruction time during the day in addition to core instruction to small groups of students. This is where teachers can work with students on specific skills they need based on their assessments.

Where: in the classroom

Assessment: Progress monitoring through formative and summative assessments, NWEA, unit tests, anecdotal notes, and observations.

Who: GERT teacher (General Education Resource Teacher)/ students in grades K-3

What: Using the Common Core Standards the GERT teacher provides targeted Daily Second Classroom Instruction outside of the normal math workshop time. These are students who need it taught differently and at a different pace. These students are supported by the General Education Resource Teacher or paraprofessional using general funds for students in grades K-3 who are not in Title I support, but are struggling to meet grade level benchmarks.

How is the methodology different from classroom instruction?: The teacher provides teaching using manipulatives, number lines, number grids, or the teacher uses other tools to aide the students in understanding a concept. The student may be taught in a different way to help them understand a concept.

Examples of When: The GERT teacher may push into the classroom or meet with students outside of the math workshop time, other times during the day including DEAR time. Kids are seen 2- 4 times per week depending on their specific needs.

Assessments: Progress monitored through unit assessments every 4-6 weeks and formative assessments throughout the week. This runs at

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least 6 weeks.

Who: Classroom teachers

What: Teachers use Math Facts in a Flash which is an online fact fluency program to increase proficiency and offer students extended time and support. (K-3)

When: During math workshop, during other parts of the school day, and afterschool

Who: Classroom teachers

What: Xtramath.org is another Math Fact Fluency program providing students additional time and support with math facts. (K-3)

When: During math workshop, during other parts of the school day, and afterschool

Who: Families and teachers

What: The Mathematics Pentathlon® is a program of interactive problem-solving games, supportive curricular and instructional activities, and assessment tools for students in grades K-7. This motivational program strengthens basic math concepts and skills, aligns with STEM and National and State Mathematics Standards, and stimulates creative thinking while developing problem-solving skills.

When: Once a week for students in grades K-3 throughout the school year. Students can even get involved in competitions around the state.

Additional support -

What: Summer school is also offered to students needing additional support in mathematics using Title I funding, if funds are available. (STEM)

Social Studies

Who: Classroom teacher

What: Teachers will work with flexible small groups, students will be provided with re-teaching and guided practice with skills or concepts in critical literacy/social studies skills.

Examples of When and where: In the classroom during other parts of the day, for example during reading workshop time or the beginning of the day

Assessment: Progress monitoring through formative and summative assessments, class work samples, unit tests, anecdotal notes, and observations bi-weekly.

Who: GERT teacher (General Education Resource Teacher)/ students in grades K-3

What: Using the Common Core Standards, direct vocabulary instruction, graphic organizers, AARI, Read Naturally, instruction in nonfiction text structures and features the GERT teacher provides targeted Daily Second Classroom Instruction outside of the normal social studies time. The GERT teacher may also push into classrooms to support students based on their specific need. These are students who need it taught differently and at a different pace. These students are supported by the General Education Resource Teacher or paraprofessional using general funds for students in grades K-3 who are not in Title I support, but are struggling to meet grade level benchmarks. The explanation of how these programs are different is provided in the reading section above.

Examples of When: Outside of the Social Studies time or during Social Studies time, throughout the school day. Kids are seen 2- 4 times per week depending on their specific needs.

Assessments: Progress monitored through unit assessments every 4-6 weeks and formative assessments throughout the week. This runs at least 6 weeks.

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### Additional support -

What: Accelerated reader offers opportunities for reading of nonfiction social studies text. This supports students with concepts taught in class. Please see detailed description under the reading section.

### Science

Who: Classroom teacher

What: Flexible small group direct instruction, students will be provided with re-teaching and guided practice with skills or concepts in critical literacy and science skills.

Where: in the classroom

Assessment: Progress monitoring through formative and summative assessments, class work samples, unit tests, anecdotal notes, and observations bi-weekly.

Who: GERT teacher (General Education Resource Teacher) / students in grades K-3

What: Using the Common Core Standards, direct vocabulary instruction, graphic organizers, AARI, Read Naturally, instruction in nonfiction text structures and features, the GERT teacher provides targeted Daily Second Classroom Instruction outside of the normal science time.

The GERT teacher may also push into the classroom during science time to support students who are struggling. These are students who need it taught differently and at a different pace. These students are supported by the General Education Resource Teacher or paraprofessional using general funds for students in grades K-3 who are not in Title I support, but are struggling to meet grade level benchmarks. The explanation of how these programs are different is provided in the reading section above.

Examples of When: Outside of the science time, throughout the school day. Kids are seen 2- 4 times per week depending on their specific needs. The GERT teacher may also push into the classroom during science time to support students who are struggling

Assessments: Progress monitored through unit assessments every 4-6 weeks and formative assessments throughout the week. This runs at least 6 weeks.

### Additional support -

What: Accelerated reader offers opportunities for reading of nonfiction science text. This supports students with concepts taught in class. Please see detailed description under the reading section.

What: A science, literacy, math summer camp will be offered through Eastover Elementary to students needing extended opportunities, if funds are available. (STEM)

Tier III - students needing intensive interventions and supports to meet the CCSS

## READING

Who: Title I Literacy teacher grades K-2/students in grades K-2

What and When: Leveled Literacy Intervention by Fountas and Pinnell grades K-2. Students are pulled out for Leveled Literacy Intervention 3-4 times per week outside of Reading and Writing Workshop for approximately 30-40 minutes. Students pulled from the classroom will work with Title I literacy staff in Leveled Literacy Intervention as developed by Fountas and Pinnell using Title I funding for Kindergarten, First

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and Second graders.

How is this methodology different from classroom instruction: Leveled Literacy Intervention is a systematically designed, sequenced, short, supplementary lesson that builds on high-quality classroom instruction. It includes reading, phonics, and writing about reading. LLI offers intensive instruction to help struggling readers develop proficient systems of strategic actions for reading. It also includes phonics and word study instruction.

Assessments: Progress monitored bi-weekly with Leveled Literacy Running Records & Fountas and Pinnell Benchmark Reading Assessments administered in September, November, January, March, and May/June). This program runs 18-20 weeks.

What: Reading Recovery is for first grade students only who fall significantly below grade level benchmarks and based on Marie Clay observation survey during the first semester and second semester using general education funds.

How is this methodology different from classroom instruction: Reading Recovery is an intensive one-on-one based intervention that integrates strategic reading processes, repeated reading, phonics, decoding strategies, writing, writing about reading, and word work. Students work and performance is analyzed daily. Lessons are then individualized and tailored specifically to meet the individual needs of each child.

Who: Specially Trained Reading Recovery Teacher/students in grade one meeting Reading Recovery caseload criteria

When: 5 days per week for 30 minutes one-on-one outside of reading and writing workshop time

Assessments: Marie Clay observation survey and daily running records

This program runs 18-20 weeks. If students meet grade level benchmarks before the end of the program, they are then exited.

Who: GERT for students in grades K-3

What: The GERT provides explicit reading, phonics, word study or decoding strategies to aid students in reading. Very small groups of 1 to 2 students.

### Writing

Who: Title I Literacy teacher using Leveled Literacy Intervention as developed by Fountas and Pinnell for students in grade K-2.

What: Leveled Literacy Intervention

How is it different: Leveled Literacy Intervention is for very small groups of students (3-4). Leveled Literacy Intervention is a systematically designed, sequenced, short, supplementary lesson that builds on high-quality classroom instruction. It includes reading, phonics, and writing about reading. LLI offers intensive instruction to help struggling readers develop proficient systems of strategic actions for reading. It also includes phonics and word study instruction. All of these strategies aid in writing achievement.

Who: GERT for students in K-3

What: Explicit instruction in writing for students who need one-on-one help, or very small group (1-2 students), to meet the standards. These are students who need intensive support and struggle in writing complete sentences. The focus is to help kids with spelling, phonics, word study, sentence fluency and stamina for writing. These are kids who struggle to write. Lessons are designed on writing samples of students and individualized on their needs.

### Math

Who: Title I Math teacher grades K-2 .

What and When: My Math Program by McGraw-Hill for students in grades K-2. Students are pulled out for Math Intervention 4-5 times per

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week outside of Math Workshop for approximately 15-25 minutes depending on the individual needs of the group. Title I funding is used for this program for Kindergarten, First and Second graders. This intervention program uses an explicit instruction model with the gradual release of responsibility.

Assessments: Daily class work samples, formative assessment checks throughout the week and unit assessments. This program runs 8 weeks at a time.

How is this methodology/program different from classroom instruction: This program provides students with direct and explicit instruction in a concept. It provides additional visuals and graphics for kids, it has kids verbalize their thinking and then the teacher can give specific feedback to the students about what they did correctly and where they can improve. This program also includes a home-link component to explain the lesson to parents and students are provided additional practice.

Who: GERT for students in K-3

What: Explicit instruction in math for students who need one-on-one help, or very small group (1-2 students), to meet the standards. These are students who need intensive support and struggle with basic math concepts. Lessons are designed on math work samples of students and individualized on their needs.

### Science

Who: Title I Literacy teacher grades K-2/students in grades K-2

What and When: Leveled Literacy Intervention by Fountas and Pinnell grades K-2. Students are pulled out for Leveled Literacy Intervention 3-4 times per week outside of Reading and Writing Workshop for approximately 30-40 minutes. Students pulled from the classroom will work with Title I literacy staff in Leveled Literacy Intervention as developed by Fountas and Pinnell using Title I funding for Kindergarten, First and Second graders.

How is this methodology different from classroom instruction: Leveled Literacy Intervention is a systematically designed, sequenced, short, supplementary lesson that builds on high-quality classroom instruction. It includes reading, phonics, and writing about reading. LLI offers intensive instruction to help struggling readers develop proficient systems of strategic actions for reading. It also includes phonics and word study instruction. 50% of the text students encounter is with science and social studies concepts and vocabulary.

Assessments: Progress monitored bi-weekly with Leveled Literacy Running Records & Fountas and Pinnell Benchmark Reading Assessment administered in September, November, January, March, and May/June). This program runs 18-20 weeks.

Who: GERT for students in K-3

What: Explicit instruction in science for students who need one-on-one help, or very small group (1-2 students), to meet the standards. These are students who need intensive support and struggle with basic science concepts. Lessons are designed on science work samples of students and individualized on their needs.

### Social Studies

Who: Title I Literacy teacher grades K-2/students in grades K-2

What and When: Leveled Literacy Intervention by Fountas and Pinnell grades K-2. Students are pulled out for Leveled Literacy Intervention 3-4 times per week outside of Reading and Writing Workshop for approximately 30-40 minutes. Students pulled from the classroom will work with Title I literacy staff in Leveled Literacy Intervention as developed by Fountas and Pinnell using Title I funding for Kindergarten, First and Second graders.

How is this methodology different from classroom instruction: Leveled Literacy Intervention is a systematically designed, sequenced, short, supplementary lesson that builds on high-quality classroom instruction. It includes reading, phonics, and writing about reading. LLI offers intensive instruction to help struggling readers develop proficient systems of strategic actions for reading. It also includes phonics and word

study instruction. 50% of the text students encounter is with science and social studies concepts and vocabulary.

Assessments: Progress monitored bi-weekly with Leveled Literacy Running Records & Fountas and Pinnell Benchmark Reading Assessment administered in September, November, January, March, and May/June). This program runs 18-20 weeks.

Who: GERT for student in K-3

What: Explicit instruction in social studies for students who need one-on-one help, or very small group (1-2 students), to meet the standards.

These are students who need intensive support and struggle with basic social studies concepts or vocabulary. Lessons are designed on social studies work samples of students and individualized on their needs.

## **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 Reading and Writing (ELA): including guided reading, reading workshop, writing workshop, guided writing, direct instruction, conferring, small flexible grouping, AARI, Read Naturally, and Language!, Accelerated Reader, Leveled Literacy Intervention and Reading Recovery. These research-based practices tie in with our goal of increasing overall reading achievement and the strategies in our school improvement plan.

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

Eastover Elementary offers many supplemental programs to help students maintain skills gained throughout the school year and during the summer months. Each of these programs is used to provide an accelerated and quality curriculum.

Participation in Literacy Groups - Description of the interventions:

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What: The Fountas and Pinnell Leveled Literacy Intervention System (LLI) is a small group supplementary intervention program designed to help teachers provide powerful, daily, small group instruction for the lowest achieving children in the early grades. Lessons across three systems progress from beginning reading in Kindergarten or Grade 1 (level A) to beginning reading for Grade 3 (level N).

- LLI is designed to be used with small groups of young children who need intensive support to achieve grade level competency.
- Participants include low achieving children who are not receiving another supplementary intervention.
- English language learners can also benefit from LLI. Each LLI lesson provides specific suggestions for ELL learners.
- There are about 10 lessons per reading level to get students caught up to grade level as quickly as possible.

o Writing instruction is offered in all of the literacy groups. Teachers use student work samples and rubrics to identify areas of focus based on what the students' needs are in the areas of content and ideas, sentence fluency, organization, word choice, spelling and conventions. The rubrics also help guide instruction so that the teachers can get kids caught up to grade level as quickly as possible.

o Word study instruction is offered in all literacy groups. The way students work to master words is delivered differently at all grade levels. Work in literacy groups may be delivered through magnetic letters, learning to recognize familiar chunks within words, learning to spell multi-syllabic words, hearing and recording sounds, working on syllables and affixes. Phonics and phonemic awareness is emphasized at all grade levels. Teachers use best practice strategies to guide their instructional approach.

Assessments: LLI running records, Fountas and Pinnell Benchmark Reading Assessment, NWEA, MLPP, and teacher documentation

Progress monitored: Weekly and during data dig meetings

With who: Title I staff, building principal, BIT and the classroom teacher

What: Reading Recovery - students receive supplemental pull-out support for 30 minutes daily for 18-20 weeks. Students are given instruction on reading fluency and comprehension strategies. the goal of Reading Recovery is to dramatically reduce the number of first grade students who have extreme difficulty learning to read and write and to reduce the cost of these learners in the educational system. Reading Recovery is a highly effective short-term intervention of one-to-one tutoring by a highly trained professional for the lowest achieving first graders. The intervention is most effective when it is available to all students who need it in addition to good classroom teaching. In a typical Reading Recovery lesson, the following scientifically research-based instructional strategies are implemented:

- rereading for fluency and meaning
- word work
- phonemic awareness
- self-monitoring
- writing process and mechanics
- orchestrating meaning, syntax, and visual cues

Assessments: Daily running records, NWEA, Fountas and Pinnell Benchmark Reading Assessment, Marie Clay Observation Survey and teacher documentation

Progress monitored and with who: daily by Reading Recovery teacher, weekly by the classroom teacher, and at data dig meetings during the year with the principal

What: Language! - students in grade 3 receive differentiated targeted reading instruction at their identified reading level during the grade level language arts period. This program is funded through the Bloomfield Hills Schools general fund. This program has assessments and detailed differentiation guides to gauge mastery, allow timely adjustments in instruction, and promote student achievement. In a typical Language! lesson, the following scientifically research-based instructional strategies are implemented:

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Direct instruction in 6 important areas of language arts -

- phonemic awareness and phonics
- word recognition and spelling
- vocabulary and morphology
- grammar and usage
- listening and reading comprehension
- and speaking and writing

Assessments: Language! diagnostic assessments, Fountas and Pinnell Benchmark Reading Assessment, NWEA, teacher documentation

Progress monitored and with who: GERT, classroom teacher every 4-6 weeks

What: RAZ kids is an online, leveled reading program with comprehension questions for students in grades K-3. RAZ kids provides children with online o Teachers also use RAZ-kids in grades K-3 to provide children extended reading practice. RAZ-kids provides children with online leveled books where students can listen to a story to hear modeled fluency and then practice reading. Students have 12-16 books to read per reading level. The more that kids read, the quicker they catch up to peers in reading achievement.

Assessments: Every leveled book has an online quiz and running record for teachers to check progress of students.

Progress monitored and when: classroom teachers, weekly

What: Our school library offers a summer reading program each summer and we have an extensive online e-library for students to access throughout the summer months. We participate in a contest through Scholastic each year to read the most minutes. Our school has won 1st place and 2nd place in the last two years. Our students have read over 200,000 minutes over the summer months. This provides students additional minutes of reading.

Assessments: Students can log their reading online

Progress monitored: School librarian throughout the summer months (monthly)

What: Accelerated Reader initiative throughout the school year. Accelerated Reader for children in grades 1-3 provides extended reading practice. These can either be books or online books.

Assessments: Each book has a quiz to complete

Progress monitored: Classroom teacher and GERT support staff weekly

What: Tutoring program after school is run by a retired Montessori teacher and is coordinated with our PTO. Students have the opportunity to extend their current knowledge and skills or get assistance with current concepts in class in reading and mathematics every Tuesday and Thursday after school.

What: Adolescent Accelerated Reading Initiative (AARI) - students in grade 3 receive differentiated targeted instruction at their identified reading level. This program is funded through the Bloomfield Hills Schools general education fund. This instruction is provided 4 days per week in 40-60 minute sessions.

Assessments: The program has assessments and detailed differentiation guides to gauge mastery, allowing for timely adjustments in instruction and promoting achievement.

Progress monitored: Through the Fountas and Pinnell Benchmark Reading Assessment by the GERT teacher and classroom teacher every 4-6 weeks

What: Read Naturally - students in grade 3 receive instruction in Read Naturally, which is a research-based program that focus on timed

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repeated readings and comprehension instruction to improve fluent, phrased reading and direct vocabulary and comprehension instruction.

Assessments: Read Naturally timed passages

Progress monitored: GERT teacher and support staff weekly

Participation in Math groups - Description of the interventions:

What: Xtramath.org is a website where students can practice math fact fluency. Our school website also offers many other learning opportunities for our students and families. This program can be used throughout the entire school year and as a part of home learning.

Assessments: online fact tests

Progress monitored: by teachers and families online through graphs that show student progress bi-weekly

What: Math Facts in a Flash program throughout the school year through Renaissance Learning. Kids earn their math fact licenses once they know their math facts for each operation.

Assessments: Students take timed tests that measure fluency within 62 levels of addition, subtraction, multiplication, and division, squares, and conversions between fractions, decimals, and percentages. At risk students are given the opportunity to use this software during the day.

Progress monitored: GERT support staff and classroom teacher bi-weekly

Our PTO runs a math pentathlon club after school once a week for students in all grades. There is no cost for this program. The school and the PTO sponsor kids who need snacks at the program.

What: Math Pentathlon - The Mathematics Pentathlon ® is a program of interactive problem-solving games, supportive curricular and instructional activities, and assessment tools for students in grades K-7. This motivational program strengthens basic math concepts and skills, aligns with STEM and National and State Mathematics Standards, and stimulates creative thinking while developing problem-solving skills.

When: Once a week for students in grades K-3 throughout the school year. Students can even get involved in competitions around the state.

Assessments: Math unit assessments and NWEA three times per year

Progress monitored: by classroom teachers monthly

Participation in Science Groups -

Students who receive GERT/Support staff services for science can receive the following types of support:

- introduction and reinforcement of core content vocabulary
- guidance through classroom assignments
- leveled reading materials to differentiate for students needs and abilities
- instruction in nonfiction text structure and features
- direct comprehension instruction of nonfiction text tied to science units
- administration of assessments

Assessments: Science unit assessments/teacher documentation/student work samples

Progress monitored by: GERT/Title I staff/classroom teacher monthly

Participation in Social Studies Groups -

Students who receive GERT/Support staff services for social studies can receive the following types of support:

- introduction and reinforcement of core content vocabulary
- guidance through classroom assignments
- leveled reading materials to differentiate for students needs and abilities

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- instruction in nonfiction text structure and features
- direct comprehension instruction of nonfiction text tied to social studies units
- administration of assessments

Assessments: Social studies unit assessments/teacher documentation/student work samples

Progress monitored by: GERT/Title I staff/classroom teacher monthly

Science, ELA and Math additional intervention:

What: Summer School program that includes reading, writing, math and science over the summer months for students meeting the criteria for support, if title I funds are available. This summer program will be based on the research-based STEM programming and ties in with the new NGSS and the CCSS. Students will experience hands-on learning or project-based learning opportunities. They will have opportunities to read and learn about nonfiction text features and structures. They will have opportunities to write in response to reading and write during STEM projects about their experience while creating designs. Students will be given pre and post assessments in reading, math, writing, and science to check their progress through this program. Progress will be monitored by the summer school staff and the building principal. Results will be shared with next years teacher.

#### **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 the GERT teacher collaborate with classroom teachers and support staff to ensure optimal release time for students. The staff makes collaborative decisions to schedule and maximize student progress throughout the intervention program based on students' needs.

Eastover Elementary does not pull students for additional support during core academic instruction in the classroom. The Title I schedules, GERT schedules and classroom schedules verify compliance of this.

At Tier I, core instruction, all students receive their primary instruction in the classroom. At Tier II, the classroom teacher is the first level of support and provides support in the classroom. The GERT teacher may push in or pull out depending on the child's needs. Students are in their classrooms for their primary instruction in all core areas. At Tier III, students are pulled out for flexible small group support for intensive intervention programs that we offer like: Reading Recovery, Leveled Literacy Intervention and My Math. This happens during small chunks of time ranging from 15-40 minutes, 2-5 times per week, depending upon the program requirements and the grade. Reading Recovery requires 30 minutes 5 times per week.

Eastover extends learning beyond the classroom to home learning time. We offer Accelerated Reader, RAZ kids, Xtramath.org, Math facts in a Flash happens during the day in the classroom, but outside of core instruction like during DEAR, transition time, centers, or the beginning of the day. They may also take place outside of school during home learning time. Summer school takes place during the summer months and outside of the normal school calendar. The Scholastic summer reading program happens during the summer months. The PTO helps coordinate our after school tutoring program on Tuesdays and Thursdays. The PTO and staff also coordinate Math Pentathlon after school

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for kids. Our school also has 6 Lego Robotics teams.

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 programs.

The pull out programs include:

Reading Recovery for students identified in grade 1

Leveled Literacy Intervention for students in grades 1 & 2 both semesters and grade K for second semester

The combination push-in/pull-out support program:

GERT in the four core academic areas grades K-3

Extended learning programs:

Summer school

Scholastic reading program

RAZ kids

Xtramath.org

Accelerated reader

Math Facts in a Flash

Tutoring enrichment through the PTO

Math Pentathlon

## 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?

#### Building Instructional Team (BIT) Referral Form -

- o Classroom teachers and members of the Building Instructional Team (principal, special education teachers, ELL teachers, GERT staff, Title I Teachers, etc.) are available for consultation and program implementation. These are structured weekly meetings that focus on meeting the needs of specific students.
- o The master schedule was designed carefully to provide teachers with common planning time with their grade level peers. This provides all staff members with time to reflect on professional development, instructional practices, differentiated instruction, and student progress.
- o BIT minutes are shared with the general education teachers involved, special education staff, Title I teachers, GERT, creative arts teachers, and other support staff to ensure that everyone who work with identified students is kept updated on their status, progress, and plan.

#### Building Initiative Coordination

- o Grade level teams and support staff meet with the Building Initiative Coordinator on a monthly basis to discuss instructional issues. This is an opportunity for them to update each other on student progress and instructional choices. This is also an opportunity for teachers to share resources and strategies to improve student performance in all of the four content areas. The Building Initiative Coordinator also meets with the Creative Arts teachers, Title I staff, GERT, Special Education teachers, and other support staff on a monthly basis. When appropriate, the Building Initiative Coordinator shares the minutes from the general ed. team planning meetings with the Creative Arts teachers, Title I staff, GERT, Special Education teachers, and other support staff to keep them updated on what is happening in the general education classrooms and provides suggestions on how they can supplement general education.
- o Title I teachers, Special Education teachers, GERT, and other support staff use the Visible Thinking initiative vocabulary to ensure consistency and continuity between their programs and the general education classroom. Title I Literacy Teachers, Writing Support Teacher, and Math Support Teacher Meetings
- o The Title I teachers work closely with classroom teachers to carefully develop a schedule that minimizes general education classroom interruption and maximizes intensive instructional support for at-risk students. Title I teachers also work closely with classroom teachers to provide additional support across the curriculum and provide as much alignment as possible. When possible, texts are selected that align with classroom units of study and Common Core standards in the four core content areas.

#### English Language Learner Program

- o For eligible students who are also in the ELL program, the ELL and Title I teachers meet regularly to coordinate their efforts. The ELL teacher supports the instructional strategies that are being used in Title I sessions and in the general education classroom.
- o When possible, the ELL teacher also tries to use the Visible Thinking initiative and integrates content in the four core academic areas.

#### Feeder School Coordination

- o Pre-school students from Fox Hills, Eastover's feeder school, visit Eastover in the spring during Kindergarten Round-Up. At Round-Up, preschoolers ride the bus, meet teachers, tour the building, play on the playground, create a craft, and participate in other activities that help to ease their upcoming transition to Kindergarten. Parents are also invited to attend Preview Tours, which gives them a chance to visit the school during school hours and learn more about Eastover and what their preschooler can expect when they begin kindergarten in the fall.
- o Pre-school students and parents are invited to attend Kindergarten Preview Night in the fall to learn about Eastover's curriculum and school environment.

o At the end of the summer, preschoolers and their families are given another opportunity to participate in transition activities at a welcome  
SY 2019-2020

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### picnic

- o In late August, students and parents are invited to a Meet & Greet to view their classrooms and meet their kindergarten teacher.
- o For students who will attend our district preschools, the Building Instructional Team works with the preschool staff to identify students who might have instructional needs using a preschool assessment of basic skills.  
(Please see preschool to kindergarten transition plan in the attachment section.)
- o Third Graders preview the Fourth experience at EHMS by attending "Move Up Day," which gives them the opportunity to tour and learn about their future school. Third Graders are encouraged to come again to EHMS with their parents for Preview Night. They also visit EHMS to watch the 5th grade drama program.
- o MAP Forms are passed on to East Hills Middle School when our 3rd graders are promoted to the 4th grade and move on to middle school. This ensures that the new school is given background information on differentiated instructional strategies that work, assessments, behavior issues, and services provided for each student.

### Shared Strategies

- o Title I teachers share some of the strategies that are used in the general education classroom. Math facts, manipulatives, Accelerated Reader, Fountas and Pinnell Benchmark Reading Assessment, Readers/Writers Workshop strategies, and the Visible Thinking Initiative are used both in Title I programs and in general education classrooms. When necessary, Title I teachers update general education teachers on student progress in these areas.

### Parent/Teacher Conference Attendance

- o When appropriate, Title I, GERT, Special Ed., and other support staff sit in on general education Parent/Teacher Conferences to provide additional information on student performance. Rather than meet with only the general education teacher, parents are able to meet with the entire instructional team to hear about their child's progress.

### Report Card Inserts

- o Title I, GERT, Special Ed., and other support staff provide their own report cards to supplement the report cards from the general education teacher. This ensures that parents get focused updates on their child's response to intervention.

### Title I and Regular Education Coordination - Funding Sources

#### Reading Recovery

District general fund

Eligible first grade students

Leveled Literacy Intervention

Title I fund

Eligible at risk first and second grade students

Language!

District general fund

Eligible students at risk in third and fourth grade

Science and Social studies live event learning

District general fund

All students K-3

Sustainability initiative

District general fund

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All students K-3

Visible Thinking initiative

District general fund

All students K-3

General Education Resource Teacher

District general fund

All students in K-3

Resource room

Special Education funds

Students with IEP's

ARP (Academic Resource Program)

Special Education funds

Students with IEP's

DHH (Deaf and Hard of Hearing)

Special Education

Students with IEP's

ELL (English Language Learners)

Title III

District general fund

All ELL targeted/identified students

Speech and Language Services

Special Education funds

Students with IEP's

Positive Behavior Intervention support

Building general funds

All students K-3

After school tutoring

Community Partnership/PTO

All students in K-3

Birmingham Bloomfield in Action (BBFA)

Community Partnership/PTO

All students and families in K-3

Scholastic Summer Reading program

Building general funds

All students K-3

Math Facts in a Flash

Accelerated Reader

Building general funds

All students in K-3

Math Pentathlon

Community partnership/PTO

All students in K-3

**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.**

- o Pre-school students from Fox Hills, Eastover's feeder school, visit Eastover in the spring during Kindergarten Round-Up. At Round-Up, preschoolers ride the bus, meet teachers, tour the building, play on the playground, create a craft, and participate in other activities that help to ease their upcoming transition to Kindergarten. Parents are also invited to attend Preview Tours, which gives them a chance to visit the school during school hours and learn more about Eastover and what their preschooler can expect when they begin kindergarten in the fall.
- o Pre-school children visit Eastover on another day to tour the school, meet staff and complete an activity.
- o Pre-school teachers and Kindergarten teachers meet to coordinate Kindergarten Orientation and prepare toolkits or backpacks for families to utilize over the summer months. The bag includes activities and tools to prepare children for Kindergarten and offers families ways that they can help at home.
- o Preschool teachers and Kindergarten teachers meet for a 1/2 day vertical articulation and transition team meeting in the Spring.
- o Kindergarten teachers create a book with pictures of Eastover or a video to share with the preschool children.
- o Many parents often choose to have their preschooler spend a day with a kindergarten class. At the end of the summer, preschoolers and their families are given another opportunity to participate in transition activities at a welcome picnic.
- o In late August, students and parents are invited to a Meet & Greet to view their classrooms and meet their kindergarten teacher.
- o For students who will attend our district preschools, the Building Instructional Team works with the preschool staff to identify students who might have instructional needs.

2019-20 Eastover Kindergarten Transition Schedule of Events

Event	Date/Time	Action Items & Persons Responsible
Elementary Photo or Video Books	February through End of May 2019	Preschool teachers requesting updated photo books from each Elementary School with photos of important people/places: Kindergarten staff, office staff, principal, gym, lunch, library, where to line up, custodian, etc (Kindergarten Teachers)
Preschool and Kindergarten teacher meeting at Eastover	Spring 2020	A one hour meeting after school to determine what items or tips could go into a backpack or folder to help kids get ready for Kindergarten and whether or not there should be a separate training for families on these items or handed out at roundup.(Principals and teachers)
Read Aloud Visit or Video	March 2020	Kindergarten teachers and Principal of Eastover will either visit Fox Hills Preschool to read aloud to the children or send a video clip of a read aloud to share with the children. (Kindergarten Teachers/ Principal)
Kindergarten Orientation/Round up	May 2020	Eastover Elementary 1. Advertise (Elementary & Early Childhood Center) 2. Create backpacks or folders for families of things to do to get ready for KDG. (Teachers/Principals) 3. Tours, Classroom Q&A & Explain folders/backpacks (Kindergarten Teachers/Principal) 4. Introduction & Parent Questions (Principal) 5. Incoming KDG students visit the classroom, listen to a story complete and activity and ride the bus. 6. Latchkey Info (____Latchkey personnel____) 7. Introduction of PTO and PTO co-presidents

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Preschool Bus Tours May 2020

Fox Hills Preschoolers will visit their home campus for kindergarten

1. Gather count of preschool students & teachers visiting Eastover for the day
2. Permission Slips (Preschool Teachers)
3. Schedule Buses (Crocker/Gryglak)
4. Kindergarten Teachers blend classes during visit to give tour/ read a story/ have materials out (Kindergarten Teachers)

Kindergarten/ Preschool PLC transition meeting June 2020

½ day meeting

12:45-3:45 p.m. Kindergarten and Preschool teachers to share PLC time, preschool teachers share student data, essentials, MLPP, and behavior info

Kindergarten teachers to review preschool essentials for kindergarten expectations (Preschool and Kindergarten teachers/Administrators)

Preschool Teacher/ Kindergarten Teacher Visits Ongoing through end of the school year

Preschool and kindergarten teachers have expressed interest in visiting one another's' programs. Most preschool teachers will be able to visit on Fridays during planning not requiring a sub, kindergarten teachers should coordinate visit times/subs with building principals. If you are interested in visiting please contact your administrator.

Welcome back picnics sponsored by the PTO August 2019

PTO sponsors families to come to the playground the week before school starts and join other families to meet each other. This way kids and families know each other a little bit before school starts. (PTO)

Meet and greet on the playground/Student Ambassador Tours August 2019

Student ambassadors and their families walk around and tour the building before the meet and greet. New families will know where their child's classroom is and know the building before school starts. Invite incoming kindergarten students and their families for play, and getting to know their teachers and classmates. (Principal, Kindergarten Teachers, Ambassadors)

Our school also has a Fourth Grade to Middle School transition plan.

2019-20 Eastover Elementary to Middle School Transition Plan

Event	Date/Time
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Family Informational Night @ EHMS	March 2020
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Families visit East Hills Middle School for an orientation night.

Eastover and East Hills Play Day April 2020

Eastover Third Grade students visit East Hills Middle School to see the Fifth Grade Play

Ice Cream Social May 2020

Third Grade families and students are invited to East Hills Middle School for an evening ice cream social event.

Move Up Day May 2020

½ day of school Third Grade students and teachers visit EHMS to tour the school and see what Fourth Grade would be like.

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EHMS Administrators and Counselor Visit May 2020

½ day EHMS Principals and counselors visit Eastover Elementary. They attend each classroom and share about the middle school and let the kids ask questions.

Fourth grade placement meeting May/ June 2020

½ day meeting EHMS administrators and counselor work with Third Grade teachers to place students into Fourth Grade classes.

Third to Fourth Grade PLC/BIT transition meeting June 2020

½ day meeting

Teachers, Principal, GERT teacher, and/or support staff to share student data, essentials, and behavior info as students transition up to EHMS.

**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	It is assured that Eastover follows 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.	

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	It is assured that Eastover follows 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. The Literacy Group teachers are also certified Reading Recovery teachers. To maintain the level of high quality staff, they are immersed in opportunities for ongoing and sustained professional development. Our Math Title I math teacher and our GERT teacher have doctoral degrees.	

## **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 each year to give input on professional development needs, initiative needs, and technology needs. Every professional development activity is directly focused on achieving the School Improvement Plan goals and on improving teaching and student learning in the four core areas. In addition, staff members participate in district wide professional development opportunities to develop strategies to differentiate instruction for their students and close achievement gaps.

Title I, GERT, Reading Recovery teachers, ELL teachers and supplemental support 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 meetings for GERT, ELL teachers and Special Education teachers.

Each year professional development for all staff is organized through our district-wide calendar and in accordance with our school improvement plan. Every professional development activity is directly focused on achieving the School Improvement Plan goals and on improving teaching and student learning in the four core areas. In addition, staff members participate in district wide professional development opportunities to develop strategies to differentiate instruction for their students.

At a building level, all staff members are trained in our two building initiatives, Visible Thinking and Sustainability. Professional development for the entire staff ensures continuity and consistency between all classrooms. These professional development opportunities also focus on connecting all of the four core content areas with Visible Thinking routines and Sustainability concepts.

Teachers also have the flexibility to select professional development opportunities that fit their specific instructional roles. Teachers are provided with a survey, asking them to describe what type of Professional Development would benefit them in the classroom and what topics would help them to meet the needs of identified and at-risk students. General education teachers, Title I, GERT, Special Education, and other support staff have participated in the following professional development opportunities to be compliant with the school improvement plan.

Each year the district also provides 6 hours of "on your own" time to differentiate professional development based on teacher needs and student needs during the course of the school year.

Here you will find the professional development opportunities embedded in our SIP and a description of each for prior years and the next few years (2015-2020):

School initiatives professional development (this also fits under cross curricular professional development as it affects all four core academic areas):

- o Visible Thinking training is offered to staff, paraprofessionals, and support staff. This is one of our building initiatives and is founded on Project Zero work out of Harvard University. This training started several years ago, but as we have new staff and families, they continue to

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need training. This training happens 2-3 times per year either during the day or after school. This work will continue over the next couple of years.

- o Sustainability training is offered to staff, paraprofessionals, and support staff. Parents are also involved in this training through our school garden program and our CHEW (Cook, Harvest, Eat, Well) program, which includes our mobile kitchen. This training started several years ago, but as we have new staff and families, they continue to need training. This training happens 2-3 times per year either during the day or after school. This work will continue over the next couple of years.

- o Eastover/Way collaborative inquiry partnership began in 2015 and will continue through 2020. This group is investigating student engagement. This is for administrators, initiative coordinators and staff members. An invitation was sent to staff members interested in beginning to investigate collaborative inquiry. This group will continue to meet over the next two years.

- o School visitations or tours at other elementary schools (Way Elementary, Elementaries in Troy, Clarkston, and Rochester) who have similar programs, strategies or initiatives. This work started in 2015 and will continue for two more years. As we continue to grow our practice with Visible Thinking we are pulling ideas from other schools. This is for staff, support staff and administrators. (2015-2020)

- o Book Club on the "8 Cultural Forces We Must Master to Transform Schools" by Ron Ritchhart. This ties in with our visible thinking initiative and increases student engagement across all subject areas and promotes deeper levels of thinking for our students on Webb's Depth of Knowledge. This training began in 2015 and will continue through 2018. This was for staff interested in learning more based on Ron Ritchhart's new book on Visible Thinking. Each school year a new cohort will read the book and apply the concepts to practice in all content areas.

- o A New Teacher Cohort PD series is provided for newer staff members, to help them to implement Visible Thinking and Sustainability into their classrooms more effectively. This training began in 2015 and will continue through 2019 for new staff members.

### Cross-Curricular professional Development:

- o District Science, Social Studies, ELA or Math committee meetings - Each grade level staff member is assigned to a curriculum area. They attend district meetings or professional development opportunities in that curriculum area. The staff members then bring back the professional learning to their grade level colleagues. This PD is started last year and is ongoing for the next four years. Staff are pulled for these professional development meetings 2-5 times per year during the school day. This started in 2014 and will continue through 2020.

- o Oakland Schools Effective Practices Conference - Where teachers and administrators can attend various sessions and learn about best practices happening around the county. This training started in 2015 and will continue through 2020. This training happens every June over the course of 2-3 days.

### Closing the subgroup gap professional development:

- o DAERR - Diversity, Academic Equity and Race Relations professional development is offered monthly to staff, administrators, families, support staff and community members. The purpose of this group is to meet monthly, set goals and objectives, to close achievement gaps. DAERR started in 2014 and will continue through 2020.

- o Institute for Healing Racism - (by invitation) Professional development for staff, support staff, office staff, Title I staff, families and community members. This presentation is offered two times per year. It is two full days of training. The first training was offered in 2015.

- o Global Champions - (by invitation) Professional development is for staff, support staff, students, office staff, Title I staff, families and community members. The training takes place over 6 full days. The first training was during the 2014-15 school year, the second training was during the 2015-16 school year, and the last training will be during the 2017-18 school year. The training includes about 60 participants at a time. Participants learn about diversity, cultural competence, and global mindedness. During the Global Champions training, participants will learn to:

Examine the dynamics and impact of individual and institutional "first culture" lens. Global Champions and/or Master Champions training may continue during the 2018-19 school year.

Understand characteristics and impact of varied socio-economic realities on learning environments

Assess skills required to navigate culture shock/ increase global capacity, inclusion and equity with the "culture of the school district"

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Define strategies for building educational global communities

Recognize impact of cultural characteristics of learners, families, schools on student achievement

Analyze cultural responses to assistance, intervention, authority, guidance in a global community

Explore dominant culture and cross cultural communication skills/strategies in global communities

Understand development and impact of globally relevant curriculum, instruction and school events

o Poverty conference at Wayne State will start in 2017. This is for families, community members, staff, administrators, teaching staff and support staff. Participants learn about the effects of poverty and learn ways that we can help in an educational setting. This training will continue through 2020.

o Ruby Payne training at Oakland Schools. This is for administrators, teaching staff and support staff. Participants learn about the effects of poverty and learn ways that we can help in an educational setting. This training takes place one to two days per year at Oakland Schools. Staff members went in August of 2015. Other staff members will attend in 2016 and in 2017.

o Diversity professional development at the building for all staff members and support staff. This started in 2015-16 and will continue through 2020.

o English Language Learner training 2015 with our ESL teacher and classroom teachers. This will continue through 2020.

o Restorative Practice Training with 20 teachers and administrators. Training offered during sessions in August and September of 2016 and Spring of 2017. Two-day workshop. This training continues yearly.

Title I, Part A and support staff professional development:

o District wide Support staff meetings (monthly) 2015-2020

o District wide GERT and ELL meetings (bi-monthly) 2015-2020

o Title I boot camp is for administrators and Title I staff. This training provides information on the newest laws with regard to Title I. This training is once per year for administrators, Title I staff, and support staff. This will start in 2016 and go to 2020.

o Title I meetings at Oakland Schools to get the latest updates and information about Title I. This is for administrators, Title I staff, and support staff. This started in 2015 and will continue through 2020. These meetings happen four to five times per year at Oakland Schools.

Technology training and Data analysis professional development:

o Atlas training - Our curriculum warehouse system. Training includes how to navigate and utilize this program. This is for teachers, administrators, Title I staff, support staff, creative arts teachers, and special education staff. This ensures curriculum alignment and resources between teaching teams. This is ongoing and based on the needs of the staff. Our first training was in 2014. We did a ½ day review training in the fall of 2015. We will continue to do training for new staff and review training for veteran staff with regard to updates in Atlas. This will continue through 2020.

o Ipad applications, website tools, applications, and data tools to improve instruction. This is for teaching staff and support staff. This training started in 2015 as building professional development. Staff has asked for continued training on technology tools. They will be integrated throughout the year and at staff meetings. This will continue through 2020.

o Coding training - our school participates in a week of coding each year. Staff want to become familiar with tools and apps to help kids learn coding. Each year our school participates in "Hour of Code." Our staff continues to need training on coding tools and new staff needs training in preparation for hour of code. We will offer training a couple of times a year to keep up to date with this technology tool. This started in 2015 and will continue through 2020.

o MaCul - technology conference where teachers can learn best practices in technology integration to share back with staff. This opportunity is available yearly. This is a two-day conference that takes place one time per year in either Detroit or Grand Rapids. We will send two teachers per year to attend this training and then share the resources back with staff. 2016-2020

o Teachers are provided with PD on the use of MyBloomfield Sites, which is an online communication tool that teachers can use to communicate more effectively with parents and document classroom events via photos and video. This is our district-wide communication

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tool. This started in 2016 and will continue through 2020.

Leadership professional development:

- o Instructional rounds training will happen over the next few years with principals, teachers, and support staff. Instructional Rounds brings teachers together in a collaborative environment. Teachers are able to observe other teachers and students in action. Transformative learning takes place. This training started in 2015 and will continue through 2020. It started with administrators and will now filter out to staff to improve teaching and learning.
- o Facilitators of school improvement is for administrators and teacher leaders. This training provides participants information on the school improvement process. This is also an opportunity to learn more about how to engage students and families in the school improvement process. This started in 2015 and will continue through 2020. This work aids in the development of our school improvement plan.
- o Critical friends training for 14 teachers and 10 administrators during August and September of 2016.
- o Equitable and Inclusive leadership training. 25 administrators at monthly meetings throughout the 2016-2020 school years.

Parent/Family/Community professional development:

- o Coffee talks for staff, support staff, specials teachers, families and community members to learn about our school, the Common Core, how to help at home, and give input on what happens in our school. This is a learning community. This began in 2015 and will continue through 2020.
- o A New Teacher Cohort PD series is provided for newer staff members, to help them to implement Visible Thinking and Sustainability into their classrooms more effectively. This began in 2015 and will continue through 2020.
- o Title I Literacy workshop for families where they can learn about our programming and receive tips and information of how to help at home. This event will take place each year. It began in 2015 and will continue yearly.
- o Family sign language classes are offered to all families. We house a DHH program in our building. This is a great opportunity for staff, families and the community to learn more about our school culture and learn sign language. This began in 2015 and will continue yearly.
- o Title I math workshop for families where they can learn about our programming and receive tips and strategies of how to help at home. This event will take place each year. It began in 2015 and will continue yearly.
- o BBFA (Birmingham Bloomfield Families in Action) All families have the opportunity to participate in the weekend/evening workshops or lectures sponsored by the BBFA and the PTO. These sessions cover various topics that focus on the wellness of families. These presentations happen bi-monthly throughout the school year. This began in 2015 and will continue through 2020.

ELA PD:

- o Reading Workshop and Writing Workshop training in coordination with The Teachers Reading and Writing Project College (housed at Columbia in New York). Over the course of the next few years we want to make sure all new teachers have had the initial year 1 training and veteran staff have had year 2 training, which extends their learning and classroom practice with the workshop model. (2018-2020)
- o Reading Recovery monthly continuing contact - Reading Recovery teachers have opportunities to go behind the glass and conduct a lesson or observe a lesson. Feedback is given to teachers conducting the lesson behind the glass. General education teachers, parents, and administrators are welcome to attend these sessions to learn more about the Reading Recovery program and how it works. This professional development ensures that our Reading Recovery teachers are highly training with ongoing practice with other literacy professionals in the state. (2015-2020)
- o Close and Critical reading training will take place over the next three years as we work on increasing achievement through nonfiction text. This will begin in 2016 and continue through 2020.
- o Collaborative writing work - Teachers will work together with district and grade level literacy representatives to utilize "Writing Pathways" assessment rubrics for writing. As we work on these common rubrics, teachers will have opportunities to analyze writing and have time for collaborative scoring in order to increase writing achievement. This will begin in 2016 and continue through 2020.
- o Words Their Way - Our staff will take time over the next few years to investigate best practice in phonics and spelling instruction to aid our

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students in reading and writing. This will begin in 2016 and continue through 2020.

### Math PD:

- o Math workshop professional development at Oakland Schools. We want to make sure all staff have had the training for high quality implementation. Some staff were trained in 2013-14. We want to ensure there is continued training for new staff. This will begin again in 2016 and continue through 2020.
- o Math inquiry professional development to enhance learning in mathematics for staff and support staff. This began in 2015 and will continue through 2020.
- o Staff will work with district math coordinator and grade level reps to redesign and our create common assessments based on the Common Core State Standards. They will also have time to analyze results and participate in collaboration. This work began in 2015 and will continue through 2020.

### Behavior professional development:

- o PBIS/CHAMPS training. This supports a positive climate and culture in the building and in the classroom. This is for administrators and staff. PBIS is a positive approach and framework for putting in a school-wide system of support for kids.
- o Restorative Justice training will start in 2016-17. This practice helps adults work with children struggling with behavior issues and how to help them work through tough situations in a positive and restorative way. This is for administrators, staff, support staff, and families. This training is ongoing until all staff are trained.
- o Non-violent crisis intervention for administrator and support staff. This takes place yearly. Each staff member who works with kids that have behavioral needs will continue to need the refresher training in order to keep their certification. This began in 2014-15 and will continue through 2020.

### Science PD:

- o Science notebooks - inquiry notebooks and how to use them in the classroom to increase engagement and learning in science. This is for the administrator, teachers, and support staff. This will begin in 2016 and continue through 2020.
- o NGSS training - this is a partnership with a consultant from Oakland Schools and Oakland University. Staff will collaborate with other teachers across the district and receive training in the new science standards as we transition our curriculum from GLCE's to NGSS. This began in the spring of 2016 and will continue through 2020 as we shift our standards.
- o Stem and Sustainability training over the next few years to help increase science achievement. This will begin in 2016 and continue through 2019 for staff members.
- o Teachers are given PD opportunities to learn about aligning science curriculum to activities in the Eastover Outdoor Classroom and the Eastover Student Garden. This began in 2015 and will continue through 2020.
- o Master Composters from SOCRRA (the Southeast Oakland County Resource Recovery Authority) provide training and consultation services for teachers related to composting, conservation, and recycling topics. This began in 2015 and will continue through 2020.
- o Master Gardeners and consultants from OCRA (the Outdoor Classroom Resource Alliance) provide PD for teachers to help them to align science curriculum to our Eastover Student Garden.
- o Professional Development was provided for teachers who wanted to use the Eastover Hydroponics Program in their classrooms. This will begin in 2016 and continue through 2020.

### **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 Information Meetings

- o Parents of eligible students are invited to attend the annual Fall Kick-Off meeting to explain Title I programs offered at Eastover, selection processes, assessment schedules, and how support can be enhanced at home. This happens once a year with flexible meeting times. It began in 2014 and will continue yearly.
- o Teachers from across the district, representing all four core academic areas, provide parents with a series of evening training sessions on how best to support their child's learning at home. Teachers focus on best practices, researched-based strategies, and how to reinforce classroom curriculum at home. This will begin in 2016 and continue through 2020.
- o Coffee talks with the principal were offered throughout the year with staff and families and provided Professional Development around Common Core Standards, PBIS, Title I, Budgeting, and others. This began in 2014 and will continue through 2020.
- o Title I boot camp is for administrators and Title I staff. This training provides information on the newest laws with regard to Title I. This training is once per year for administrators, Title I staff, and support staff. This will start in 2016 and go to 2020.
- o Title I meetings at Oakland Schools to get the latest updates and information about Title I. This is for administrators and Title I staff. This started in 2015 and will continue through 2020. These meetings happen four to five times per year at Oakland Schools.
- o Title I math workshop for families where they can learn about our programming and receive tips and strategies of how to help at home. This event will take place each year. It began in 2015 and will continue through 2020.
- o Title I Literacy workshop for families where they can learn about our programming and receive tips and information of how to help at home. This event will take place each year. It began in 2015 and will continue through 2020.

#### Additional Outreach to families and community:

- o All students have the opportunity to participate in tutorial programs offered at the building level, sponsored by the PTO.
- o BBFA (Birmingham Bloomfield Families in Action) All families have the opportunity to participate in the weekend/evening workshops or lectures sponsored by the BBFA and the PTO. These sessions cover various topics that focus on the wellness of families. These sessions cover various topics that focus on the wellness of families. These presentations happen bi-monthly throughout the school year. This began in 2015 and will continue through 2020.
- o We provide other reasonable support for parent involvement as parents may request.
- o Parents have multiple opportunities to request support from the school on how they can work with their child to increase academic progress. Parent input conferences at the beginning of the year provide parents with an opportunity to "introduce" their child to their new teacher. During that conference, parents are encouraged to discuss their child and his/her learning history and identify student learning goals for the coming school year and ways the student can be supported by parents. The Parent-School Compact is used at this meeting to identify agreed upon responsibilities for school, parents, and students
- o At parent/teacher conferences in November and April, parents and teachers work together to discuss if and how instruction is or is not meeting the needs of their child and what modifications if any need to be made. Also, parents have the opportunity to identify their needs in assisting the academic growth of their child. Teachers are available to meet with parents throughout the school year to address additional concerns as they arise.
- o Parents, periodically have the opportunity to complete surveys to identify their needs as parents to support the academic progress of their child(ren) at home.
- o Parents are provided with report cards at the end of each card marking period for documentation of student progress. Students who participate in Title I Targeted Assistance programs, in addition to their classroom report card, are given additional reports from the Title I teacher or program facilitator. Each report card envelope contains a large section for parent comments, questions, and recommendations.

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o All parental information/requests are reviewed on a regular basis by Title I staff, classroom teachers, the Building instructional team, and the School Improvement Team.

This data 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, homework completion, television watching, volunteering in the child's classroom, and participating in decisions related to the education of their child(ren).

### Accessibility Accommodations

o When necessary, materials are translated to parents' native language to ensure clear communication between the home and school. Interpreters attend parent/teacher conferences when needed to translate in order to ensure clear communication between home and school. This is provided as part of the ELL program and the DHH program. For our DHH (Deaf and Hard of Hearing) community, interpreters are provided to ensure clear communication between home and school. Interpreters are sometimes asked to attend parent/teacher conferences, IEP meetings, curriculum night, and as needed.

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	3. Your school's professional development/learning plan or calendar is complete.	Yes	It is ensured that staff members participate in the required number of Professional Development hours throughout the school year. Staff professional development meetings will be held in August, October, November, February, March, and May.	Eastover Professional Development 19-20

## **Component 8: Strategies to Increase Parental Involvement**

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

Parents are initially informed of the Title I supplemental programs (Literacy Group, and Math Support) through:

- phone calls or emails from the classroom teacher
- phone calls, email, and letters from the Title I program teachers

These communications focus on the objectives of the supplemental programs, the length of service (number of weeks and number of days per week) and instructional period (number of minutes per session). Parents are informed of their child's eligibility for the service and their rights as parents. The home-school connection is also outlined with opportunities for regular parent input. Parents indicate acknowledgement and support of their child's participation through their signature on the "Supplementary Program Eligibility Letters." Informal written communications include emails, phone calls, and surveys to parents that provide for frequent two-way communication.

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 by parents.

Parents are also involved through the design process by giving feedback through surveys, including a Title I survey, PTO meetings, school improvement meetings, Eastover Parent Advisory meetings, and Principal Coffee talks.

Title I Parent Involvement Policy:

During the fall of each school year the Title I Parent Involvement Policies are reviewed by the staff, the principal, and the PTO presidents. The statements are tweaked and then shared at an PTO meeting for further input and feedback. Once approved by the staff and families, these policies are in place for the school year. This parent involvement policy is then placed on the school website along with the Annual Education Report. It is assured the the involvement policies are reviewed at least annually and revised as needed to reflect parent input.

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

Informal written communication includes email, phone calls, and surveys to parents that provide for frequent two-way communication.

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 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. There is also an online survey for staff and families to complete at the end of the year.

Parents of eligible students are invited to a Title I Kick-Off event, where they have an opportunity to meet Title I staff, learn about our Title I program, ask questions, and provide input.

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Parents have multiple opportunities to request support from the school on how they can work with their child to increase academic progress. Parent Input conferences at the beginning of the year provide parents with an opportunity to "introduce" their child to their new teacher. During that conference, parents are encouraged to discuss their child and his/her learning history and identify student learning goals for the coming school year and ways the student can be supported by parents.

At parent/teacher conferences in November and April, parents and teachers work together to discuss if and how instruction is or is not meeting the needs of their child and what modifications if any need to be made. Also, parents have the opportunity to identify their needs in assisting the academic growth of their child. The Parent-School Compact is used at this meeting to identify agreed upon responsibilities for school, parents, and students.

Parents periodically have the opportunity to complete surveys to identify their needs as parents to support the academic progress of their child(ren) at home. Parents are provided with report cards at the end of each card marking period for documentation of student progress. Students who participate in Title I Targeted Assistance programs, in addition to their classroom report card, are given additional reports from the Title I teacher or program facilitator. Each report card envelope contains a large section for parent comments, questions, and recommendations.

At the end of the year or as a child exits a program, a feedback form is given to parents to complete. The Title I staff uses 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/requests are reviewed on a regular basis by Title I staff, classroom teachers, the building instructional team and the School Improvement Team. In addition to the scheduled conferences and report cards, teachers often communicate with parents through individualized reports, written notes, planners, phone conversations, email, and newsletters. This data 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, television watching, volunteering in the child's classroom, and participating in decisions related to the education of their child(ren).

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	At the beginning of the year, parents are given an opportunity to provide feedback at the Title I Kick-Off Event. At the end of the year, a Title I feedback form is given to parents to complete, to aid the Title I teachers in reflection/evaluation and to assist in planning for the following year. There is also an online survey completed by staff and families. This provides parents with the opportunity to provide feedback and comment on the effectiveness of the targeted assistance plan	EO Title I Feedback Forms

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

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### Title I Parent Involvement Policy

2019-20

Our purpose statement is to educate and inspire the whole child academically, socially, and emotionally through a safe, nurturing environment that embraces curiosity, problem-solving, deep thinking, creativity, and questioning to prepare students to be life-long learners and positive contributors in a global world.

#### Policy Involvement:

Eastover Elementary will:

Convene an annual meeting each fall to which all parents of students shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, and to explain the requirement of Title I and the right of parents to be involved. 1118 (c) (1)

#### Website

Individual flyer

Phone call

Dinner and childcare provided

Offer a flexible number of meetings and activities to encourage and support parental involvement: 1118 (c) (2)

Parent Teacher Organization (PTO) monthly meetings

Curriculum night

Parent workshops - PBIS, anti-bullying, BBFA/BYA workshops, Title I, day and evening meetings with childcare

Global Education team meetings

Parent conferences

Superintendent Dialogues

Parent input conferences (September)

School Improvement committee

Global Education Team meetings

Flexible Individualized Education Program (IEP) times

Contact with Social Workers

Partnerships with PTO and staff to coordinate various activities throughout the year (Ambassador program, anti-bullying initiatives, Green School, Healthy Eating, Disability Awareness Day)

Support for clubs (Cooking Club, Math Pentathlon)

Community Service Projects (Make A Difference Day)

Family movie nights

Volunteering

PTOC meetings monthly

Parent Coffee Talks and Guest speakers

Field Day

Field Trips

Room parents

Book fair

School-wide events (Fun Run, Extravaganza)

Serving on various committees

PTO sponsored activities

STEM assembly

Music assemblies

Math pentathlon

## School Improvement Plan

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Family nights

Fundraising

Welcome back picnic on the playground

Make a Difference Day

Involve parents in an organized, ongoing, and timely way in the planning, review, and revising of the schools Title I Program. 1118 (c) (3)

Reviewing and distributing the Parent Compact during November and April Parent/Teacher conferences

Conducting a Parent Survey during the April Parent/Teacher Conference

Annual review and/or revision of the Parent Involvement Policy during the monthly PTO meetings based on feedback provided by staff parents/guardians

Post the Parent Involvement Policy on the School website

Communication with parents (school newsletter and District newsletter through website and e-blast) weekly

Surveys to parents during the year

Provide parents timely information regarding the Title I Program, academic curriculum, the assessments used to measure student growth, and the Common Core State Standards: 1118 (c) (4) (A) (B)

Annual Title I meeting (October) morning and evening (flexible times)

Fall Curriculum Night (September)

Parent Teacher Conferences (November and April)

Classroom/School newsletter and District Board Report

Report Cards (January and June)

Student Growth Reports (Northwest Evaluation Assessment NWEA provided in November and June)

Kindergarten Tours (throughout the year)

District/School website (Parent involvement policy and Compact)

Transition to Kindergarten Program (Kindergarten Orientation, Kindergarten tours, welcome back picnics, Kindergarten meet and greet) with the purpose to increase parent awareness of Kindergarten expectations. Coordinate with preschool and daycare programs to educate all regarding Kindergarten expectations.

Family nights

Preschool visits

Parent-Student Handbook

Provide parents opportunities for regular meetings to formulate suggestions and respond to any such suggestions: 1118 (c) (4) (c)

Fall and Spring Conferences

PTO meetings

School Improvement meetings

Parent Input conferences (September)

Informal conferences when requested

Family nights (with feedback forms)

Grade level exhibitions

Coffee talks morning and evening

Eastover will ensure that if the Targeted Assistance Plan is not satisfactory to the parents of participating children, parent comments on the plan will be accepted and made available to the local educational agency. 1118 (c) (5)

Share Responsibilities for High Academic Achievement

Parents and teachers will work together to develop a School/Parent/Student Compact, which will continue to outline how each member will work together to ensure high student academic achievement. 1118 (d) (1) & 1118 (d) (2) (A)

The School/Parent/Student Compact is developed by the PTO members during the September or October PTO meeting and reviewed annually. Revisions will be based on the Spring Parent Survey and written/verbal feedback provided.

## School Improvement Plan

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Teachers will review the Compact with each parent during the November and April Conferences and with students during class time prior to the conference. This discussion will reinforce these documents.

Provide frequent reports to parents on their child's progress. 1118 (d) (2) (B)

Parent Reports from the Northwest Evaluation Assessment (November and June)

Report Cards (January and June)

State and Local Assessments

Parent Teacher Conferences (November and April)

Progress reports

Grant parents reasonable access to staff. Provide opportunities for parents to volunteer, participate, and/or observe in their child's classroom. 1118 (d) (2) (c)

Parent Teacher Committee (PTO)

Classroom volunteers

Chaperones for field trips

Email/Phone calls

Lunch Helpers

Classroom observations per parent request

MyBloomfield (access to all online resources including news and after school activities)

Weekly newsletters

SOAR/Ambassadors club

Building Capacity for Involvement

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

Parent Teacher Conferences (November, April, Parent or teacher request)

A copy of the Common Core Standards provided during Curriculum night and available on the website

English Language Proficiency Assessment (ELPA/WIDA-WAPT) results for English Language Learners (ELL) sent home

Local Assessment results (NWEA, grade level common assessments, State Assessment) shared during November, April and June

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

Fall curriculum night: Staff reviews the State expectations and provides examples to assist parents in helping their child reach his or her potential

Standards based report card shared with families

Provide materials and training to parents: 1118 (e) (2)

Fall Curriculum night

Preschool orientation (spring)

Kindergarten orientation (spring)

Kindergarten visitation (through tours scheduled throughout the year)

Parent Workshops on-site and off-site as needed

School website and video links

Envision 2.0 math home links

Guidance to community resources to individual families as needed

Weekly newsletters (classroom, school, district)

Educate 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)

A team from Eastover will attend the school, family, community partnerships (Epstein Model) in March at the ISD.

The team will present the strategies that can be implemented at staff meetings.

Partnerships for school events, committees, clubs, and initiatives

## School Improvement Plan

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

GSRP

Preschool

Reading Recovery

ELL - Bilingual Services

Eastover 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)

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

Childcare

Transportation or gas card

Financial support to attend activities (waiver) including chaperones for field trips

Accessibility and Policy

Eastover Elementary will make parent involvement accessible to all parents including: English Language Learners (ELL), parents with disabilities, and migratory 1118 (f)

Offer flexible meeting times

Handicapped accessible facilities

Provide bilingual interpreter for phone or parent conference as needed

Collaborate with community agencies; i.e., Community Mental Health

The school parent compact is in effect during the 2019-20 school year and will be presented and adopted at the fall PTO meeting.

Members of the Eastover Parent Teacher Organization and the Global Education Team

Carey Crocker, Principal

### **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 teachers 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 plan. Parent input is collected throughout the year from report cards, events, workshops, conferences, and other school activities. There is also a Title I survey completed by staff and families. Information collected throughout the year from events, conferences, and meetings is also used. The results will be used to adjust program goals, objectives, and implementation as needed by principal, Title I staff, and Building Instructional Team.

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

The school/parent/teacher compact is developed by the PTO members, staff and families during the September or October PTO meeting and reviewed annually. Revisions will be based on the Spring Parent Survey and any other surveys conducted during the year, written/verbal

# School Improvement Plan

Eastover Elementary School

feedback provided throughout the year. The current plan was reviewed at the Fall 2018-19 PTO meeting and staff meeting and it is reviewed annually each year in the Fall. It was also reviewed again at the February Global Education Team meeting in 2019. Revisions to this compact are based on the Spring parent survey and/or written/verbal feedback. In addition, the compact is reviewed with parents and students during Fall & Spring Parent/Teacher Conferences and reviewed with each of the students prior to Fall Parent/Teacher Conferences. Our school-parent compact is an agreement by parents/guardians, school, staff, and students to reinforce the beliefs that: all students can learn; students learn best in a safe and orderly environment; student achievement is a shared responsibility of the members of the learning community.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	The Parent Compact is discussed at the fall and spring Parent/Teacher Conference in each classroom. Parents and teachers are asked to sign the Compact at that time. It is also reviewed with students.	EO Parent Compact

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

Individual student academic assessment results are shared with parents. Results from the M-Step, Northwest Evaluation Association (NWEA), Fountas and Pinnell Benchmark Assessment System, as well as other student achievement data, is shared with parents during parent/teacher conferences by teachers in student and parent friendly terms. Bilingual services are provided to our ESL students. In addition, online translation services are used to convert parent letters in English to other languages. We also provided interpreters as needed for our Deaf and Hard of Hearing Impaired families. Interpreters are sometimes asked to attend parent/teacher conferences, IEP meetings, curriculum night, and as needed. Bilingual services are available to parents if needed during conferences and/or parent teacher meetings.

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

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

It is discussed at fall and spring conferences. Teachers and parents review the information within the compact, they also collect feedback/input. Parents and teachers are asked at that point to sign the compact. It is also reviewed with our 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 to support the targeted Title I program to ensure student success within a learning community. The funding supports the pyramid of interventions beginning with the local funds that service all students through the support of all material adoptions and professional learning opportunities for staff. Specifically, the building is working on the curriculum and providing specific evidence based interventions that target specific skills for at-risk students. The building is committed to seeking out resources for our families in need and the use of local agencies to provide support.

At the district level, early childhood programs are being supported through GSRP, Head Start, Title I, and locally supported pay preschools. As the first level of intervention, students are supported in a rigorous curriculum that includes a major focus on transition to kindergarten for success.

Intervention teams are established and contain Literacy Specialists, Math Specialist, General Education Resource Room Teacher, Social Worker, Administrators, and Teacher consultants (BIT). The team works together to monitor the progress of student success in both behavior and academics. The district also supports the extended day opportunities for students in need through summer learning.

#### Description of Coordinated Programs

Science and Social Studies Live Event Learning - Bloomfield Hills Schools provides students with unique live-event learning opportunities at the Bloomfield Hills Schools EL Johnson Nature Center and Bowers School Farm. Every year, elementary science and social studies objectives are supported by educational field trips to the Nature Center and Farm. These opportunities are supported by research that show these live event activities enhance student understanding and application of concepts taught in the classroom. There is a small program and bus fee for each field trip, but the school covers the fees for the socioeconomically disadvantaged students to ensure that they are given the opportunity to participate in educationally rich social studies and science field trips.

Sustainability Initiative - Our building has selected sustainability as a school-wide initiative. All classrooms participate in various "green themed" activities. While this theme is carried across all academic areas, there is a focus on science and social studies concepts. Students are encouraged to be proactive citizens and leaders in the global community. Students participate in a variety of activities that help them think about how humans impact our environment, preserving and protecting our natural resources, ensuring adequate resources for a clean and healthy environment for all, and reducing waste and increasing efficiency.

Visible Thinking Initiative - Our building has selected Visible Thinking as a schoolwide initiative. Visible Thinking is a research based framework/philosophy that the staff uses to create inquiry-based learning opportunities that engage students in higher-level thinking skills. All classrooms participate in various Visible Thinking routines, which foster curiosity, creativity, collaboration, differentiation, problem-solving, and deep understanding. These thinking routines are used to enhance and supplement instruction in all academic areas.

Resource Room - Students who qualify for Special Education and an Individualized Education Plan (IEP) receive weekly support in the Resource Room in the core academic areas. Depending upon student needs/abilities, students can go to the resource room daily or as needed determined by the IEP.

## School Improvement Plan

Eastover Elementary School

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are given support in the ARP room and are mainstreamed as needed in general education classrooms. Depending upon student needs/abilities, students are in the ARP daily for as many hours as needed.

DHH (Deaf and Hard of Hearing) - Students who qualify for Special Education due to a hearing disability are given support through the DHH program. Students are mainstreamed with interpreters depending upon their individual needs and abilities.

ELL (English Language Learners) - Students with limited English language proficiency, who are non-native English speakers or have limited exposure to English, are given support through the ELL program.

Speech and Language Services - Students who qualify for Special Education due to speech and language disabilities are given support through the Speech and Language program.

Positive Behavior Intervention Support (PBIS) - The targeted assistance program coordinates with programs supported under the former NCLB and now the ESSA such as violence prevention, nutrition prevention, and adult education programs. The instructional staff is responsible for teaching health education. These programs are instituted with the help of our Social Worker. Currently, we have instituted PBIS, which meets the requirements for behavior interventions.

Birmingham Bloomfield Families in Action (BBFA) - All families have the opportunity to participate in the weekend/evening workshops/lectures sponsored by the BBFA. These sessions cover various topics that focus on the wellness of families.

Bloomfield Youth Assistance (BYA) - Our school social worker and support staff works with BYA to assist students and families needing additional support for social and emotional issues. BYA like its counterparts across Oakland County offer counseling/casework services and local volunteers develop and provide prevention based programs that promote positive growth experiences and enhance home and community relationships.

Title I Literacy and Math Support - Title I Intervention staff provide additional time and support to students in need of not meeting the Common Core Standards expectations in grades kindergarten through grade two in all core areas. A detailed explanation of this programming can be found in previous sections.

General Education Resource Room Support - A general education resource room teacher and support staff provide additional time and support to students in need of not meeting the Common Core Standards expectations in grades kindergarten through grade four in all core areas. These are students who do not qualify for Title I services and may not have an IEP for individualized support services.

Building Instructional Team - A support team consisting of Title I staff, social worker, principal, GERT teacher, psychologist, special education staff, and the speech pathologist meet weekly to review achievement data of students and design appropriate interventions for students. This team also reconvenes to progress monitor students.

GSRP/Headstart - The principal, BIT team members, staff, the early childhood supervisor, and early childhood teachers meet to coordinate and transition services as students begin their Kindergarten year.

Social Work Support - Our school has a social worker who provides time and support to students with IEP's and students in general education who need time and support to work through social, emotional and behavioral issues. This work is coordinated with families.

**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 Targeted Assistance Plan components. Decisions to fund projects and to allocate resources will be made by the District Team, the Building School Improvement Team and with the input from all stakeholders.

Component 1: Comprehensive Needs Assessment (CNA)- General funds provide programs and services to the school.

Component 2: School-wide reform strategies- General funds provide programs and services to school wide plan including differentiated instruction, PBIS, Reading workshop, Writing workshop, Math workshop, and data review meetings.

Component 3: Instruction by HQ staff- General funds provide programs and services to all staff that is highly qualified.

Component 4: Strategies to attract highly qualified teachers- General funds provide programs and services to New Teacher Orientation program, Mentoring and Training, and district professional development.

Component 5: HQ and ongoing professional development for teachers, principal, and paraprofessionals- General funds, Title IIA, grant funds provide programs and services to Reading Recovery, Reading and Writing workshop, conferences, and workshops.

Component 6: Strategies to Increase Parent Involvement - General Funds, Title I and the Parent-Teacher Organization provide funds for programs and services including Curriculum Night, family nights, Parent-Teacher Conferences, and Parent-Teacher Club Activities.

Component 7: Preschool Transition Strategies: General Funds, Title I, Part A, PTO funds, Great Start School Readiness, and Head Start coordinate to provide services to Kindergarten Parent Nights, Kindergarten observations and visitations, and the meet and greet.

Component 8: Teacher Participation in Making Assessment Decisions-General fund provide programs and services to Data analysis, developing curriculum essentials, Common Assessments, Professional Planning Meetings, Instructional Dialogues, weekly planning meetings, School Improvement Team meetings and School Improvement Plan.

Component 9: Timely and additional assistance to students having difficulty-General funds and Title I funds provide programs and services to extend learning opportunities, Reading Recovery, Leveled Literacy Intervention, Positive Behavior Intervention Support, and support staff.

Component 10: Coordination of Resources- General funds, Title I, Title II, Title III, Bloomfield Foundation, PTO, Bloomfield Library, Police and Fire provide programs and services to Health, Mental Health, English Language Learning, Community Liaisons, professional development and experiences at our school.

## **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. All staff participate in data digs. 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 groups are assessed using Fountas and Pinnell Benchmark Reading Assessment (at least 3 times a year), writing samples, NWEA (3 times a year) and on-going teacher observations with documentation. Students in math support groups are assessed at the end of each unit and through NWEA. Students in Writing Support groups are assessed at the beginning and end of each writing unit (pre and post assessment results are reviewed). Classroom teachers and Title I support teachers collaborate frequently to discuss student progress. District Common Math, Science and Social Studies assessments are reviewed at the end of each unit. The M-Step and NWEA data is reviewed annually by the staff and shared out with the community. The Building Instructional Team meets once a week to discuss students' progress including students that are in Title I programs.

Teachers meet in data digs a minimum of three times per year to discuss and analyze their data.

### **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.**

Eastover Elementary will annually evaluate the implementation and results achieved by using data from the M-Step, NWEA, and local common assessments. Parents, staff, and all stakeholders will analyze the data. The review will focus on areas of concern that were identified in the School Improvement Plan (Reading, Math, Science, Social Studies, and Writing). Once the data has been reviewed, the school improvement plan will be revised to meet the needs of students. At that time, goals, objectives, strategies, and activities will be modified, adjusted, or developed for the next academic year.

### **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 teachers, ELL teachers and supplemental support 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 meetings for GERT, ELL teachers and Special Education teachers.

Each year professional development for all staff is organized through our district-wide calendar and in accordance with our school improvement plan. Every professional development activity is directly focused on achieving the School Improvement Plan goals and on improving teaching and student learning in the four core areas. In addition, staff members participate in district wide professional

## School Improvement Plan

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development opportunities to develop strategies to differentiate instruction for their students. This year, the district has focused on improving student engagement and student achievement; along with learning about the new National Science Standards. This year the district has also focused efforts on professional development around literacy with a focus on collaborative scoring, vocabulary, comprehension and independent reading.

At a building level, all staff members are trained in our two building initiatives, Visible Thinking and Sustainability. Professional development for the entire staff ensures continuity and consistency between all classrooms. These professional development opportunities also focus on connecting all of the four core content areas with Visible Thinking routines and Sustainability concepts. There are new teacher cohort professional development offerings to look at best practices and review of data to inform instruction.

Teachers also have the flexibility to select professional development opportunities that fit their specific instructional roles. Teachers are provided with a survey, asking them to describe what type of Professional Development would benefit them in the classroom and what topics would help them to meet the needs of identified and at-risk students. General education teachers, Title I, GERT, Special Education, and other support staff have participated in the following professional development opportunities to be compliant with the school improvement plan.

## **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 surveys, and feedback forms the targeted assistance program is annually evaluated. We also use formal and summative assessments to document students' progress and make changes to the program as needed.

The school improvement team compares data from M-Step, NWEA, and local common assessments over a period of three to five years. The team looks at trends in the data and reviews strengths and weaknesses. This data is gathered from the implementation of the Targeted Assistance Plan Program and will include students that have not been proficient on the M-Step, students who have not met their NWEA target growth rate, and students who are not performing at grade level on local common assessments. At the culmination of the school year, the data from the beginning of the year to the end of the year is analyzed. Through this analyses, we know the effectiveness of the program based on whether or not the objectives (M-Step, NWEA, and common assessments) were met.

The school improvement team meets on a monthly basis. The focus of these meetings is to make sure strategies are implemented with fidelity. In the spring of 2019, the school improvement team meets to revise the plan after analyzing the results of assessments that were administered during the course of the 2018-19 school year. All stakeholders will develop strategies and activities to ensure continued academic growth is taking place for all students

### **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.**

After the data is collected perception data, student data, feedback forms, and surveys the School Improvement Team along with the Title I staff, and the Building Instructional Team, review the data and look for trends that indicate a need for re-evaluation of the TAP and supplemental services.

Graphs and charts are created to present student data to staff and parents. Staff members are given time to analyze data and discuss whether or not existing programs have been effective. Data is also shared at a superintendent dialogue/PTO meeting.

Based upon student scores, classroom achievement, teacher observations, and trends in data, goals are reaffirmed or reevaluated. When needed, goals are modified to ensure that the data drives instruction and that best practices are chosen to meet the specific needs of our student population.

Every year, student test scores are analyzed and are cross-referenced with data from our Title I programs. These scores are used to evaluate the effectiveness of our programming and are also used to guide future planning.

### **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.**

The school improvement team compares data from M-Step, NWEA, and local common assessments over a period of three to five years. This data is gathered from the implementation of the Targeted Assistance Plan Programming and will include students that have not been proficient on the M-Step, students who have not met their NWEA target growth rate, and students who are not performing at grade level on SY 2019-2020

local common assessments. At the culmination of the school year, the data from the beginning of the year to the end of the year will be analyzed. We also take time to analyze all of our sub-group data. Through this analysis, we will know the effectiveness of the program based on whether or not the objectives (M-Step, NWEA, and common assessments) were met.

Every year, student test scores are analyzed and are cross-referenced with data from our Title I programs. These scores are used to evaluate the effectiveness of our programming and are also used to guide future planning. We also refer to the parent and staff survey for feedback.

**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.**

Every year, student test scores are analyzed and are cross-referenced with data from our Title I programs. These scores are used to evaluate the effectiveness of our programming and are also used to guide future planning. We also refer to the parent survey feedback. Our school improvement team reviews all of the data and revises the program, as needed.

The school improvement team meets on a monthly basis. The focus of these meetings will be to make sure strategies are implemented with fidelity. In the spring of 2019, the school improvement team met to revise the plan after analyzing the results of assessments that were administered during the course of the 2018-19 school year. All stakeholders developed strategies and activities to ensure continued academic growth is taking place for all students

# **Eastover SIP 2019-20**

## **Overview**

### **Plan Name**

Eastover SIP 2019-20

### **Plan Description**

Eastover School Improvement Plan for 2019-20

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will increase overall proficiency in English Language Arts	Objectives: 2 Strategies: 3 Activities: 44	Academic	\$349550
2	All students will improve their mathematics skills across the curriculum	Objectives: 2 Strategies: 4 Activities: 24	Academic	\$152900
3	All students will improve their science skills across the curriculum.	Objectives: 1 Strategies: 3 Activities: 18	Academic	\$29000
4	All students will improve their social studies skills across the curriculum.	Objectives: 1 Strategies: 3 Activities: 13	Academic	\$40000
5	All students will be engaged in a culturally responsive environment that ensures positive relationships with peers and adults.	Objectives: 1 Strategies: 2 Activities: 26	Organizational	\$18600

## Goal 1: All students will increase overall proficiency in English Language Arts

### Measurable Objective 1:

70% of All Students will demonstrate a proficiency in reading in English Language Arts by 08/15/2021 as measured by the state assessment, NWEA, and the Developmental Reading Assessment. .

### (shared) Strategy 1:

Tier I - Core Instruction - Tier I Core Instruction Reading Workshop - At tier one, staff will implement a reading workshop approach to differentiate core instruction for all students.

Category: English/Language Arts

Research Cited: Reading

Schmoker, M. (2011). Focus: Elevating the Essentials to Radically Improve Student Learning

Marzano, R. (2001). Classroom Instruction That Works

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Writing

Harwayne, Shelley. Writing through Childhood: Rethinking Process and Product. Heinemann, 88 Post Road West, PO Box 5007, Westport, CT 06881, 2001.

Kirby, Dan, and Tom Liner. Inside Out: Developmental Strategies for Teaching Writing. Boynton/Cook Publishers, Inc., 206 Claremont Ave., Montclair, NJ 07042, 1981.

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R., Eaker, R., Many, T., (2006). Learning by Doing: Professional Learning Communities at Work Calkins, L. (2000). The Art of Teaching Writing Serravallo, J. and Goldberg, G. (2007). Conferring with Readers: Supporting Each Student's Growth and Independence <http://allthingsplc.info> Allington, R. (2008). What Really Matters in Response to Intervention Buffum, A., Mattos, M., Weber, C. (2009). Pyramid Response to Intervention: Rtl, Professional Learning Communities and How to Respond When Kids Don't Learn Parsons, S. (2010). First Grade Readers and Writers Calkins, L. (2003). Units of Study for Writing: A Curriculum for the Writing Workshop (Grades 3-5). Calkins, L. (2003). Primary Units of Study for Writing (Grades K-2) <http://ferr.org> (Florida Center for Research) Fountas, I. and Pinnell, G., (2006). Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading [http://ies.ed.gov/ncee/wwc/\(What works Clearinghouse\)](http://ies.ed.gov/ncee/wwc/(What works Clearinghouse)) Fountas, I., and Pinnell, G. (2001) Guiding Readers and Writers Grades 3-6 Anderson, C. (2000). How's It Going: A practical guide for conferring Bear, D., Templeton, S., Invernizzi, M. And Johnston, F., (2011). Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction (5th Edition) Stiggins, R., Arter, J. and Chappius, J. (2007). Classroom Assessment for Student Learning: Doing it Right - Using It Well by the Educational Testing Service Dorn, L. and Soffos, C. (2010). Interventions That Work Writing About Their Own Learning: Bangert-Drowns, R. (2004). The effects of school-based, writing to learn, interventions on academic achievement: A meta-analysis. "Review of Educational Research," 74 Writing for an authentic audience: National Committee on Writing for America's Families, School and College (2004). Using Grammar: Best Practice: New Standards for Teaching and Learning in America's Schools by Steven Zemelman and Harvey Daniels. (1998). Voice in Writing: International Reading Association and National Council of Teachers of English (1996). Standards for the Language Arts. Arter, J. and Chappius, J. (2006). Creating and Recognizing Quality Rubrics (ETS)

Tier: Tier 1

Activity - Reading Workshop PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New staff and staff that need formal training will receive training in how to implement a Reading Workshop Approach for all students.	Direct Instruction, Professional Learning, Teacher Collaboration, Academic Support Program, Supplemental Materials, Implementation	Tier 1	Implement	08/01/2017	06/01/2020	\$1000	Title II Part A	Administrators and instructional staff that needs training

Activity - Feedback Conferencing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will confer with students and give them feedback about their reading and writing to provide additional instruction. Teachers will receive and professional development training on conferring.	Direct Instruction, Professional Learning	Tier 1	Implement	08/01/2017	08/01/2020	\$0	No Funding Required	Administrators and instructional staff

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Eastover Elementary School

Activity - Flexible small grouping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with students in flexible small groups to provide additional instruction in reading and writing during Workshop time.	Direct Instruction	Tier 1	Implement	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator and instructional staff
Activity - Lab classrooms/Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will visit lab classrooms within the district and outside of the district to increase implementation of Workshop and Visible Thinking to increase student achievement.	Walkthrough, Teacher Collaboration, Getting Ready	Tier 1	Getting Ready	08/01/2017	08/01/2020	\$5000	General Fund	Administrator, initiative coordinator and instructional staff
Activity - Visible Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use Visible Thinking routines across all content areas to increase student achievement.	Direct Instruction, Professional Learning, Curriculum Development, Walkthrough, Teacher Collaboration	Tier 1	Monitor	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator, initiative coordinator, instructional staff and support staff
Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will communicate reading assessment and writing assessment data and results a minimum of two times per year to families. This can include statewide assessments, common formative assessments, and NWEA.	Parent Involvement	Tier 1	Implement	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator, instructional staff and support staff
Activity - Family Science/Literacy Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Eastover Elementary School

Eastover staff and PTO will provide a family literacy/science night to educate and/or engage families in our literacy program and/or in how to help with literacy at home.	Community Engagement, Communication, Parent Involvement	Tier 1	Getting Ready	09/01/2017	08/01/2020	\$1000	Title I Part A	Administrator, title I staff, and instructional staff
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Activity - Learning Community Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will implement a Learning Community to ensure collaboration, learning and results for all students in the area of reading and writing. They will focus on the four critical questions of a PLC. Staff will participate in planning meetings monthly to work with colleagues as a district and grade level. Staff will work to collaborate on curriculum alignment, establish essentials, and review/analyze data for student achievement purposes.	Communication, Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/01/2017	08/01/2020	\$5000	General Fund	Administrator, instructional staff and support staff

Activity - Data Analysis and Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier I data collection, analysis and dialogue - teachers will participate in data analysis meetings a minimum of two times per year, to carefully analyze and review common assessments, formative assessments, NWEA, state assessments or literacy data to provide students with timely strategy instruction in reading and writing. Teachers will use this information to set goals with students and families.	Direct Instruction, Professional Learning, Curriculum Development, Parent Involvement, Teacher Collaboration, Getting Ready	Tier 1	Implement	08/01/2017	08/01/2020	\$5000	General Fund	Administrator, all instructional staff and support staff

Activity - Workshop approach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement a Reading Workshop and Writing Workshop model approach to differentiate instruction for all students.	Direct Instruction, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator, instructional staff and support staff

## School Improvement Plan

Eastover Elementary School

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be introduced to Close and Critical Reading to build some foundation knowledge and awareness.	Direct Instruction, Professional Learning, Materials, Teacher Collaboration, Implementation	Tier 1	Implement	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator, literacy specialists, title I staff, and instructional staff
Activity - Book Clubs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in book clubs of their choice around visible thinking and the 8 cultural forces of visible thinking.	Professional Learning	Tier 1	Implement	08/01/2017	08/01/2020	\$500	General Fund	Administrator, initiative coordinator, instructional staff and support staff
Activity - Collaborative Inquiry	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select staff will participate in a collaborative inquiry project with another partnership school in an effort to improve visible thinking in the school around one of the 8 cultural forces.	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/01/2017	08/01/2020	\$1000	General Fund	Administrator, initiative coordinator and select instructional staff
Activity - FAME	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative Assessment for Michigan Educators - Participating staff will meet monthly to learn about formative assessment practices and then implement the new strategies in the classroom. This is a collaborative effort through MDE.	Direct Instruction, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/01/2017	08/01/2020	\$700	General Fund	Administrator and select instructional staff

## School Improvement Plan

Eastover Elementary School

Activity - PBIS - SOAR	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in a school-wide positive behavior intervention support program called SOAR.	Behavioral Support Program	Tier 1	Monitor	08/01/2017	08/01/2020	\$1000	Other	Administrator and select instructional and support staff
Activity - Effective Practices Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator and staff members will attend the Oakland County Effective Practices Conference and share back new learning with staff.	Professional Learning	Tier 1	Implement	08/01/2017	08/01/2020	\$300	General Fund	Administrator and interested staff
Activity - Publishing Center	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will publish at least one self-authored book through the Eastover Publishing Center each year. Students will write their books in the classroom, but parent volunteers will assist with the publishing process.	Parent Involvement	Tier 1	Implement	08/01/2017	08/01/2020	\$700	Other	All classroom teachers and parent volunteers
Activity - Polished writing pieces	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will complete at least three polished writing pieces within the school year.	Direct Instruction, Academic Support Program	Tier 1	Monitor	08/01/2017	08/01/2020	\$500	General Fund	All classroom teachers
Activity - Collaborative Scoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Eastover Elementary School

Eastover teachers will utilize a collaborative scoring process to evaluate student work and ensure consistent scoring across grade levels (and within the district) to improve literacy.	Direct Instruction, Professional Learning, Curriculum Development, Teacher Collaboration, Academic Support Program, Policy and Process	Tier 1	Monitor	08/01/2017	08/01/2020	\$3000	General Fund	Administrator, district personnel, teaching staff
<b>Activity - Writing Pathways (common writing rubrics)</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Eastover teachers will utilize common writing rubrics through Writing Pathways by Lucy Calkins, to better assess student writing skills and plan instruction for all students.	Direct Instruction, Professional Learning, Curriculum Development, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator, district personnel, and teaching staff
<b>Activity - Family Library Night/Young Author's Day</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Eastover staff and PTO will invite families and community members to attend a family library night to meet a visiting author who will share tips about writing and storytelling skills. Eastover staff and PTO will also host a Young Author's Day in celebration of the students' published books.	Community Engagement, Parent Involvement	Tier 1	Monitor	08/01/2017	08/01/2020	\$2500	Other	Administrator, PTO, and instructional staff
<b>Activity - Word Study</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## School Improvement Plan

Eastover Elementary School

Staff will review current practices with regard to word study as it relates to writing and the CCSS. Review best practice instruction and make building practice recommendations.	Professional Learning, Teacher Collaboration, Supplemental Materials, Getting Ready	Tier 1	Getting Ready	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator, literacy support staff, and instructional staff
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Activity - Classroom walk-throughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of reading and writing workshop strategies through walk through and program fidelity checks.	Walkthrough, Implementation	Tier 1	Implement	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator, literacy support staff, and instructional staff

Activity - Writing across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will instruct and utilize writing across all content areas.	Direct Instruction, Curriculum Development, Teacher Collaboration, Getting Ready	Tier 1	Implement	08/01/2017	08/01/2020	\$0	No Funding Required	All instructional staff and support staff

Activity - Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will employ graphic organizers to instruct students in how to plan out/draft informational and fictional writing pieces.	Direct Instruction, Professional Learning, Materials, Teacher Collaboration, Academic Support Program, Implementation	Tier 1	Implement	08/01/2017	08/01/2020	\$0	No Funding Required	All instructional staff and support staff

## School Improvement Plan

Eastover Elementary School

Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use learning targets or kid friendly statements to improve student writing and reading.	Direct Instruction, Curriculum Development, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator and all staff
Activity - Technology integration for writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use padlet, apps for ipads, type to learn or other programs that will increase fluency and stamina for writing or writing skills. They will also use programs like google classroom to encourage student collaboration on projects or writing pieces.	Technology, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/01/2017	08/01/2020	\$500	General Fund	Administrator, teaching staff and support staff
Activity - Title I Night and Information	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families and Community members are invited to attend "Title I" at the beginning of the year, providing them with information on Title I and Title I interventions and suggestions on how to support learning at home.	Community Engagement, Communication, Parent Involvement, Monitor, Policy and Process	Tier 1	Monitor	09/04/2017	06/30/2020	\$250	Title I Part A	Administrator, Title I staff, support staff, general education teachers, families, PTO, ESL teacher, and general education resource teacher
Activity - SIOP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Eastover Elementary School

SLOP professional development for all staff (Sheltered Instruction Observation Protocol) are tools and techniques for supporting EL learners in the classroom.	Direct Instruction, Professional Learning, Curriculum Development, Walkthrough, Teacher Collaboration, Academic Support Program, Getting Ready	Tier 1	Getting Ready	06/20/2019	08/01/2023	\$0	General Fund	Title III ESL coordinator, central office staff, staff, and building administrator
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### (shared) Strategy 2:

Tier II - Response to Intervention/MTSS - Staff will implement Tier II interventions to support students identified as at-risk or advanced.

Category:

Research Cited: Schmoker, M. (2011). Focus: Elevating the Essentials to Radically Improve Student Learning Marzano, R. (2001). Classroom Instruction That Works Dufour, R., Dufour, R., Eaker, R., Many, T., (2006). Learning by Doing: Professional Learning Communities at Work Serravallo, J. and Goldberg, G. (2007). Conferring with Readers: Supporting Each Student's Growth and Independence <http://allthingsplc.info> Calkins, L. (2001). The Art of Teaching Reading Allington, R. (2011) What Really Matters for Struggling Readers Allington, R. (2008). What Really Matters in Response to Intervention Buffum, A., Mattos, M., Weber, C. (2009). Pyramid Response to Intervention: RtI, Professional Learning Communities and How to Respond When Kids Don't Learn Calkins, L. (2010). Units of Study for Teaching Reading: A Curriculum for the Reading Workshop (Grades 3-5) Parsons, S. (2010). First Grade Readers <http://ferr.org> (Florida Center for Research) Fountas, I. and Pinnell, G., (2006). Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading <http://ies.ed.gov/ncee/wwc/>(What works Clearinghouse) Fountas, I., and Pinnell, G. (2001) Guiding Readers and Writers Grades 3-6 Anderson, C. (2000). How's It Going: A practical guide for conferring Bear, D., Templeton, S., Invernizzi, M. And Johnston, F., (2011). Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction (5th Edition) Collins, K. (2004). Growing Readers: Units of Study K-2 Fountas, I. and Pinnell, G. (2010) Leveled Literacy Intervention Goudvis, A. and Harvey, S. (2000). Strategies that Work Goudvis, A. and Harvey, S. (2007). The Comprehension Toolkit (Grades 3-6) Goudvis, A. and Harvey, S. (2008) The Primary Comprehension Toolkit (Grades K-2)

Tier: Tier 2

Activity - Small Group Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Eastover Elementary School

Students identified for reading and writing support will receive small group and direct instruction through our General Education Resource Teacher (GERT).	Direct Instruction, Teacher Collaboration, Academic Support Program, Implementation	Tier 2	Implement	08/01/2017	08/01/2020	\$1000	General Fund	Instructional staff and support staff
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Activity - Title I - Leveled Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as needing additional time and support will receive small group reading and comprehension instruction through Title I Leveled Literacy intervention support groups.	Teacher Collaboration, Academic Support Program, Supplemental Materials	Tier 2	Monitor	08/01/2017	08/01/2020	\$100000	Title I Part A	Title I support staff and instructional staff

Activity - Restorative Practices/Conscious Discipline Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will begin to learn about restorative practices and/or conscious discipline strategies to improve behavior and relationships with students, also to bring about awareness.	Behavioral Support Program	Tier 2	Implement	08/01/2017	08/01/2020	\$300	General Fund	Administrator, instructional staff, and support staff

Activity - Links Peer Pals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training in how to start and implement a Links/Peer Pals program within our building. This will lead to peers working together and breaking down barriers of disabilities in an environment where all students can support one another.	Behavioral Support Program	Tier 2	Implement	09/01/2017	06/01/2020	\$300	General Fund	Director of Special Education, Administrator, and select instructional staff

Activity - RAZ kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Eastover Elementary School

RAZ kids is an online leveled reading program for students who need additional time and support with reading. It can be used at school and at home.	Technology , Monitor, Academic Support Program	Tier 2	Monitor	08/01/2017	08/01/2020	\$2000	General Fund	Administrator, teaching staff and support staff
<b>Activity - Accelerated Reader</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Accelerated reader is used for students in grades 1-4 for extended reading practice and comprehension. These can be soft cover books or online books. Teachers may set this program up on classroom ipads. There is a quiz to check on the progress of students.	Technology , Monitor, Academic Support Program	Tier 2	Monitor	08/01/2017	08/01/2020	\$2000	General Fund	Administrator, teaching staff, and support staff
<b>Activity - GERT - small group</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The general education resource support team uses AARI or read naturally or LANGUAGE! intervention programs with small groups of students in grades 3-4.	Direct Instruction, Academic Support Program	Tier 2	Monitor	08/01/2017	08/01/2020	\$0	General Fund	Administrator, teaching staff, GERT team, and support staff
<b>Activity - Scholastic online reading</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The Scholastic Reading Program offers access to over 1,000 online reading books and offers students extended reading time over the summer months.	Community Engagement, Academic Support Program, Supplemental Materials	Tier 2	Monitor	06/01/2017	06/01/2020	\$0	No Funding Required	Administrator, media specialist and all staff
<b>Activity - Fluency Tracker</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All teachers will implement and use Writing Fluency Tracker techniques with students that need to build fluency and stamina in writing across all content areas.	Professional Learning, Academic Support Program, Getting Ready	Tier 2	Getting Ready	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator and instructional staff

## School Improvement Plan

Eastover Elementary School

Activity - Writing in Response to Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate writing in response to reading techniques following the methods outlined in "Interventions that Work" by Linda Dorn and Carla Soffos along with "Strategies that Work" by Harvey and Goudvis to support children who need to build fluency and stamina across writing in all content areas. Children can keep their work in a writing in response to reading journal	Academic Support Program	Tier 2	Getting Ready	08/01/2017	08/01/2020	\$500	General Fund	Administrator, teaching staff and support staff

### (shared) Strategy 3:

Tier III - Tier 3 Intensive Interventions - At Tier III, specially trained staff will implement Reading Recovery.

Category: English/Language Arts

Research Cited: Schmoker, M. (2011). Focus: Elevating the Essentials to Radically Improve Student Learning Marzano R. (2001). Classroom Instruction That Works Calkins, L. (2001). The Art of Teaching Reading Fountas, I. and Pinnell, G. (2008). When Readers Struggle: Teaching That Works Allington, R. (2011). What Really Matters for Struggling Readers Allington, R. (2008). What Really Matters in Response to Intervention Buffum, A., Mattos, M. Weber, C. (2009). Pyramid Response to Intervention Tomlinson, C. (2008). Diverse classrooms demand multiple paths to success. What works in teaching and learning, 4(9), 3. <http://fcrr.org> (Florida Center for Research) Fountas, I. and Pinnell, G. (2006). Teaching for Comprehending and Fluency: Thinking, Talking and Writing about Reading <http://ies.ed.gov/ncee/wwc/> (What Works Clearinghouse) Fountas, I. and Pinnell, G. (2001). Guiding Readers and Writers Grades 3-6 Reading Recovery Council of North America Chappius, J. (2007). Classroom Assessment for Student Learning: Doing it Right - Using It Well by the Educational Testing Service Dorn, L. and Soffos, C. (2010). Interventions That Work Writing About Their Own Learning: Bangert-Drowns, R. (2004). The effects of school-based, writing to learn, interventions on academic achievement: A meta-analysis. "Review of Educational Research," 74 Writing for an authentic audience: National Committee on Writing for America's Families, School and College (2004). Using Grammar: Best Practice: New Standards for Teaching and Learning in America's Schools by Steven Zemelman and Harvey Daniels. (1998). Voice in Writing: International Reading Association and National Council of Teachers of English (1996). Standards for the Language Arts. Arter, J. and Chappius, J. (2006). Creating and Recognizing Quality Rubrics (ETS)

<http://www.expandingexpression.com/>

Lucy Calkins - Common Core Pathways

Tier: Tier 3

Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specially trained staff will implement Reading Recovery to support students who need an intensive reading intervention in First Grade. 1) Progress monitoring through Marie Clay's Observation Survey and running records. 2) Specialized staff will continue to receive training through the District/County Reading Recovery Program and Directors. 3) Coordination with Classroom Teacher.	Teacher Collaboration, Academic Support Program	Tier 3	Evaluate	08/01/2017	08/01/2020	\$100000	General Fund	Specially Trained Reading Recovery Teachers

## School Improvement Plan

Eastover Elementary School

Activity - Extended Day/Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing time and additional support will receive instruction either through an extended day opportunity or summer school to increase literacy achievement.	Academic Support Program	Tier 3	Getting Ready	08/01/2017	08/01/2020	\$15000	Title I Part A	Administrator, title I staff, instructional staff and support staff
Activity - GERT - intensive support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The General Education Resource support is used for K-4 students who need intensive, very small group support (one-to-two) students in literacy instruction.	Direct Instruction, Academic Support Program	Tier 3	Monitor	06/01/2017	08/01/2020	\$0	General Fund	Administrator, teachers, GERT teacher, and support staff
Activity - Title I Writing Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students at risk in writing will received direct writing instruction through Title I writing support.	Academic Support Program	Tier 3	Getting Ready	06/01/2017	06/01/2020	\$100000	Title I Part A	Administrator, Title I staff, district personnel, and teaching staff
Activity - Expanding Expression Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student at-risk for writing will receive direct instruction using a hands-on method called the Expanding Expression Tool for writing.	Academic Support Program	Tier 3	Getting Ready	06/01/2017	06/01/2020	\$500	General Fund	Administrator, Title I staff, GERT, special education staff, and teaching staff

## School Improvement Plan

Eastover Elementary School

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### Measurable Objective 2:

A 20% increase of Bottom 30% students will demonstrate a proficiency in overall ELA in English Language Arts by 08/15/2021 as measured by as measured by the State Assessment, common ELA assessments, and NWEA..

### (shared) Strategy 1:

Tier I - Core Instruction - Tier I Core Instruction Reading Workshop - At tier one, staff will implement a reading workshop approach to differentiate core instruction for all students.

Category: English/Language Arts

Research Cited: Reading

Schmoker, M. (2011). Focus: Elevating the Essentials to Radically Improve Student Learning

Marzano, R. (2001). Classroom Instruction That Works

Serravallo, J. and Goldberg, G. (2007). Conferring with Readers: Supporting Each Student's Growth and Independence

Dufour, R., Dufour, R., Eaker, R., Many, T., (2006). Learning by Doing: Professional Learning Communities at Work

Serravallo, J. and Goldberg, G. (2007). Conferring with Readers: Supporting Each Student's Growth and Independence

<http://allthingsplc.info>

Calkins, L. (2001). The Art of Teaching Reading

Allington, R. (2011) What Really Matters for Struggling Readers

Allington, R. (2008). What Really Matters in Response to Intervention

Buffum, A., Mattos, M., Weber, C. (2009). Pyramid Response to Intervention: Rtl, Professional Learning Communities and How to Respond When Kids Don't Learn

Calkins, L. (2010). Units of Study for Teaching Reading: A Curriculum for the Reading Workshop (Grades 3-5)

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<http://ferr.org> (Florida Center for Research)

Fountas, I. and Pinnell, G., (2006). Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading

[http://ies.ed.gov/ncee/wwc/\(What works Clearinghouse\)](http://ies.ed.gov/ncee/wwc/(What works Clearinghouse))

Fountas, I., and Pinnell, G. (2001) Guiding Readers and Writers Grades 3-6

Anderson, C. (2000). How's It Going: A practical guide for conferring

Bear, D., Templeton, S., Invernizzi, M. And Johnston, F., (2011). Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction (5th Edition)

Collins, K. (2004). Growing Readers: Units of Study K-2

Writing

Harwayne, Shelley. Writing through Childhood: Rethinking Process and Product. Heinemann, 88 Post Road West, PO Box 5007, Westport, CT 06881, 2001.

Kirby, Dan, and Tom Liner. Inside Out: Developmental Strategies for Teaching Writing. Boynton/Cook Publishers, Inc., 206 Claremont Ave., Montclair, NJ 07042, 1981.

Schmoker, M. (2011). Focus: Elevating the Essentials to Radically Improve Student Learning Marzano, R. (2001). Classroom Instruction That Works Dufour, R., Dufour,

R., Eaker, R., Many, T., (2006). Learning by Doing: Professional Learning Communities at Work Calkins, L. (2000). The Art of Teaching Writing Serravallo, J. and

Goldberg, G. (2007). Conferring with Readers: Supporting Each Student's Growth and Independence <http://allthingsplc.info> Allington, R. (2008). What Really Matters in

Response to Intervention Buffum, A., Mattos, M., Weber, C. (2009). Pyramid Response to Intervention: Rtl, Professional Learning Communities and How to Respond

## School Improvement Plan

Eastover Elementary School

When Kids Don't Learn Parsons, S. (2010). First Grade Readers and Writers Calkins, L. (2003). Units of Study for Writing: A Curriculum for the Writing Workshop (Grades 3-5). Calkins, L. (2003). Primary Units of Study for Writing (Grades K-2) <http://ferr.org> (Florida Center for Research) Fountas, I. and Pinnell, G., (2006). Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading [http://ies.ed.gov/ncee/wwc/\(What works Clearinghouse\)](http://ies.ed.gov/ncee/wwc/(What works Clearinghouse)) Fountas, I., and Pinnell, G. (2001) Guiding Readers and Writers Grades 3-6 Anderson, C. (2000). How's It Going: A practical guide for conferring Bear, D., Templeton, S., Invernizzi, M. And Johnston, F., (2011). Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction (5th Edition) Stiggins, R., Arter, J. and Chappius, J. (2007). Classroom Assessment for Student Learning: Doing it Right - Using It Well by the Educational Testing Service Dorn, L. and Soffos, C. (2010). Interventions That Work Writing About Their Own Learning: Bangert-Drowns, R. (2004). The effects of school-based, writing to learn, interventions on academic achievement: A meta-analysis. "Review of Educational Research," 74 Writing for an authentic audience: National Committee on Writing for America's Families, School and College (2004). Using Grammar: Best Practice: New Standards for Teaching and Learning in America's Schools by Steven Zemelman and Harvey Daniels. (1998). Voice in Writing: International Reading Association and National Council of Teachers of English (1996). Standards for the Language Arts. Arter, J. and Chappius, J. (2006). Creating and Recognizing Quality Rubrics (ETS)

Tier: Tier 1

Activity - Reading Workshop PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New staff and staff that need formal training will receive training in how to implement a Reading Workshop Approach for all students.	Direct Instruction, Professional Learning, Teacher Collaboration, Academic Support Program, Supplemental Materials, Implementation	Tier 1	Implement	08/01/2017	06/01/2020	\$1000	Title II Part A	Administrator and instructional staff that needs training
Activity - Feedback Conferencing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will confer with students and give them feedback about their reading and writing to provide additional instruction. Teachers will receive and professional development training on conferring.	Direct Instruction, Professional Learning	Tier 1	Implement	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator and instructional staff
Activity - Flexible small grouping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Eastover Elementary School

Teachers will work with students in flexible small groups to provide additional instruction in reading and writing during Workshop time.	Direct Instruction	Tier 1	Implement	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator and instructional staff
<b>Activity - Lab classrooms/Instructional Rounds</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff members will visit lab classrooms within the district and outside of the district to increase implementation of Workshop and Visible Thinking to increase student achievement.	Walkthrough, Teacher Collaboration, Getting Ready	Tier 1	Getting Ready	08/01/2017	08/01/2020	\$5000	General Fund	Administrator, initiative coordinator and instructional staff
<b>Activity - Visible Thinking</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All staff will use Visible Thinking routines across all content areas to increase student achievement.	Direct Instruction, Professional Learning, Curriculum Development, Walkthrough, Teacher Collaboration	Tier 1	Monitor	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator, initiative coordinator, instructional staff and support staff
<b>Activity - Parent Communication</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will communicate reading assessment and writing assessment data and results a minimum of two times per year to families. This can include statewide assessments, common formative assessments, and NWEA.	Parent Involvement	Tier 1	Implement	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator, instructional staff and support staff
<b>Activity - Family Science/Literacy Night</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## School Improvement Plan

Eastover Elementary School

Eastover staff and PTO will provide a family literacy/science night to educate and/or engage families in our literacy program and/or in how to help with literacy at home.	Community Engagement, Communication, Parent Involvement	Tier 1	Getting Ready	09/01/2017	08/01/2020	\$1000	Title I Part A	Administrator, title I staff, and instructional staff
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Activity - Learning Community Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will implement a Learning Community to ensure collaboration, learning and results for all students in the area of reading and writing. They will focus on the four critical questions of a PLC. Staff will participate in planning meetings monthly to work with colleagues as a district and grade level. Staff will work to collaborate on curriculum alignment, establish essentials, and review/analyze data for student achievement purposes.	Communication, Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/01/2017	08/01/2020	\$5000	General Fund	Administrator, instructional staff and support staff

Activity - Data Analysis and Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier I data collection, analysis and dialogue - teachers will participate in data analysis meetings a minimum of two times per year, to carefully analyze and review common assessments, formative assessments, NWEA, state assessments or literacy data to provide students with timely strategy instruction in reading and writing. Teachers will use this information to set goals with students and families.	Direct Instruction, Professional Learning, Curriculum Development, Parent Involvement, Teacher Collaboration, Getting Ready	Tier 1	Implement	08/01/2017	08/01/2020	\$5000	General Fund	Administrator, all instructional staff and support staff

Activity - Workshop approach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement a Reading Workshop and Writing Workshop model approach to differentiate instruction for all students.	Direct Instruction, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator, instructional staff and support staff

## School Improvement Plan

Eastover Elementary School

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be introduced to Close and Critical Reading to build some foundation knowledge and awareness.	Direct Instruction, Professional Learning, Materials, Teacher Collaboration, Implementation	Tier 1	Implement	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator, literacy specialists, title I staff, and instructional staff
Activity - Book Clubs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in book clubs of their choice around visible thinking and the 8 cultural forces of visible thinking.	Professional Learning	Tier 1	Implement	08/01/2017	08/01/2020	\$500	General Fund	Administrator, initiative coordinator, instructional staff and support staff
Activity - Collaborative Inquiry	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select staff will participate in a collaborative inquiry project with another partnership school in an effort to improve visible thinking in the school around one of the 8 cultural forces.	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/01/2017	08/01/2020	\$1000	General Fund	Administrator, initiative coordinator and select instructional staff
Activity - FAME	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative Assessment for Michigan Educators - Participating staff will meet monthly to learn about formative assessment practices and then implement the new strategies in the classroom. This is a collaborative effort through MDE.	Direct Instruction, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/01/2017	08/01/2020	\$700	General Fund	Administrator and select instructional staff

## School Improvement Plan

Eastover Elementary School

Activity - PBIS - SOAR	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in a school-wide positive behavior intervention support program called SOAR.	Behavioral Support Program	Tier 1	Monitor	08/01/2017	08/01/2020	\$1000	Other	Administrator and select instructional and support staff
Activity - Effective Practices Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator and staff members will attend the Oakland County Effective Practices Conference and share back new learning with staff.	Professional Learning	Tier 1	Implement	08/01/2017	08/01/2020	\$300	General Fund	Administrator and interested staff
Activity - Publishing Center	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will publish at least one self-authored book through the Eastover Publishing Center each year. Students will write their books in the classroom, but parent volunteers will assist with the publishing process.	Parent Involvement	Tier 1	Implement	08/01/2017	08/01/2020	\$700	Other	All classroom teachers and parent volunteers
Activity - Polished writing pieces	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will complete at least three polished writing pieces within the school year.	Direct Instruction, Academic Support Program	Tier 1	Monitor	08/01/2017	08/01/2020	\$500	General Fund	All classroom teachers
Activity - Collaborative Scoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Eastover Elementary School

Eastover teachers will utilize a collaborative scoring process to evaluate student work and ensure consistent scoring across grade levels (and within the district) to improve literacy.	Direct Instruction, Professional Learning, Curriculum Development, Teacher Collaboration, Academic Support Program, Policy and Process	Tier 1	Monitor	08/01/2017	08/01/2020	\$3000	General Fund	Administrator, district personnel, teaching staff
<b>Activity - Writing Pathways (common writing rubrics)</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Eastover teachers will utilize common writing rubrics through Writing Pathways by Lucy Calkins, to better assess student writing skills and plan instruction for all students.	Direct Instruction, Professional Learning, Curriculum Development, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator, district personnel, and teaching staff
<b>Activity - Family Library Night/Young Author's Day</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Eastover staff and PTO will invite families and community members to attend a family library night to meet a visiting author who will share tips about writing and storytelling skills. Eastover staff and PTO will also host a Young Author's Day in celebration of the students' published books.	Community Engagement, Parent Involvement	Tier 1	Monitor	08/01/2017	08/01/2020	\$2500	Other	Administrator, PTO, and instructional staff
<b>Activity - Word Study</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## School Improvement Plan

Eastover Elementary School

Staff will review current practices with regard to word study as it relates to writing and the CCSS. Review best practice instruction and make building practice recommendations.	Professional Learning, Teacher Collaboration, Supplemental Materials, Getting Ready	Tier 1	Getting Ready	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator, literacy support staff, and instructional staff
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Activity - Classroom walk-throughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of reading and writing workshop strategies through walk through and program fidelity checks.	Walkthrough, Implementation	Tier 1	Implement	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator, literacy support staff, and instructional staff

Activity - Writing across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will instruct and utilize writing across all content areas.	Direct Instruction, Curriculum Development, Teacher Collaboration, Getting Ready	Tier 1	Implement	08/01/2017	08/01/2020	\$0	No Funding Required	All instructional staff and support staff

Activity - Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will employ graphic organizers to instruct students in how to plan out/draft informational and fictional writing pieces.	Direct Instruction, Professional Learning, Materials, Teacher Collaboration, Academic Support Program, Implementation	Tier 1	Implement	08/01/2017	08/01/2020	\$0	No Funding Required	All instructional staff and support staff

## School Improvement Plan

Eastover Elementary School

Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use learning targets or kid friendly statements to improve student writing and reading.	Direct Instruction, Curriculum Development, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator and all staff
Activity - Technology integration for writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use padlet, apps for ipads, type to learn or other programs that will increase fluency and stamina for writing or writing skills. They will also use programs like google classroom to encourage student collaboration on projects or writing pieces.	Technology, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/01/2017	08/01/2020	\$500	General Fund	Administrator, teaching staff and support staff
Activity - Title I Night and Information	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families and Community members are invited to attend "Title I" at the beginning of the year, providing them with information on Title I and Title I interventions and suggestions on how to support learning at home.	Community Engagement, Communication, Parent Involvement, Monitor, Policy and Process	Tier 1	Monitor	09/04/2017	06/30/2020	\$250	Title I Part A	Administrator, Title I staff, support staff, general education teachers, families, PTO, ESL teacher, and general education resource teacher
Activity - SIOP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Eastover Elementary School

SLOP professional development for all staff (Sheltered Instruction Observation Protocol) are tools and techniques for supporting EL learners in the classroom.	Direct Instruction, Professional Learning, Curriculum Development, Walkthrough, Teacher Collaboration, Academic Support Program, Getting Ready	Tier 1	Getting Ready	06/20/2019	08/01/2023	\$0	General Fund	Title III ESL coordinator, central office staff, staff, and building administrator
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### (shared) Strategy 2:

Tier II - Response to Intervention/MTSS - Staff will implement Tier II interventions to support students identified as at-risk or advanced.

Category:

Research Cited: Schmoker, M. (2011). Focus: Elevating the Essentials to Radically Improve Student Learning Marzano, R. (2001). Classroom Instruction That Works Dufour, R., Dufour, R., Eaker, R., Many, T., (2006). Learning by Doing: Professional Learning Communities at Work Serravallo, J. and Goldberg, G. (2007). Conferring with Readers: Supporting Each Student's Growth and Independence <http://allthingsplc.info> Calkins, L. (2001). The Art of Teaching Reading Allington, R. (2011) What Really Matters for Struggling Readers Allington, R. (2008). What Really Matters in Response to Intervention Buffum, A., Mattos, M., Weber, C. (2009). Pyramid Response to Intervention: RtI, Professional Learning Communities and How to Respond When Kids Don't Learn Calkins, L. (2010). Units of Study for Teaching Reading: A Curriculum for the Reading Workshop (Grades 3-5) Parsons, S. (2010). First Grade Readers <http://ferr.org> (Florida Center for Research) Fountas, I. and Pinnell, G., (2006). Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading [http://ies.ed.gov/ncee/wwc/\(What works Clearinghouse\)](http://ies.ed.gov/ncee/wwc/(What works Clearinghouse)) Fountas, I., and Pinnell, G. (2001) Guiding Readers and Writers Grades 3-6 Anderson, C. (2000). How's It Going: A practical guide for conferring Bear, D., Templeton, S., Invernizzi, M. And Johnston, F., (2011). Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction (5th Edition) Collins, K. (2004). Growing Readers: Units of Study K-2 Fountas, I. and Pinnell, G. (2010) Leveled Literacy Intervention Goudvis, A. and Harvey, S. (2000). Strategies that Work Goudvis, A. and Harvey, S. (2007). The Comprehension Toolkit (Grades 3-6) Goudvis, A. and Harvey, S. (2008) The Primary Comprehension Toolkit (Grades K-2)

Tier: Tier 2

Activity - Small Group Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Eastover Elementary School

Students identified for reading and writing support will receive small group and direct instruction through our General Education Resource Teacher (GERT).	Direct Instruction, Teacher Collaboration, Academic Support Program, Implementation	Tier 2	Implement	08/01/2017	08/01/2020	\$1000	General Fund	Instructional staff and support staff
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Activity - Title I - Leveled Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as needing additional time and support will receive small group reading and comprehension instruction through Title I Leveled Literacy intervention support groups.	Teacher Collaboration, Academic Support Program, Supplemental Materials	Tier 2	Monitor	08/01/2017	08/01/2020	\$100000	Title I Part A	Title I support staff and instructional staff

Activity - Restorative Practices/Conscious Discipline Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will begin to learn about restorative practices and/or conscious discipline strategies to improve behavior and relationships with students, also to bring about awareness.	Behavioral Support Program	Tier 2	Implement	08/01/2017	08/01/2020	\$300	General Fund	Administrator, instructional staff, and support staff

Activity - Links Peer Pals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training in how to start and implement a Links/Peer Pals program within our building. This will lead to peers working together and breaking down barriers of disabilities in an environment where all students can support one another.	Behavioral Support Program	Tier 2	Implement	09/01/2017	06/01/2020	\$300	General Fund	Director of Special Education, Administrator, and select instructional staff

Activity - RAZ kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Eastover Elementary School

RAZ kids is an online leveled reading program for students who need additional time and support with reading. It can be used at school and at home.	Technology , Monitor, Academic Support Program	Tier 2	Monitor	08/01/2017	08/01/2020	\$2000	General Fund	Administrator, teaching staff and support staff
<b>Activity - Accelerated Reader</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Accelerated reader is used for students in grades 1-4 for extended reading practice and comprehension. These can be soft cover books or online books. Teachers may set this program up on classroom ipads. There is a quiz to check on the progress of students.	Technology , Monitor, Academic Support Program	Tier 2	Monitor	08/01/2017	08/01/2020	\$2000	General Fund	Administrator, teaching staff, and support staff
<b>Activity - GERT - small group</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The general education resource support team uses AARI or read naturally or LANGUAGE! intervention programs with small groups of students in grades 3-4.	Direct Instruction, Academic Support Program	Tier 2	Monitor	08/01/2017	08/01/2020	\$0	General Fund	Administrator, teaching staff, GERT team, and support staff
<b>Activity - Scholastic online reading</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The Scholastic Reading Program offers access to over 1,000 online reading books and offers students extended reading time over the summer months.	Community Engagement, Academic Support Program, Supplemental Materials	Tier 2	Monitor	06/01/2017	06/01/2020	\$0	No Funding Required	Administrator, media specialist and all staff
<b>Activity - Fluency Tracker</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All teachers will implement and use Writing Fluency Tracker techniques with students that need to build fluency and stamina in writing across all content areas.	Professional Learning, Academic Support Program, Getting Ready	Tier 2	Getting Ready	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator and instructional staff

## School Improvement Plan

Eastover Elementary School

Activity - Writing in Response to Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate writing in response to reading techniques following the methods outlined in "Interventions that Work" by Linda Dorn and Carla Soffos along with "Strategies that Work" by Harvey and Goudvis to support children who need to build fluency and stamina across writing in all content areas. Children can keep their work in a writing in response to reading journal	Academic Support Program	Tier 2	Getting Ready	08/01/2017	08/01/2020	\$500	General Fund	Administrator, teaching staff and support staff

### (shared) Strategy 3:

Tier III - Tier 3 Intensive Interventions - At Tier III, specially trained staff will implement Reading Recovery.

Category: English/Language Arts

Research Cited: Schmoker, M. (2011). Focus: Elevating the Essentials to Radically Improve Student Learning Marzano R. (2001). Classroom Instruction That Works Calkins, L. (2001). The Art of Teaching Reading Fountas, I. and Pinnell, G. (2008). When Readers Struggle: Teaching That Works Allington, R. (2011). What Really Matters for Struggling Readers Allington, R. (2008). What Really Matters in Response to Intervention Buffum, A., Mattos, M. Weber, C. (2009). Pyramid Response to Intervention Tomlinson, C. (2008). Diverse classrooms demand multiple paths to success. What works in teaching and learning, 4(9), 3. <http://fcrr.org> (Florida Center for Research) Fountas, I. and Pinnell, G. (2006). Teaching for Comprehending and Fluency: Thinking, Talking and Writing about Reading <http://ies.ed.gov/ncee/wwc/> (What Works Clearinghouse) Fountas, I. and Pinnell, G. (2001). Guiding Readers and Writers Grades 3-6 Reading Recovery Council of North America Chappius, J. (2007). Classroom Assessment for Student Learning: Doing it Right - Using It Well by the Educational Testing Service Dorn, L. and Soffos, C. (2010). Interventions That Work Writing About Their Own Learning: Bangert-Drowns, R. (2004). The effects of school-based, writing to learn, interventions on academic achievement: A meta-analysis. "Review of Educational Research," 74 Writing for an authentic audience: National Committee on Writing for America's Families, School and College (2004). Using Grammar: Best Practice: New Standards for Teaching and Learning in America's Schools by Steven Zemelman and Harvey Daniels. (1998). Voice in Writing: International Reading Association and National Council of Teachers of English (1996). Standards for the Language Arts. Arter, J. and Chappius, J. (2006). Creating and Recognizing Quality Rubrics (ETS)

<http://www.expandingexpression.com/>

Lucy Calkins - Common Core Pathways

Tier: Tier 3

Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specially trained staff will implement Reading Recovery to support students who need an intensive reading intervention in First Grade. 1) Progress monitoring through Marie Clay's Observation Survey and running records. 2) Specialized staff will continue to receive training through the District/County Reading Recovery Program and Directors. 3) Coordination with Classroom Teacher.	Teacher Collaboration, Academic Support Program	Tier 3	Evaluate	08/01/2017	08/01/2020	\$100000	General Fund	Specially Trained Reading Recovery Teachers

## School Improvement Plan

Eastover Elementary School

Activity - Extended Day/Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing time and additional support will receive instruction either through an extended day opportunity or summer school to increase literacy achievement.	Academic Support Program	Tier 3	Getting Ready	08/01/2017	08/01/2020	\$15000	Title I Part A	Administrator, title I staff, instructional staff and support staff
Activity - GERT - intensive support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The General Education Resource support is used for K-4 students who need intensive, very small group support (one-to-two) students in literacy instruction.	Direct Instruction, Academic Support Program	Tier 3	Monitor	06/01/2017	08/01/2020	\$0	General Fund	Administrator, teachers, GERT teacher, and support staff
Activity - Title I Writing Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students at risk in writing will received direct writing instruction through Title I writing support.	Academic Support Program	Tier 3	Getting Ready	06/01/2017	06/01/2020	\$100000	Title I Part A	Administrator, Title I staff, district personnel, and teaching staff
Activity - Expanding Expression Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student at-risk for writing will receive direct instruction using a hands-on method called the Expanding Expression Tool for writing.	Academic Support Program	Tier 3	Getting Ready	06/01/2017	06/01/2020	\$500	General Fund	Administrator, Title I staff, GERT, special education staff, and teaching staff

## Goal 2: All students will improve their mathematics skills across the curriculum

### Measurable Objective 1:

70% of All Students will demonstrate a proficiency in Mathematics in Mathematics by 08/15/2021 as measured by data collected from NWEA and the State Assessment.

### (shared) Strategy 1:

Tier I - Core Instruction - Staff will implement a math workshop approach using the Common Core Standards to differentiate instruction for all students.

Category: Mathematics

Research Cited: Heuser, D. (2000). Mathmatics workshop: Mathematics class becomes learner centered. Teaching Children Mathematics, 6(5), 288.

Schmoker, M. (2011). Focus:Elevating the Essentials to Radically Improve Student Learning

Marzano, R. (2001). Classroom Instruction that Works

Dufour, R. Dufour, R., Eaker, R, Many, T. (2006). Learning by Doing:Professional Learning Communities at Work

Everyday Mathematics Program by University of Chicago Math Project 2001

Ritchhart, R. Church, M., Morrison, K. (2011). Making Thinking Visible

Perkins, D. (2010). Making Learning Whole: How 7 Principles of Teaching Can Transform Learning

Tier: Tier 1

Activity - Math Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Teachers will implement a Math Workshop approach to differentiate instruction for students.	Direct Instruction	Tier 1	Monitor	08/15/2017	06/01/2020	\$0	Other	Administrator, classroom teachers, and support staff.

Activity - Manipulatives/Math Games	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use various math manipulatives and/or math games to instruct mathematics lessons to meet standards and help students visualize and understand math concepts.	Direct Instruction, Materials, Supplemental Materials	Tier 1	Implement	08/01/2017	08/01/2020	\$500	General Fund	All classroom teachers and support staff.

## School Improvement Plan

Eastover Elementary School

Activity - Data Analysis and Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier I data collection, analysis, and dialogue - teachers will participate in data analysis meetings, a minimum of three times per year, to carefully analyze and review common assessments, NWEA, and statewide assessments to provide students with timely strategy instruction in Math. Teachers will use this information to set goals for students.	Teacher Collaboration	Tier 1	Implement	08/01/2017	08/01/2020	\$5000	General Fund	All instructional staff.
Activity - Inquiry based professional development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend inquiry based professional development and apply the inquiry methods to their classroom instruction.	Professional Learning, Teacher Collaboration, Academic Support Program, Implementation	Tier 1	Implement	08/01/2017	08/01/2020	\$500	Title II Part A	Administrator and all instructional staff.
Activity - Inquiry Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students in the use of inquiry learning.	Direct Instruction	Tier 1	Implement	08/01/2017	08/01/2020	\$1000	Title II Part A	All instructional staff
Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will communicate Math Assessment Data and results a minimum of two times per year (this can include statewide assessments, NWEA, and common assessments)	Communication, Parent Involvement	Tier 1	Monitor	08/01/2017	08/01/2020	\$0	No Funding Required	All instructional staff
Activity - Classroom Walk-throughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Eastover Elementary School

Staff will receive classroom walk-through visits by building ADM, district ADM, community members, or other staff members to assure fidelity of implementation.	Professional Learning, Walkthrough, Parent Involvement, Monitor, Teacher Collaboration, Evaluation	Tier 1	Implement	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator and all instructional staff
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Activity - Feedback form	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ADM and staff will monitor the implementation of the Common Core Curriculum through fidelity checks and use the walk-through feedback form so staff receives timely feedback about their instruction to improve math	Professional Learning, Walkthrough, Monitor	Tier 1	Getting Ready	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator and all instructional staff

Activity - Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will implement a Learning Community to ensure collaboration, learning and results for all students in the area of Math. They will focus on the four critical guiding questions of a PLC. Staff will participate in planning meetings to work with colleagues from around the district and/or grade level. Staff will work to collaborate on curriculum alignment, establish essentials, and work on common assessments across the district. Staff will use Atlas Rubicon to house lessons and various formative and summative assessments to collect and analyze math data.	Teacher Collaboration, Implementation	Tier 1	Implement	08/01/2017	08/01/2020	\$1000	General Fund	Administrator and all instructional staff

Activity - Learning Targets as Formative assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will dissect the Common Core State Standards into student friendly learning targets that can be used as part of the formative assessment process.	Direct Instruction, Implementation	Tier 1	Monitor	08/01/2017	08/01/2020	\$200	General Fund	Administrator and all instructional staff

Activity - Project-based learning/STEAM	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Eastover Elementary School

Staff will receive professional development and begin to use or integrate STEAM projects into their student exhibitions for families. Staff will integrate science concepts, sustainability, art, math, technology, and real world applications into mathematics instruction.	Community Engagement, Professional Learning, Materials, Technology, Parent Involvement, Teacher Collaboration, Supplemental Materials, Getting Ready	Tier 1	Getting Ready	08/01/2017	08/01/2020	\$4000	General Fund	Administrator and all instructional staff.
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Activity - Family Math/Science Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide a math/science night to engage families in mathematics and science instruction. This can be done in coordination with other elementary schools in the district and with community partnerships (ie. Lawrence Technical University, Cranbrook, Ann Arbor hands on museum).	Community Engagement, Parent Involvement	Tier 1	Implement	08/01/2017	08/01/2020	\$1000	Title I Part A	Administrator, Title I staff, and instructional staff

Activity - Technology integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use ipad applications, google classroom, and coding programs to integrate technology across the curriculum and encourage collaboration and learning among students.	Direct Instruction	Tier 1	Implement	08/01/2017	08/01/2020	\$500	General Fund	All instructional staff and support staff

Activity - Creating Quality Math Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Eastover Elementary School

Staff will work with Learning Services, math coordinator, and grade level reps to redesign and create common assessments based on the Common Core State Standards. They will also have time to analyze results and participate in collaboration.	Professional Learning, Curriculum Development, Teacher Collaboration, Academic Support Program, Supplemental Materials, Implementation	Tier 1	Implement	08/01/2017	08/01/2020	\$700	General Fund	Learning Services, Administrator, and staff
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### (shared) Strategy 2:

Tier II - Response to intervention/MTSS - Staff will implement Tier II interventions to support students identified as at risk or students identified as advanced learners.

#### Category:

Research Cited: Mercer, Cecil D., and Susan P. Miller. "Teaching students with learning problems in math to acquire, understand, and apply basic math facts."

Remedial and Special Education 13.3 (1992): 19-35.

Tournaki, Nelly. "The differential effects of teaching addition through strategy instruction versus drill and practice to students with and without learning disabilities."

Journal of Learning Disabilities 36.5 (2003): 449-458.

Heuser, D. (2000). Mathematics Workshop: Mathematics class becomes learner centered. Teaching Children Mathematics, 6(5), 288. Schmoker, M. (2011). Focus:

Elevating the Essentials to Radically Improve Student Learning Marzano, R. (2001). Classroom Instruction that Works Dufour, R. Dufour, R. Eaker, R. Many, T. (2006).

Learning by Doing: Professional Learning Communities at Work Everyday Mathematics Program by University of Chicago Math Project 2001 Buffum, A, Mattos, M.,

Weber, C. (2009). Pyramid Response to Intervention: Rtl, Professional Learning Communities and How to Respond When Kids Don't Learn

Tier: Tier 2

Activity - Math Facts Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eligible at risk students will work individually or in a small group to improve their basic math facts. Students will participate in the Math Facts in a Flash program, use flash cards, and/or play math fact games to improve automatic recall of basic facts.	Direct Instruction, Technology, Academic Support Program	Tier 2	Monitor	08/01/2017	08/01/2020	\$1000	General Fund	All instructional staff

## School Improvement Plan

Eastover Elementary School

Activity - Building Instructional Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eastover staff will designate a child study team, named the building instructional team (BIT), to meet and discuss educational or behavioral concerns with regard to mathematics. Interventions are decided upon and support given for a specific length of time. Re-evaluation is scheduled for another date and time to progress monitor.	Monitor, Teacher Collaboration, Academic Support Program	Tier 2	Monitor	08/01/2017	06/01/2020	\$0	General Fund	Administrator, all instructional staff and support staff.
Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional small group differentiated instruction will be used in addition to core instruction to provide students time and help with mathematics concepts.	Academic Support Program	Tier 2	Implement	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator and all instructional staff
Activity - Conferencing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will conference with students who need additional time and support learning and understanding math concepts. Teachers will then provide direct instruction and/or technology integration to help the student/s.	Direct Instruction, Technology, Academic Support Program	Tier 2	Implement	08/01/2017	06/01/2020	\$0	No Funding Required	All instructional staff.
Activity - Math Pentathlon	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Pentathlon is offered as an after school extended learning opportunity for all students in grades K-4.	Community Engagement, Parent Involvement, Academic Support Program	Tier 2	Implement	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator, teachers, support staff, and PTO families and parents

### (shared) Strategy 3:

Technology Integration - Staff will incorporate the use of ipads, Tenmarks, Kahn Academy as part of a technology integration to enhance understanding and learning of mathematics concepts.

Category:

Research Cited: Heinecke, W. F., Milman, N. B., Washington, L. A., Blasi, L. (2002) New Directions in the Evaluation of the Effectiveness of Educational Technology.

## School Improvement Plan

Eastover Elementary School

Computers in the Schools, v18 n2 p97-110.

Jacobs, K. L. (2005). Investigation of interactive online visual tools for the learning of mathematics. *International Journal of Mathematical Education in Science and Technology*, 36: 7, 761-768.

McTighe, Jay & Ferrara, Steven. (1998). *Assessing Learning in the Classroom*. National Education Association. Washington, DC.

NACOL Research Committee. (2007). *NACOL Effectiveness of K-12 Online Learning*, <http://www.inacol.org/research/docs/VSresearch-summary.pdf>

National Mathematics Advisory Panel. (2008). *Foundations for Success: The Final Report of the National Mathematics Advisory Panel*. U.S. Department of Education: Washington, DC.

National Research Council. (2001). *Improving Mathematics Education: Resources for Decision Making*. Committee on Decisions that Count, Steve Leinwand and Gail Burrill (Eds.). Mathematical Sciences Education Board, Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

Schacter, John. (1999). *The Impact of Education Technology on Student Achievement: What the most Current Research Has to Say*. Milken Exchange on Education Technology: Santa Monica, CA.

SEG Research. (2008). *Understanding Multimedia Learning: Integrating multimedia in the K-12 classroom*. New Hope, PA.

Smith, David A. (2002). *How People Learn... Mathematics*. Proceedings of the International Conference on the Teaching of Mathematics. Crete, Greece.

Tier: Tier 2

Activity - Xtramath/Mathfactsinaflash/Kahn Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in Tenmarks, Splashmath, Frontrow, Softschools Math, IXL, and/or Kahn Academy, web-based programs that students are encouraged to use at home with parents.	Communication, Technology, Parent Involvement, Academic Support Program	Tier 2	Implement	08/01/2017	08/01/2020	\$2500	General Fund	Administrator and all instructional staff.

Activity - Math Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Eastover Elementary School

Students will participate in Promethean Board activities, math software, iPad, and/or web-based math activities that reinforce math concepts.	Technology	Tier 2	Implement	08/01/2017	08/01/2020	\$0	General Fund	All instructional staff.
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### (shared) Strategy 4:

Tier III - At tier 3, specially trained staff will implement research based programming to support students identified as most at risk in mathematics and provide very small group support.

Category:

Research Cited: Tomlinson, C.A. (2000). Differentiation of instruction in the elementary grades. ERIC Digest. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education

<https://www.mheonline.com/mhmymath/>

Tier: Tier 3

Activity - Title I Math Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as at-risk based on summative and formative assessments will receive additional title I math support using the McGraw-Hill My Math program 2-3 times per week for a minimum of 30 minutes.	Direct Instruction, Academic Support Program	Tier 3	Monitor	08/01/2017	08/01/2020	\$120000	Title I Part A	Administrator, Title I support staff, classroom teachers and the building instructional team.

Activity - Extended Day/Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as being at-risk with mathematics concepts will be offered the opportunity to attend either an extended day opportunity and/or summer school for additional time and support.	Direct Instruction, Teacher Collaboration, Academic Support Program	Tier 3	Getting Ready	08/01/2017	08/01/2020	\$15000	Title I Part A	Administrator, Title I staff, instructional staff, and building instructional team.

Activity - General Education Resource Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Eastover Elementary School

General Education Resource support staff will work with students in very small groups of 1 to 2 students who need intensive intervention support and time to meet the academic standards in math.	Direct Instruction, Monitor, Academic Support Program	Tier 3	Monitor	08/01/2017	08/01/2020	\$0	General Fund	Administrator, teaching staff and support staff
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### Measurable Objective 2:

A 20% increase of Bottom 30% students will demonstrate a proficiency of mathematics in Mathematics by 08/15/2021 as measured by NWEA, common assessments and the state assessment. .

### (shared) Strategy 1:

Tier I - Core Instruction - Staff will implement a math workshop approach using the Common Core Standards to differentiate instruction for all students.

Category: Mathematics

Research Cited: Heuser, D. (2000). Mathematics workshop: Mathematics class becomes learner centered. Teaching Children Mathematics, 6(5), 288.

Schmoker, M. (2011). Focus:Elevating the Essentials to Radically Improve Student Learning

Marzano, R. (2001). Classroom Instruction that Works

Dufour, R. Dufour, R., Eaker, R, Many, T. (2006). Learning by Doing:Professional Learning Communities at Work

Everyday Mathematics Program by University of Chicago Math Project 2001

Ritchhart, R. Church, M., Morrison, K. (2011). Making Thinking Visible

Perkins, D. (2010). Making Learning Whole: How 7 Principles of Teaching Can Transform Learning

Tier: Tier 1

Activity - Math Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Teachers will implement a Math Workshop approach to differentiate instruction for students.	Direct Instruction	Tier 1	Monitor	08/15/2017	06/01/2020	\$0	Other	Administrator, classroom teachers, and support staff.

Activity - Manipulatives/Math Games	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use various math manipulatives and/or math games to instruct mathematics lessons to meet standards and help students visualize and understand math concepts.	Direct Instruction, Materials, Supplemental Materials	Tier 1	Implement	08/01/2017	08/01/2020	\$500	General Fund	All classroom teachers and support staff.

## School Improvement Plan

Eastover Elementary School

Activity - Data Analysis and Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier I data collection, analysis, and dialogue - teachers will participate in data analysis meetings, a minimum of three times per year, to carefully analyze and review common assessments, NWEA, and statewide assessments to provide students with timely strategy instruction in Math. Teachers will use this information to set goals for students.	Teacher Collaboration	Tier 1	Implement	08/01/2017	08/01/2020	\$5000	General Fund	All instructional staff.
Activity - Inquiry based professional development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend inquiry based professional development and apply the inquiry methods to their classroom instruction.	Professional Learning, Teacher Collaboration, Academic Support Program, Implementation	Tier 1	Implement	08/01/2017	08/01/2020	\$500	Title II Part A	Administrator and all instructional staff.
Activity - Inquiry Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students in the use of inquiry learning.	Direct Instruction	Tier 1	Implement	08/01/2017	08/01/2020	\$1000	Title II Part A	All instructional staff
Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will communicate Math Assessment Data and results a minimum of two times per year (this can include statewide assessments, NWEA, and common assessments)	Communication, Parent Involvement	Tier 1	Monitor	08/01/2017	08/01/2020	\$0	No Funding Required	All instructional staff
Activity - Classroom Walk-throughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Eastover Elementary School

Staff will receive classroom walk-through visits by building ADM, district ADM, community members, or other staff members to assure fidelity of implementation.	Professional Learning, Walkthrough, Parent Involvement, Monitor, Teacher Collaboration, Evaluation	Tier 1	Implement	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator and all instructional staff
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Activity - Feedback form	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ADM and staff will monitor the implementation of the Common Core Curriculum through fidelity checks and use the walk-through feedback form so staff receives timely feedback about their instruction to improve math	Professional Learning, Walkthrough, Monitor	Tier 1	Getting Ready	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator and all instructional staff

Activity - Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will implement a Learning Community to ensure collaboration, learning and results for all students in the area of Math. They will focus on the four critical guiding questions of a PLC. Staff will participate in planning meetings to work with colleagues from around the district and/or grade level. Staff will work to collaborate on curriculum alignment, establish essentials, and work on common assessments across the district. Staff will use Atlas Rubicon to house lessons and various formative and summative assessments to collect and analyze math data.	Teacher Collaboration, Implementation	Tier 1	Implement	08/01/2017	08/01/2020	\$1000	General Fund	Administrator and all instructional staff

Activity - Learning Targets as Formative assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will dissect the Common Core State Standards into student friendly learning targets that can be used as part of the formative assessment process.	Direct Instruction, Implementation	Tier 1	Monitor	08/01/2017	08/01/2020	\$200	General Fund	Administrator and all instructional staff

Activity - Project-based learning/STEAM	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Eastover Elementary School

Staff will receive professional development and begin to use or integrate STEAM projects into their student exhibitions for families. Staff will integrate science concepts, sustainability, art, math, technology, and real world applications into mathematics instruction.	Community Engagement, Professional Learning, Materials, Technology, Parent Involvement, Teacher Collaboration, Supplemental Materials, Getting Ready	Tier 1	Getting Ready	08/01/2017	08/01/2020	\$4000	General Fund	Administrator and all instructional staff.
<b>Activity - Family Math/Science Night</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will provide a math/science night to engage families in mathematics and science instruction. This can be done in coordination with other elementary schools in the district and with community partnerships (ie. Lawrence Technical University, Cranbrook, Ann Arbor hands on museum).	Community Engagement, Parent Involvement	Tier 1	Implement	08/01/2017	08/01/2020	\$1000	Title I Part A	Administrator, Title I staff, and instructional staff
<b>Activity - Technology integration</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will use ipad applications, google classroom, and coding programs to integrate technology across the curriculum and encourage collaboration and learning among students.	Direct Instruction	Tier 1	Implement	08/01/2017	08/01/2020	\$500	General Fund	All instructional staff and support staff
<b>Activity - Creating Quality Math Assessments</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## School Improvement Plan

Eastover Elementary School

Staff will work with Learning Services, math coordinator, and grade level reps to redesign and create common assessments based on the Common Core State Standards. They will also have time to analyze results and participate in collaboration.	Professional Learning, Curriculum Development, Teacher Collaboration, Academic Support Program, Supplemental Materials, Implementation	Tier 1	Implement	08/01/2017	08/01/2020	\$700	General Fund	Learning Services, Administrator, and staff
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### (shared) Strategy 2:

Tier II - Response to intervention/MTSS - Staff will implement Tier II interventions to support students identified as at risk or students identified as advanced learners.

#### Category:

Research Cited: Mercer, Cecil D., and Susan P. Miller. "Teaching students with learning problems in math to acquire, understand, and apply basic math facts."

Remedial and Special Education 13.3 (1992): 19-35.

Tournaki, Nelly. "The differential effects of teaching addition through strategy instruction versus drill and practice to students with and without learning disabilities."

Journal of Learning Disabilities 36.5 (2003): 449-458.

Heuser, D. (2000). Mathematics Workshop: Mathematics class becomes learner centered. Teaching Children Mathematics, 6(5), 288. Schmoker, M. (2011). Focus:

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Learning by Doing: Professional Learning Communities at Work Everyday Mathematics Program by University of Chicago Math Project 2001 Buffum, A, Mattos, M.,

Weber, C. (2009). Pyramid Response to Intervention: Rtl, Professional Learning Communities and How to Respond When Kids Don't Learn

Tier: Tier 2

Activity - Math Facts Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eligible at risk students will work individually or in a small group to improve their basic math facts. Students will participate in the Math Facts in a Flash program, use flash cards, and/or play math fact games to improve automatic recall of basic facts.	Direct Instruction, Technology, Academic Support Program	Tier 2	Monitor	08/01/2017	08/01/2020	\$1000	General Fund	All instructional staff

## School Improvement Plan

Eastover Elementary School

Activity - Building Instructional Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eastover staff will designate a child study team, named the building instructional team (BIT), to meet and discuss educational or behavioral concerns with regard to mathematics. Interventions are decided upon and support given for a specific length of time. Re-evaluation is scheduled for another date and time to progress monitor.	Monitor, Teacher Collaboration, Academic Support Program	Tier 2	Monitor	08/01/2017	06/01/2020	\$0	General Fund	Administrator, all instructional staff and support staff.
Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional small group differentiated instruction will be used in addition to core instruction to provide students time and help with mathematics concepts.	Academic Support Program	Tier 2	Implement	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator and all instructional staff
Activity - Conferencing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will conference with students who need additional time and support learning and understanding math concepts. Teachers will then provide direct instruction and/or technology integration to help the student/s.	Direct Instruction, Technology, Academic Support Program	Tier 2	Implement	08/01/2017	06/01/2020	\$0	No Funding Required	All instructional staff.
Activity - Math Pentathlon	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Pentathlon is offered as an after school extended learning opportunity for all students in grades K-4.	Community Engagement, Parent Involvement, Academic Support Program	Tier 2	Implement	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator, teachers, support staff, and PTO families and parents

### (shared) Strategy 3:

Technology Integration - Staff will incorporate the use of ipads, Tenmarks, Kahn Academy as part of a technology integration to enhance understanding and learning of mathematics concepts.

Category:

Research Cited: Heinecke, W. F., Milman, N. B., Washington, L. A., Blasi, L. (2002) New Directions in the Evaluation of the Effectiveness of Educational Technology.

## School Improvement Plan

Eastover Elementary School

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Computers in the Schools, v18 n2 p97-110.

Jacobs, K. L. (2005). Investigation of interactive online visual tools for the learning of mathematics. *International Journal of Mathematical Education in Science and Technology*, 36: 7, 761-768.

McTighe, Jay & Ferrara, Steven. (1998). *Assessing Learning in the Classroom*. National Education Association. Washington, DC.

NACOL Research Committee. (2007). *NACOL Effectiveness of K-12 Online Learning*, <http://www.inacol.org/research/docs/Vsresearch-summary.pdf>

National Mathematics Advisory Panel. (2008). *Foundations for Success: The Final Report of the National Mathematics Advisory Panel*. U.S. Department of Education: Washington, DC.

National Research Council. (2001). *Improving Mathematics Education: Resources for Decision Making*. Committee on Decisions that Count, Steve Leinwand and Gail Burrill (Eds.). Mathematical Sciences Education Board, Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

Schacter, John. (1999). *The Impact of Education Technology on Student Achievement: What the most Current Research Has to Say*. Milken Exchange on Education Technology: Santa Monica, CA.

SEG Research. (2008). *Understanding Multimedia Learning: Integrating multimedia in the K-12 classroom*. New Hope, PA.

Smith, David A. (2002). *How People Learn... Mathematics*. Proceedings of the International Conference on the Teaching of Mathematics. Crete, Greece.

Tier: Tier 2

Activity - Xtramath/Mathfactsinaflash/Kahn Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in Tenmarks, Splashmath, Frontrow, Softschools Math, IXL, and/or Kahn Academy, web-based programs that students are encouraged to use at home with parents.	Communication, Technology, Parent Involvement, Academic Support Program	Tier 2	Implement	08/01/2017	08/01/2020	\$2500	General Fund	Administrator and all instructional staff.

Activity - Math Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Eastover Elementary School

Students will participate in Promethean Board activities, math software, iPad, and/or web-based math activities that reinforce math concepts.	Technology	Tier 2	Implement	08/01/2017	08/01/2020	\$0	General Fund	All instructional staff.
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### (shared) Strategy 4:

Tier III - At tier 3, specially trained staff will implement research based programming to support students identified as most at risk in mathematics and provide very small group support.

Category:

Research Cited: Tomlinson, C.A. (2000). Differentiation of instruction in the elementary grades. ERIC Digest. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education

<https://www.mheonline.com/mhmymath/>

Tier: Tier 3

Activity - Title I Math Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as at-risk based on summative and formative assessments will receive additional title I math support using the McGraw-Hill My Math program 2-3 times per week for a minimum of 30 minutes.	Direct Instruction, Academic Support Program	Tier 3	Monitor	08/01/2017	08/01/2020	\$120000	Title I Part A	Administrator, Title I support staff, classroom teachers and the building instructional team.

Activity - Extended Day/Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as being at-risk with mathematics concepts will be offered the opportunity to attend either an extended day opportunity and/or summer school for additional time and support.	Direct Instruction, Teacher Collaboration, Academic Support Program	Tier 3	Getting Ready	08/01/2017	08/01/2020	\$15000	Title I Part A	Administrator, Title I staff, instructional staff, and building instructional team.

Activity - General Education Resource Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Eastover Elementary School

General Education Resource support staff will work with students in very small groups of 1 to 2 students who need intensive intervention support and time to meet the academic standards in math.	Direct Instruction, Monitor, Academic Support Program	Tier 3	Monitor	08/01/2017	08/01/2020	\$0	General Fund	Administrator, teaching staff and support staff
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### Goal 3: All students will improve their science skills across the curriculum.

#### Measurable Objective 1:

A 25% increase of All Students will demonstrate a proficiency in overall achievement in Science by 08/01/2020 as measured by the State assessment and building unit assessments.

#### Strategy 1:

Tier I - Core Instruction - All students will receive instruction in science with the new National Science standards using inquiry based methods (NGSS).

Category: Science

Tier: Tier 1

Activity - NGSS professional development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers need training in the new National and Michigan Science Standards in order to implement them into practice. Teachers also need new training in the Oakland Schools Phenomenal Science Units that incorporate the NGSS standards.	Professional Learning	Tier 1	Getting Ready	08/01/2017	08/01/2020	\$0	General Fund	Administrator, learning services, teachers, and support staff

Activity - Science notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science Inquiry notebooks will be purchased to help with implementing new science standards practices and professional development will be offered on how to use these tools in the classroom.	Professional Learning, Materials	Tier 1	Getting Ready	08/01/2017	06/01/2020	\$500	General Fund	Administrator, initiative coordinator and teachers

Activity - Sustainability	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Eastover Elementary School

Teachers will receive training in sustainability. This training also includes the use of our student garden which can be integrated into the curriculum. This will enhance science instruction and learning for our students.	Community Engagement, Professional Learning, Curriculum Development, Supplemental Materials	Tier 1	Monitor	08/01/2017	08/01/2020	\$500	General Fund	Administrator, initiative coordinator, and teachers families are also involved in sharing about our garden and helping to maintain our garden
<b>Activity - Hydroponics</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers get materials and training on hydroponics to enhance science instruction and extend the growing season for our garden.	Direct Instruction, Professional Learning, Materials	Tier 1	Implement	08/01/2017	06/01/2020	\$500	General Fund	Administrator, initiative coordinator, teachers
<b>Activity - SOCRRA training</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Master composters from SOCRRA (the Southeast Oakland County Resource Recovery Authority) provide training and consultation services for teachers related to composting.	Community Engagement, Professional Learning	Tier 1	Monitor	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator, initiative coordinator, and teachers and parents
<b>Activity - OCRA and other Consultants</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Master gardeners and consultants from OCRA (the Outdoor Classroom Resource Alliance) provide PD for teachers to help them align science curriculum to our Eastover Student Garden	Community Engagement, Professional Learning	Tier 1	Implement	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator, initiative coordinator and teachers
<b>Activity - NGSS teacher collaboration</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## School Improvement Plan

Eastover Elementary School

Teachers will collaborate to plan out lessons using the new Michigan Science Standards and work on their curriculum in professional learning team meetings.	Professional Learning, Teacher Collaboration, Getting Ready	Tier 1	Getting Ready	08/01/2017	08/01/2020	\$1000	General Fund	Administrator, initiative coordinator, teachers, and support staff
<b>Activity - Visible Thinking Routines</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Visible thinking routines will be used to teach and capture student thinking throughout lessons. This will also increase the depth of knowledge students may get to in a lesson and help the teacher monitor and adjust the lesson.	Direct Instruction, Monitor	Tier 1	Monitor	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator and staff
<b>Activity - Science Workshop</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will implement a workshop approach to teaching science ensuring whole group, small group and individualized instruction.	Direct Instruction, Academic Support Program	Tier 1	Implement	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator and staff
<b>Activity - Close and Critical Reading</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Our staff will be trained this year in what close and critical reading is and how it can help with reading and analyzing nonfiction text.	Professional Learning	Tier 1	Getting Ready	08/01/2017	08/01/2020	\$0	General Fund	Administrator and Teaching staff
<b>Activity - Maker Centered Learning - Agency By Design</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will participate in professional development around maker centered learning and/or a book club study to learn more about it, as it supports work in science and math for students.	Community Engagement, Professional Learning, Teacher Collaboration, Academic Support Program, Getting Ready	Tier 1	Getting Ready	06/20/2019	06/01/2024	\$500	General Fund	building administrator and staff

**School Improvement Plan**

Eastover Elementary School

**Strategy 2:**

Tier II - Small group instruction and other resource support will be provided to students who need time and additional support with science based on common summative and formative assessments.

Category: Science

Research Cited: Multiple Tiered Systems of Support/Rtl

Tier: Tier 2

Activity - Small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group instruction will be utilized by the teacher to support students in the classroom. Students will be provided reteaching or guided practice.	Direct Instruction, Implementation	Tier 2	Implement	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator and teaching staff
Activity - GERT - small group	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The General Education Resource Teacher will meet with small groups of 3rd-4th grade students who need time and additional support beyond the classroom teacher in Science. This can be push in or pull out instruction depending on the kids needs and assessments.	Academic Support Program, Implementation	Tier 2	Implement	08/01/2017	08/01/2020	\$0	General Fund	Administrator, GERT, and teaching staff
Activity - AARI/Read Naturally	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated Reader initiative and Read Naturally will be used with students in grades 3-4 to focus on reading, comprehending and questioning nonfiction science text.	Academic Support Program	Tier 2	Implement	08/01/2017	08/01/2020	\$0	General Fund	Administrator, GERT teacher and teaching staff
Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer school is offered to students needing time and additional support in science if there is Title I funding available.	Direct Instruction, Academic Support Program, Implementation	Tier 2	Getting Ready	08/01/2017	08/01/2020	\$15000	Title I Part A	Administrator, teaching staff, Title I staff and support staff

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Activity - Accelerated Reader/RAZ kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated reader and RAZ kids online offers leveled reading online and offers extended opportunities for reading of nonfiction science text with comprehension support.	Technology , Monitor, Academic Support Program	Tier 2	Monitor	08/01/2017	08/01/2020	\$1000	General Fund	Administrator, support staff, and teaching staff

### Strategy 3:

Tier III - intervention - Students at -risk of not meeting the states academic standards needing intensive support will receive direct instruction, pull out support for science tied to reading of nonfiction text and comprehension.

Category: Science

Research Cited: Multiple Tiered Systems of support/Rtl

Tier: Tier 3

Activity - Literacy Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy group pull out support using Leveled Literacy Intervention as developed by Fountas and Pinnell uses Title I funding for kindergarten, first, and second grade students who are at-risk of not meeting the standards in science. Kindergarten students do not start Leveled Literacy until after the first semester, they must have good classroom instruction first. Leveled Literacy is based off of reading recovery and provides support with the reading of nonfiction text related to science.	Direct Instruction, Academic Support Program	Tier 3	Implement	08/01/2017	08/01/2020	\$10000	Title I Part A	Administrator, Title I staff and teaching staff

Activity - General Education Resource Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education Resource Support is used for K-4 students who need intensive, very small group (one to two students) support to meet the standards using direct instruction in science.	Direct Instruction, Academic Support Program	Tier 3	Implement	08/01/2017	08/01/2020	\$0	General Fund	Administrator, GERT, teaching staff, Title I staff

## Goal 4: All students will improve their social studies skills across the curriculum.

### Measurable Objective 1:

A 25% increase of All Students will demonstrate a proficiency with their social studies skills across the curriculum in Social Studies by 08/01/2020 as measured by Unit Assessments and Grade Level Common Assessments.

**School Improvement Plan**

Eastover Elementary School

**Strategy 1:**

Tier I Core Instruction - All students will receive core instruction in grades K-4 as based on the current content standards for the state of Michigan.

Category: Social Studies

Tier: Tier 1

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will analyze their social studies unit assessment data and formative assessment data to determine needs for instruction and support a minimum of two times per year.	Teacher Collaboration	Tier 1	Implement	08/01/2017	08/01/2020	\$3000	General Fund	Administrator and teachers.
Activity - Learning Community Meetings (PLC)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in professional learning team meetings and with district counterparts to coordinate lessons around the social studies standards, align units for instruction across the district, and work on common assessments.	Teacher Collaboration	Tier 1	Implement	08/01/2017	08/01/2020	\$1000	General Fund	administrator, teachers and support staff
Activity - Social Studies Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement a workshop approach to teaching social studies ensuring whole group, small group, and individualized instruction.	Direct Instruction, Academic Support Program	Tier 1	Implement	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator and staff
Activity - Visible Thinking Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Visible Thinking Routines will be used to teach or capture student thinking throughout lessons. This will also increase the depth of knowledge students may get to in a lesson and help the teacher monitor and adjust the lesson.	Direct Instruction, Monitor	Tier 1	Monitor	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator and staff
Activity - Field trips to nature center and/or district farm	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Eastover Elementary School

Students and teachers take field trips to the farm to learn about Michigan History and agriculture as it relates to Social Studies. There is teacher collaboration involved and PD as well.	Community Engagement, Professional Learning, Field Trip, Monitor, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	08/01/2017	08/01/2020	\$10000	General Fund	Administrator, district and building staff
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Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our staff will be trained this year in what close and critical reading is and how it can help with reading and analyzing nonfiction text.	Professional Learning	Tier 1	Getting Ready	08/01/2017	08/01/2020	\$0	General Fund	administrator and teaching staff

### Strategy 2:

Tier II - Small group instruction and other resource support will be provided to students who need time and additional support with social studies based on the current Michigan Standards.

Category: Social Studies

Research Cited: Multiple Tiered Systems of Support (MTSS/RtI)

Tier: Tier 2

Activity - small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group instruction will be utilized by the teacher to support students in the classroom. Students will be provided reteaching or guided practice.	Direct Instruction, Implementation	Tier 2	Implement	08/01/2017	08/01/2020	\$0	No Funding Required	Administrator and teaching staff

Activity - GERT - small group	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The General Education Resource Teacher will meet with small groups of 3rd-4th grade students who need time and additional support beyond the classroom teacher in Social Studies. This can be push in or pull out instruction depending on the needs of the child or children and based on assessment data.	Academic Support Program, Implementation	Tier 2	Implement	08/01/2017	08/01/2020	\$0	General Fund	Administrator, GERT, and teaching staff

## School Improvement Plan

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Activity - AARI/Read Naturally	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated Reader Initiative and Read Naturally will be used with students in grades 3-4 to focus on reading, comprehending and questioning nonfiction social studies text.	Academic Support Program	Tier 2	Implement	08/01/2017	08/01/2017	\$0	General Fund	Administrator, GERT teacher, and teaching staff
Activity - summer school	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer school is offered to students needing time and additional support in social studies using Title I funding if available.	Direct Instruction, Academic Support Program, Implementation	Tier 2	Getting Ready	06/01/2017	08/01/2020	\$15000	Title I Part A	Administrator, Title I staff, teachers, and district Title I support contact person
Activity - Accelerated Reader/RAZ kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated reader and RAZ kids online offer leveled reading through a web based system. They offer extended opportunities for reading of nonfiction social studies texts and comprehension support.	Technology, Monitor, Academic Support Program	Tier 2	Monitor	08/01/2017	08/01/2020	\$1000	General Fund	Administrator, support staff, and teaching staff

### Strategy 3:

Tier III - Students at risk of not meeting the states academic standards needing intensive support will receive direct instruction, pull out support for social studies tied to reading of non-fiction text and comprehension.

Category: Social Studies

Research Cited: Multiple Tiered Systems of Support (MTSS)/Rtl

Tier: Tier 3

Activity - Literacy Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Eastover Elementary School

Literacy group pull out support using Leveled Literacy Intervention as developed by Fountas and Pinnell uses Title I funding for KDG, first and second grade students who are at-risk for not meeting the standards in social studies. Kindergarten students do not start Leveled Literacy until after the first semester, they must have good classroom instruction first. Leveled Literacy Intervention is based off of reading recovery and provides direct support with the reading of nonfiction text as it relates to social studies.	Direct Instruction, Academic Support Program	Tier 3	Monitor	08/01/2017	08/01/2020	\$10000	Title I Part A	Administrator, Title I staff and teaching staff
<b>Activity - General Education Resource Support</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
General Education Resource Support is used for K-4 students who need intensive, very small group (one to two students) support to meet the standards using direct instruction in social studies.	Direct Instruction, Academic Support Program	Tier 3	Monitor	08/01/2017	08/01/2020	\$0	General Fund	Administrator, GERT staff, teaching staff and Title I staff

## Goal 5: 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 all students, families and community members by 08/01/2020 as measured by student, staff, and family surveys.

### Strategy 1:

Culturally Responsive Teaching - Teachers will understand how attitudes, biases, and body language, whether intentional or not, influence student engagement and learning. They will learn about research and practices that when implemented with fidelity will create an environment that promotes understanding, acceptance and inclusion. Specific focus will be on strategies that allow students, especially minority and economically disadvantaged students, to achieve the same proficiency level as their peers.

Category: School Culture

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

Tier: Tier 1

<b>Activity - Restorative Practices behavior support</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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## School Improvement Plan

Eastover Elementary School

Staff will learn about issues related to social justice and inter-group relations through restorative practices training. They will use this knowledge to implement restorative practices in the classroom as part of positive behavior support.	Behavioral Support Program, Professional Learning, Getting Ready	Tier 1	Getting Ready	08/01/2017	08/01/2020	\$700	Title II Part A	Staff, Administration, Learning Services, and the Director of Equity Programming
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Activity - Ruby Payne Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participants will learn about the effects of poverty and learn ways that we can help in an educational setting. This training takes place one to two times per year at Oakland Schools. Participants will come back and share what they learned with staff.	Behavioral Support Program, Professional Learning, Parent Involvement, Teacher Collaboration, Implementation, Policy and Process	Tier 1	Implement	08/01/2015	08/01/2020	\$300	General Fund	Administrator, staff and support staff

Activity - Diversity Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Diversity training will take place at the building on professional development days to increase awareness about sensitive topics and allow staff time to work through ideas and materials they can use with students to increase cultural competency.	Behavioral Support Program, Professional Learning, Teacher Collaboration, Academic Support Program, Supplemental Materials, Implementation, Policy and Process	Tier 1	Implement	08/01/2015	08/01/2020	\$500	General Fund	Administrator, initiative coordinator, staff and support staff

## School Improvement Plan

Eastover Elementary School

Activity - English Language Learner and General Education Teacher Collaborative Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our ESL teacher and classroom teachers will attend training to increase knowledge of how to help our ESL learners in and out of the classroom.	Direct Instruction, Communication, Behavioral Support Program, Professional Learning, Teacher Collaboration, Academic Support Program, Implementation	Tier 1	Monitor	09/01/2015	08/01/2020	\$300	General Fund	ESL staff, administrator, and staff
Activity - PBIS/CHAMPS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Positive behavior intervention support and CHAMPS promotes a positive school culture and provides training in how a school and classroom can support a positive culture and climate in the building. PBIS is a positive approach and framework for putting in a school-wide system of support for all kids and is supported by MDE.	Behavioral Support Program, Professional Learning, Parent Involvement, Teacher Collaboration, Implementation	Tier 1	Implement	08/01/2015	08/01/2020	\$1000	General Fund	Administrator, staff and support staff
Activity - Non-violent Crisis Prevention Intervention (CPI)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each staff member that works with kids that have behavioral needs will continue to be trained and have refresher training in order to keep their CPI certification. It provides a way to safely manage children having behavior issues or meltdowns.	Behavioral Support Program, Professional Learning, Implementation	Tier 2	Implement	08/01/2016	08/01/2020	\$300	General Fund	Administrator, Special Education, Staff and support staff

## School Improvement Plan

Eastover Elementary School

Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional rounds brings teachers and administrators together in a collaborative environment. Teachers and/or administrators are able to observe other teachers and students in action. Transformative learning takes place. It is used to improve teaching and learning and the way evaluations are conducted. It looks at practices in many different areas.	Professional Learning, Walkthrough, Monitor, Teacher Collaboration, Academic Support Program, Evaluation, Implementation	Tier 1	Monitor	08/01/2015	06/30/2019	\$1000	General Fund	Learning Services, Administrator, Staff
Activity - Oakland Schools Effective Practices Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Administrators can attend various professional development sessions and learn about best practices happening around the county. This training happens every June.	Professional Learning, Curriculum Development, Teacher Collaboration, Academic Support Program, Implementation	Tier 1	Implement	06/01/2015	08/01/2020	\$500	General Fund	Learning Services, Administrator, and Staff
Activity - Visible Thinking Cohort	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Partnership meetings with other schools that do Visible Thinking. This group is investigating student engagement. Currently we have a partnership with Way Elementary School in Bloomfield. This group works through the collaborative inquiry process.	Direct Instruction, Walkthrough, Teacher Collaboration, Academic Support Program, Implementation	Tier 1	Implement	08/01/2015	06/30/2019	\$1000	General Fund	Administrators, initiative coordinators, staff and support staff

## School Improvement Plan

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Activity - Visible Thinking Book Club Cohort	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This is a book club cohort that is working through reading "The 8 Cultural Forces we Must Master to Transform Schools," by Ron Ritchhart. This ties in with our visible thinking initiative and increases student engagement and impacts practices in classrooms across all subject areas. It promotes deeper thinking for all.	Direct Instruction, Professional Learning, Curriculum Development, Teacher Collaboration, Academic Support Program, Implementation	Tier 1	Implement	09/01/2015	06/30/2019	\$700	General Fund	Administrator, initiative coordinator, and staff
Activity - School Visitations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school will visit other schools implementing Visible Thinking who have similar programs, strategies or initiatives. The goal is to learn from the other schools and share back new information with staff and apply it to practice.	Professional Learning, Curriculum Development, Walkthrough, Field Trip, Teacher Collaboration, Implementation	Tier 1	Implement	09/01/2015	08/01/2020	\$1000	General Fund	Administrator, initiative coordinator, and staff
Activity - new teacher cohort	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Eastover Elementary School

New teachers or teachers new to Visible Thinking and Sustainability will attend professional development at our building to help them implement these two initiatives in the classroom effectively and provide an opportunity to share new ideas with others. This will also help with the school culture and help new teachers navigate the system.	Direct Instruction, Professional Learning, Curriculum Development, Teacher Collaboration, Academic Support Program, Implementation	Tier 1	Implement	08/01/2016	08/01/2020	\$1000	General Fund	Administrator, initiative coordinator, and staff
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Activity - Facilitators of School Improvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator and teacher leadership team will attend Facilitators of School Improvement training at a Local ISD. The purpose of this training is to share the information back with the school improvement team back at the building to improve the school improvement plan and improve stakeholder input and communication.	Community Engagement, Communication, Behavioral Support Program, Professional Learning, Parent Involvement, Teacher Collaboration, Academic Support Program, Evaluation	Tier 1	Implement	08/01/2015	08/01/2020	\$750	General Fund	Administrator, Learning Services and teacher leadership team or school improvement team members

Activity - Restorative Practices Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training in restorative practices and circles, and their use in the classroom.	Professional Learning	Tier 1	Getting Ready	08/01/2016	08/01/2020	\$1600	Title II Part A	Teachers, support staff, administrator, Director of Equity Programming

## School Improvement Plan

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Activity - Second Steps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use second steps curriculum and materials in their classrooms weekly to support social and emotional learning.	Direct Instruction, Behavioral Support Program, Professional Learning, Materials, Walkthrough, Parent Involvement, Teacher Collaboration, Implementation	Tier 1	Implement	06/20/2019	06/01/2024	\$3000	General Fund	Building ADM and staff

### Strategy 2:

Culturally Responsive Community - The school and district will facilitate Global Champions training for teams of teachers, administrators, community members, and central office staff ensuring broad representation from everyone. The goal of the training is to come up with a team of stakeholders who will serve, support and develop culturally responsive behaviors. Global Champions will serve as advocates for all students and families.

Category: School Culture

Research Cited: Glen Singleton, Munirah Mawusi, Gary Howard, Eileen Kugler, Alexandra Neason

Tier: Tier 1

Activity - Institute for Healing Racism	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Institute for Healing Racism continues to bring together diverse groups of people to explore and address issues of race and racism. Participants have the opportunity to examine how the “dis-ease” of racism affects ALL people and develop skills to detect and help eliminate institutional racism in our daily environments; home, work, education, community, organization and business.	Community Engagement, Behavioral Support Program, Parent Involvement, Teacher Collaboration, Getting Ready	Tier 1	Implement	08/10/2015	06/30/2019	\$1000	Title II Part A	Director of Equity Programming

Activity - Global Champions Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Eastover Elementary School

Global Champions is a six-day training session focusing on developing and creating culturally responsive environments, processes, policies, teaching and learning.	Community Engagement, Behavioral Support Program, Professional Learning, Materials, Parent Involvement, Teacher Collaboration, Implementation, Policy and Process	Tier 1	Implement	08/30/2014	06/30/2019	\$1000	Title II Part A	Staff, Administrator, Learning Services, and Director of Equity Programming
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Activity - Diversity Academic Equity and Race Relations (DAERR)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Global Champions is a six-day training session focusing on developing and creating culturally responsive environments, processes, policies, teaching and learning.	Community Engagement, Behavioral Support Program, Professional Learning, Parent Involvement, Teacher Collaboration, Academic Support Program, Implementation, Policy and Process	Tier 1	Monitor	08/30/2015	08/01/2020	\$1000	General Fund	Central Office, Learning Services, and Director of Equity Programming

Activity - Poverty Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Eastover Elementary School

Poverty Conference at Wayne State will start in 2017. This is for families, community members, staff and administrators. Participants learn about the effects of poverty and learn ways that we can help in an educational setting. This training will take place each year and then be shared back with staff and families at the building level.	Community Engagemen t, Behavioral Support Program, Professiona l Learning, Parent Involvement, Getting Ready	Tier 1	Getting Ready	06/30/2016	08/01/2020	\$500	General Fund	Administrat or and staff
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Activity - Critical Friends	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Critical Friends process focuses on developing collegial relationships, encouraging reflective practice, and rethinking leadership. This process is based in cooperative adult learning, which is often contrary to patterns established in work environments. It also addresses a situation in which many leaders find themselves – trained to work as independent units; certified as knowing all that is needed to know; feeling like the continuation of professional learning is not essential to the creation of an exciting, rich, learning environment; and that they are simply supervisors in the leadership role. Critical in the context of the group is intended to mean “important” or “key” or “necessary.” Those who have used this process have found that many leaders are clumsy at being “critical.” They have further discovered that many leaders are trained to talk around and avoid difficult issues, not carefully confront them. The Critical Friends process provides an opportunity both to solicit and provide feedback in a manner that promotes reflective learning.	Professiona l Learning, Curriculum Developme nt, Teacher Collaborati on, Academic Support Program, Implementa tion	Tier 1	Implement	06/30/2016	08/01/2020	\$300	General Fund	Learning Services, Administrati on, Staff

Activity - Coffee talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Eastover Elementary School

Coffee talks are where the administrator, staff, families and community members engage in discussion around topics to learn about our school, improve our school, or collect input or feedback. This is a learning community.	Community Engagement, Communication, Professional Learning, Parent Involvement	Tier 1	Monitor	08/01/2015	08/01/2020	\$400	General Fund	Administrator, staff and families
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Activity - Family Sign Language Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family sign language classes are offered to all families. We house a DHH program in our building. This is a great opportunity for staff, families, and the community to learn more about our school and culture. They can also learn sign language.	Community Engagement, Professional Learning, Parent Involvement, Academic Support Program, Implementation	Tier 1	Monitor	09/01/2015	08/01/2020	\$0	No Funding Required	Administrator, DHH supervisor, and staff

Activity - Bloomfield Youth Association/Bloomfield Birmingham Families in Action	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All families have the opportunity to participate in the weekend/evening workshops or lectures sponsored by BBFA and the PTO. These sessions cover various topics that focus on the wellness of families. These presentations happen bi-monthly throughout the school year. Bloomfield Youth Assistance is an organization that works with students and families and focuses on wellness and support with a variety of issues.	Community Engagement, Behavioral Support Program, Professional Learning, Parent Involvement, Academic Support Program, Implementation	Tier 2	Implement	08/01/2015	08/01/2020	\$0	No Funding Required	Administrator, Social worker, PTO, Psychologist, staff and families

Activity - Student Council	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Eastover Elementary School

Students have the opportunity to join student council. These students are advocates for the school, they provide student voice and affect our school culture. They also have opportunities for service learning within our school and community.	Community Engagement, Behavioral Support Program, Parent Involvement, Extra Curricular, Academic Support Program, Implementation	Tier 1	Monitor	08/01/2015	08/01/2020	\$750	General Fund	Administrator and staff
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Activity - LINKS - peer pals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training in how to start and implement a Links/Peer Pals program within our building. This will lead to peers working together and breaking down barriers of disabilities in an environment where all students can support one another.	Behavioral Support Program, Professional Learning, Other - student leadership, Parent Involvement, Implementation	Tier 2	Implement	08/01/2015	08/01/2020	\$0	No Funding Required	Administrator, staff, students and support staff

Activity - Eastover Global Education Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our building will have a group of teachers, parents, community members, principal, and other staff meet monthly to discuss and plan out building level activities or supports for students, staff and families around global education and diversity. The members will be trained Global Champions or have attended the Institute on Healing Racism.	Community Engagement, Communication, Professional Learning, Parent Involvement, Teacher Collaboration, Implementation	Tier 1	Implement	08/01/2015	08/01/2020	\$0	No Funding Required	Administrator, Director of Equity Programs, Learning Services, teachers, parents, and support staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom walk-throughs	Monitor the implementation of reading and writing workshop strategies through walk through and program fidelity checks.	Walkthrough, Implementation	Tier 1	Implement	08/01/2017	08/01/2020	\$0	Administrator, literacy support staff, and instructional staff
Graphic Organizers	Teachers will employ graphic organizers to instruct students in how to plan out/draft informational and fictional writing pieces.	Direct Instruction, Professional Learning, Materials, Teacher Collaboration, Academic Support Program, Implementation	Tier 1	Implement	08/01/2017	08/01/2020	\$0	All instructional staff and support staff
Family Sign Language Classes	Family sign language classes are offered to all families. We house a DHH program in our building. This is a great opportunity for staff, families, and the community to learn more about our school and culture. They can also learn sign language.	Community Engagement, Professional Learning, Parent Involvement, Academic Support Program, Implementation	Tier 1	Monitor	09/01/2015	08/01/2020	\$0	Administrator, DHH supervisor, and staff
Small Group Instruction	Additional small group differentiated instruction will be used in addition to core instruction to provide students time and help with mathematics concepts.	Academic Support Program	Tier 2	Implement	08/01/2017	08/01/2020	\$0	Administrator and all instructional staff

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Fluency Tracker	All teachers will implement and use Writing Fluency Tracker techniques with students that need to build fluency and stamina in writing across all content areas.	Professional Learning, Academic Support Program, Getting Ready	Tier 2	Getting Ready	08/01/2017	08/01/2020	\$0	Administrator and instructional staff
Science Workshop	Teachers will implement a workshop approach to teaching science ensuring whole group, small group and individualized instruction.	Direct Instruction, Academic Support Program	Tier 1	Implement	08/01/2017	08/01/2020	\$0	Administrator and staff
Visible Thinking Routines	Visible thinking routines will be used to teach and capture student thinking throughout lessons. This will also increase the depth of knowledge students may get to in a lesson and help the teacher monitor and adjust the lesson.	Direct Instruction, Monitor	Tier 1	Monitor	08/01/2017	08/01/2020	\$0	Administrator and staff
Close and Critical Reading	Staff will be introduced to Close and Critical Reading to build some foundation knowledge and awareness.	Direct Instruction, Professional Learning, Materials, Teacher Collaboration, Implementation	Tier 1	Implement	08/01/2017	08/01/2020	\$0	Administrator, literacy specialists, title I staff, and instructional staff
SOCRRA training	Master composters from SOCRRA (the Southeast Oakland County Resource Recovery Authority) provide training and consultation services for teachers related to composting.	Community Engagement, Professional Learning	Tier 1	Monitor	08/01/2017	08/01/2020	\$0	Administrator, initiative coordinator, and teachers and parents
Flexible small grouping	Teachers will work with students in flexible small groups to provide additional instruction in reading and writing during Workshop time.	Direct Instruction	Tier 1	Implement	08/01/2017	08/01/2020	\$0	Administrator and instructional staff
Social Studies Workshop	Teachers will implement a workshop approach to teaching social studies ensuring whole group, small group, and individualized instruction.	Direct Instruction, Academic Support Program	Tier 1	Implement	08/01/2017	08/01/2020	\$0	Administrator and staff

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Learning Targets	Teachers will use learning targets or kid friendly statements to improve student writing and reading.	Direct Instruction, Curriculum Development, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	08/01/2017	08/01/2020	\$0	Administrator and all staff
Visible Thinking Routines	Visible Thinking Routines will be used to teach or capture student thinking throughout lessons. This will also increase the depth of knowledge students may get to in a lesson and help the teacher monitor and adjust the lesson.	Direct Instruction, Monitor	Tier 1	Monitor	08/01/2017	08/01/2020	\$0	Administrator and staff
Writing Pathways (common writing rubrics)	Eastover teachers will utilize common writing rubrics through Writing Pathways by Lucy Calkins, to better assess student writing skills and plan instruction for all students.	Direct Instruction, Professional Learning, Curriculum Development, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	08/01/2017	08/01/2020	\$0	Administrator, district personnel, and teaching staff
Parent Communication	Teachers will communicate Math Assessment Data and results a minimum of two times per year (this can include statewide assessments, NWEA, and common assessments)	Communication, Parent Involvement	Tier 1	Monitor	08/01/2017	08/01/2020	\$0	All instructional staff
Word Study	Staff will review current practices with regard to word study as it relates to writing and the CCSS. Review best practice instruction and make building practice recommendations.	Professional Learning, Teacher Collaboration, Supplemental Materials, Getting Ready	Tier 1	Getting Ready	08/01/2017	08/01/2020	\$0	Administrator, literacy support staff, and instructional staff
Conferencing	Teachers will conference with students who need additional time and support learning and understanding math concepts. Teachers will then provide direct instruction and/or technology integration to help the student/s.	Direct Instruction, Technology, Academic Support Program	Tier 2	Implement	08/01/2017	06/01/2020	\$0	All instructional staff.

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Feedback Conferencing	Teachers will confer with students and give them feedback about their reading and writing to provide additional instruction. Teachers will receive and professional development training on conferring.	Direct Instruction, Professional Learning	Tier 1	Implement	08/01/2017	08/01/2020	\$0	Administrator and instructional staff
Scholastic online reading	The Scholastic Reading Program offers access to over 1,000 online reading books and offers students extended reading time over the summer months.	Community Engagement, Academic Support Program, Supplemental Materials	Tier 2	Monitor	06/01/2017	06/01/2020	\$0	Administrator, media specialist and all staff
Writing across the curriculum	All teachers will instruct and utilize writing across all content areas.	Direct Instruction, Curriculum Development, Teacher Collaboration, Getting Ready	Tier 1	Implement	08/01/2017	08/01/2020	\$0	All instructional staff and support staff
LINKS - peer pals	Staff will receive training in how to start and implement a Links/Peer Pals program within our building. This will lead to peers working together and breaking down barriers of disabilities in an environment where all students can support one another.	Behavioral Support Program, Professional Learning, Other - student leadership, Parent Involvement, Implementation	Tier 2	Implement	08/01/2015	08/01/2020	\$0	Administrator, staff, students and support staff
Eastover Global Education Team	Our building will have a group of teachers, parents, community members, principal, and other staff meet monthly to discuss and plan out building level activities or supports for students, staff and families around global education and diversity. The members will be trained Global Champions or have attended the Institute on Healing Racism.	Community Engagement, Communication, Professional Learning, Parent Involvement, Teacher Collaboration, Implementation	Tier 1	Implement	08/01/2015	08/01/2020	\$0	Administrator, Director of Equity Programs, Learning Services, teachers, parents, and support staff

## School Improvement Plan

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Visible Thinking	All staff will use Visible Thinking routines across all content areas to increase student achievement.	Direct Instruction, Professional Learning, Curriculum Development, Walkthrough, Teacher Collaboration	Tier 1	Monitor	08/01/2017	08/01/2020	\$0	Administrator, initiative coordinator, instructional staff and support staff
Feedback form	ADM and staff will monitor the implementation of the Common Core Curriculum through fidelity checks and use the walk-through feedback form so staff receives timely feedback about their instruction to improve math	Professional Learning, Walkthrough, Monitor	Tier 1	Getting Ready	08/01/2017	08/01/2020	\$0	Administrator and all instructional staff
Classroom Walk-throughs	Staff will receive classroom walk-through visits by building ADM, district ADM, community members, or other staff members to assure fidelity of implementation.	Professional Learning, Walkthrough, Parent Involvement, Monitor, Teacher Collaboration, Evaluation	Tier 1	Implement	08/01/2017	08/01/2020	\$0	Administrator and all instructional staff
small group instruction	Small group instruction will be utilized by the teacher to support students in the classroom. Students will be provided reteaching or guided practice.	Direct Instruction, Implementation	Tier 2	Implement	08/01/2017	08/01/2020	\$0	Administrator and teaching staff
Workshop approach	All teachers will implement a Reading Workshop and Writing Workshop model approach to differentiate instruction for all students.	Direct Instruction, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/01/2017	08/01/2020	\$0	Administrator, instructional staff and support staff
Small group instruction	Small group instruction will be utilized by the teacher to support students in the classroom. Students will be provided reteaching or guided practice.	Direct Instruction, Implementation	Tier 2	Implement	08/01/2017	08/01/2020	\$0	Administrator and teaching staff
Parent Communication	Teachers will communicate reading assessment and writing assessment data and results a minimum of two times per year to families. This can include statewide assessments, common formative assessments, and NWEA.	Parent Involvement	Tier 1	Implement	08/01/2017	08/01/2020	\$0	Administrator, instructional staff and support staff

## School Improvement Plan

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Math Pentathlon	Math Pentathlon is offered as an after school extended learning opportunity for all students in grades K-4.	Community Engagement, Parent Involvement, Academic Support Program	Tier 2	Implement	08/01/2017	08/01/2020	\$0	Administrator, teachers, support staff, and PTO families and parents
Bloomfield Youth Association/Bloomfield Birmingham Families in Action	All families have the opportunity to participate in the weekend/evening workshops or lectures sponsored by BBFA and the PTO. These sessions cover various topics that focus on the wellness of families. These presentations happen bi-monthly throughout the school year. Bloomfield Youth Assistance is an organization that works with students and families and focuses on wellness and support with a variety of issues.	Community Engagement, Behavioral Support Program, Professional Learning, Parent Involvement, Academic Support Program, Implementation	Tier 2	Implement	08/01/2015	08/01/2020	\$0	Administrator, Social worker, PTO, Psychologist, staff and families
OCRA and other Consultants	Master gardeners and consultants from OCRA (the Outdoor Classroom Resource Alliance) provide PD for teachers to help them align science curriculum to our Eastover Student Garden	Community Engagement, Professional Learning	Tier 1	Implement	08/01/2017	08/01/2020	\$0	Administrator, initiative coordinator and teachers

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Groups	Literacy group pull out support using Leveled Literacy Intervention as developed by Fountas and Pinnell uses Title I funding for kindergarten, first, and second grade students who are at-risk of not meeting the standards in science. Kindergarten students do not start Leveled Literacy until after the first semester, they must have good classroom instruction first. Leveled Literacy is based off of reading recovery and provides support with the reading of nonfiction text related to science.	Direct Instruction, Academic Support Program	Tier 3	Implement	08/01/2017	08/01/2020	\$10000	Administrator, Title I staff and teaching staff

## School Improvement Plan

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Title I Night and Information	Families and Community members are invited to attend "Title I" at the beginning of the year, providing them with information on Title I and Title I interventions and suggestions on how to support learning at home.	Community Engagement, Communication, Parent Involvement, Monitor, Policy and Process	Tier 1	Monitor	09/04/2017	06/30/2020	\$250	Administrator, Title I staff, support staff, general education teachers, families, PTO, ESL teacher, and general education resource teacher
Family Science/Literacy Night	Eastover staff and PTO will provide a family literacy/science night to educate and/or engage families in our literacy program and/or in how to help with literacy at home.	Community Engagement, Communication, Parent Involvement	Tier 1	Getting Ready	09/01/2017	08/01/2020	\$1000	Administrator, title I staff, and instructional staff
Title I - Leveled Literacy Intervention	Students identified as needing additional time and support will receive small group reading and comprehension instruction through Title I Leveled Literacy intervention support groups.	Teacher Collaboration, Academic Support Program, Supplemental Materials	Tier 2	Monitor	08/01/2017	08/01/2020	\$100000	Title I support staff and instructional staff
Title I Writing Support	Students at risk in writing will receive direct writing instruction through Title I writing support.	Academic Support Program	Tier 3	Getting Ready	06/01/2017	06/01/2020	\$100000	Administrator, Title I staff, district personnel, and teaching staff
summer school	Summer school is offered to students needing time and additional support in social studies using Title I funding if available.	Direct Instruction, Academic Support Program, Implementation	Tier 2	Getting Ready	06/01/2017	08/01/2020	\$15000	Administrator, Title I staff, teachers, and district Title I support contact person

## School Improvement Plan

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Extended Day/Summer School	Students needing time and additional support will receive instruction either through an extended day opportunity or summer school to increase literacy achievement.	Academic Support Program	Tier 3	Getting Ready	08/01/2017	08/01/2020	\$15000	Administrator, title I staff, instructional staff and support staff
Summer School	Summer school is offered to students needing time and additional support in science if there is Title I funding available.	Direct Instruction, Academic Support Program, Implementation	Tier 2	Getting Ready	08/01/2017	08/01/2020	\$15000	Administrator, teaching staff, Title I staff and support staff
Title I Math Support	Students identified as at-risk based on summative and formative assessments will receive additional title I math support using the McGraw-Hill My Math program 2-3 times per week for a minimum of 30 minutes.	Direct Instruction, Academic Support Program	Tier 3	Monitor	08/01/2017	08/01/2020	\$120000	Administrator, Title I support staff, classroom teachers and the building instructional team.
Literacy Groups	Literacy group pull out support using Leveled Literacy Intervention as developed by Fountas and Pinnell uses Title I funding for KDG, first and second grade students who are at-risk for not meeting the standards in social studies. Kindergarten students do not start Leveled Literacy until after the first semester, they must have good classroom instruction first. Leveled Literacy Intervention is based off of reading recovery and provides direct support with the reading of nonfiction text as it relates to social studies.	Direct Instruction, Academic Support Program	Tier 3	Monitor	08/01/2017	08/01/2020	\$10000	Administrator, Title I staff and teaching staff
Extended Day/Summer School	Students identified as being at-risk with mathematics concepts will be offered the opportunity to attend either an extended day opportunity and/or summer school for additional time and support.	Direct Instruction, Teacher Collaboration, Academic Support Program	Tier 3	Getting Ready	08/01/2017	08/01/2020	\$15000	Administrator, Title I staff, instructional staff, and building instructional team.

## School Improvement Plan

Eastover Elementary School

Family Math/Science Night	Staff will provide a math/science night to engage families in mathematics and science instruction. This can be done in coordination with other elementary schools in the district and with community partnerships (ie. Lawrence Technical University, Cranbrook, Ann Arbor handson museum).	Community Engagemen t, Parent Involvement	Tier 1	Implement	08/01/2017	08/01/2020	\$1000	Administrat or, Title I staff, and instructiona l staff
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### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsibl e
Publishing Center	All students will publish at least one self-authored book through the Eastover Publishing Center each year. Students will write their books in the classroom, but parent volunteers will assist with the publishing process.	Parent Involvement	Tier 1	Implement	08/01/2017	08/01/2020	\$700	All classroom teachers and parent volunteers
Math Workshop	All Teachers will implement a Math Workshop approach to differentiate instruction for students.	Direct Instruction	Tier 1	Monitor	08/15/2017	06/01/2020	\$0	Administrat or, classroom teachers, and support staff.
Family Library Night/Young Author's Day	Eastover staff and PTO will invite families and community members to attend a family library night to meet a visiting author who will share tips about writing and storytelling skills. Eastover staff and PTO will also host a Young Author's Day in celebration of the students' published books.	Community Engagemen t, Parent Involvement	Tier 1	Monitor	08/01/2017	08/01/2020	\$2500	Administrat or, PTO, and instructiona l staff
PBIS - SOAR	All students will participate in a school-wide positive behavior intervention support program called SOAR.	Behavioral Support Program	Tier 1	Monitor	08/01/2017	08/01/2020	\$1000	Administrat or and select instructiona l and support staff

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsibl e
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## School Improvement Plan

Eastover Elementary School

Lab classrooms/Instructional Rounds	Staff members will visit lab classrooms within the district and outside of the district to increase implementation of Workshop and Visible Thinking to increase student achievement.	Walkthrough, Teacher Collaboration, Getting Ready	Tier 1	Getting Ready	08/01/2017	08/01/2020	\$5000	Administrator, initiative coordinator and instructional staff
Visible Thinking Cohort	Partnership meetings with other schools that do Visible Thinking. This group is investigating student engagement. Currently we have a partnership with Way Elementary School in Bloomfield. This group works through the collaborative inquiry process.	Direct Instruction, Walkthrough, Teacher Collaboration, Academic Support Program, Implementation	Tier 1	Implement	08/01/2015	06/30/2019	\$1000	Administrators, initiative coordinators, staff and support staff
GERT - small group	The General Education Resource Teacher will meet with small groups of 3rd-4th grade students who need time and additional support beyond the classroom teacher in Social Studies. This can be push in or pull out instruction depending on the needs of the child or children and based on assessment data.	Academic Support Program, Implementation	Tier 2	Implement	08/01/2017	08/01/2020	\$0	Administrator, GERT, and teaching staff
Writing in Response to Reading	Teachers will incorporate writing in response to reading techniques following the methods outlined in "Interventions that Work" by Linda Dorn and Carla Soffos along with "Strategies that Work" by Harvey and Goudvis to support children who need to build fluency and stamina across writing in all content areas. Children can keep their work in a writing in response to reading journal	Academic Support Program	Tier 2	Getting Ready	08/01/2017	08/01/2020	\$500	Administrator, teaching staff and support staff
Science notebooks	Science Inquiry notebooks will be purchased to help with implementing new science standards practices and professional development will be offered on how to use these tools in the classroom.	Professional Learning, Materials	Tier 1	Getting Ready	08/01/2017	06/01/2020	\$500	Administrator, initiative coordinator and teachers
General Education Resource Support	General Education Resource Support is used for K-4 students who need intensive, very small group (one to two students) support to meet the standards using direct instruction in science.	Direct Instruction, Academic Support Program	Tier 3	Implement	08/01/2017	08/01/2020	\$0	Administrator, GERT, teaching staff, Title I staff

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School Visitations	Our school will visit other schools implementing Visible Thinking who have similar programs, strategies or initiatives. The goal is to learn from the other schools and share back new information with staff and apply it to practice.	Professional Learning, Curriculum Development, Walkthrough, Field Trip, Teacher Collaboration, Implementation	Tier 1	Implement	09/01/2015	08/01/2020	\$1000	Administrator, initiative coordinator, and staff
Technology integration for writing	Teachers will use padlet, apps for ipads, type to learn or other programs that will increase fluency and stamina for writing or writing skills. They will also use programs like google classroom to encourage student collaboration on projects or writing pieces.	Technology, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/01/2017	08/01/2020	\$500	Administrator, teaching staff and support staff
GERT - small group	The general education resource support team uses AARI or read naturally or LANGUAGE! intervention programs with small groups of students in grades 3-4.	Direct Instruction, Academic Support Program	Tier 2	Monitor	08/01/2017	08/01/2020	\$0	Administrator, teaching staff, GERT team, and support staff
Data Analysis and Goal Setting	Tier I data collection, analysis, and dialogue - teachers will participate in data analysis meetings, a minimum of three times per year, to carefully analyze and review common assessments, NWEA, and statewide assessments to provide students with timely strategy instruction in Math. Teachers will use this information to set goals for students.	Teacher Collaboration	Tier 1	Implement	08/01/2017	08/01/2020	\$5000	All instructional staff.
Maker Centered Learning - Agency By Design	Teachers will participate in professional development around maker centered learning and/or a book club study to learn more about it, as it supports work in science and math for students.	Community Engagement, Professional Learning, Teacher Collaboration, Academic Support Program, Getting Ready	Tier 1	Getting Ready	06/20/2019	06/01/2024	\$500	building administrator and staff

## School Improvement Plan

Eastover Elementary School

Sustainability	Teachers will receive training in sustainability. This training also includes the use of our student garden which can be integrated into the curriculum. This will enhance science instruction and learning for our students.	Community Engagemen t, Professiona l Learning, Curriculum Developme nt, Supplemen tal Materials	Tier 1	Monitor	08/01/2017	08/01/2020	\$500	Administrat or, initiative coordinator, and teachers families are also involved in sharing about our garden and helping to maintain our garden
Manipulatives/Math Games	Teachers will use various math manipulatives and/or math games to instruct mathematics lessons to meet standards and help students visualize and understand math concepts.	Direct Instruction, Materials, Supplemen tal Materials	Tier 1	Implement	08/01/2017	08/01/2020	\$500	All classroom teachers and support staff.
Close and Critical Reading	Our staff will be trained this year in what close and critical reading is and how it can help with reading and analyzing nonfiction text.	Professiona l Learning	Tier 1	Getting Ready	08/01/2017	08/01/2020	\$0	administrat or and teaching staff
Accelerated Reader/RAZ kids	Accelerated reader and RAZ kids online offer leveled reading through a web based system. They offer extended opportunities for reading of nonfiction social studies texts and comprehension support.	Technology , Monitor, Academic Support Program	Tier 2	Monitor	08/01/2017	08/01/2020	\$1000	Administrat or, support staff, and teaching staff
Building Instructional Team	Eastover staff will designate a child study team, named the building instructional team (BIT), to meet and discuss educational or behavioral concerns with regard to mathematics. Interventions are decided upon and support given for a specific length of time. Re-evaluation is scheduled for another date and time to progress monitor.	Monitor, Teacher Collaborati on, Academic Support Program	Tier 2	Monitor	08/01/2017	06/01/2020	\$0	Administrat or, all instructiona l staff and support staff.
Learning Community Meetings	Staff members will implement a Learning Community to ensure collaboration, learning and results for all students in the area of reading and writing. They will focus on the four critical questions of a PLC. Staff will participate in planning meetings monthly to work with colleagues as a district and grade level. Staff will work to collaborate on curriculum alignment, establish essentials, and review/analyze data for student achievement purposes.	Communic ation, Professiona l Learning, Curriculum Developme nt, Teacher Collaborati on	Tier 1	Implement	08/01/2017	08/01/2020	\$5000	Administrat or, instructiona l staff and support staff

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General Education Resource Support	General Education Resource support staff will work with students in very small groups of 1 to 2 students who need intensive intervention support and time to meet the academic standards in math.	Direct Instruction, Monitor, Academic Support Program	Tier 3	Monitor	08/01/2017	08/01/2020	\$0	Administrator, teaching staff and support staff
Xtramath/Mathfactsinaf/ash/Kahn Academy	Students will participate in Tenmarks, Splashmath, Frontrow, Softschools Math, IXL, and/or Kahn Academy, web-based programs that students are encouraged to use at home with parents.	Communication, Technology, Parent Involvement, Academic Support Program	Tier 2	Implement	08/01/2017	08/01/2020	\$2500	Administrator and all instructional staff.
Data Analysis	All teachers will analyze their social studies unit assessment data and formative assessment data to determine needs for instruction and support a minimum of two times per year.	Teacher Collaboration	Tier 1	Implement	08/01/2017	08/01/2020	\$3000	Administrator and teachers.
NGSS professional development	Teachers need training in the new National and Michigan Science Standards in order to implement them into practice. Teachers also need new training in the Oakland Schools Phenomenal Science Units that incorporate the NGSS standards.	Professional Learning	Tier 1	Getting Ready	08/01/2017	08/01/2020	\$0	Administrator, learning services, teachers, and support staff
Accelerated Reader	Accelerated reader is used for students in grades 1-4 for extended reading practice and comprehension. These can be soft cover books or online books. Teachers may set this program up on classroom ipads. There is a quiz to check on the progress of students.	Technology, Monitor, Academic Support Program	Tier 2	Monitor	08/01/2017	08/01/2020	\$2000	Administrator, teaching staff, and support staff
Accelerated Reader/RAZ kids	Accelerated reader and RAZ kids online offers leveled reading online and offers extended opportunities for reading of nonfiction science text with comprehension support.	Technology, Monitor, Academic Support Program	Tier 2	Monitor	08/01/2017	08/01/2020	\$1000	Administrator, support staff, and teaching staff
Field trips to nature center and/or district farm	Students and teachers take field trips to the farm to learn about Michigan History and agriculture as it relates to Social Studies. There is teacher collaboration involved and PD as well.	Community Engagement, Professional Learning, Field Trip, Monitor, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	08/01/2017	08/01/2020	\$10000	Administrator, district and building staff

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FAME	Formative Assessment for Michigan Educators - Participating staff will meet monthly to learn about formative assessment practices and then implement the new strategies in the classroom. This is a collaborative effort through MDE.	Direct Instruction, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/01/2017	08/01/2020	\$700	Administrator and select instructional staff
NGSS teacher collaboration	Teachers will collaborate to plan out lessons using the new Michigan Science Standards and work on their curriculum in professional learning team meetings.	Professional Learning, Teacher Collaboration, Getting Ready	Tier 1	Getting Ready	08/01/2017	08/01/2020	\$1000	Administrator, initiative coordinator, teachers, and support staff
PBIS/CHAMPS	Positive behavior intervention support and CHAMPS promotes a positive school culture and provides training in how a school and classroom can support a positive culture and climate in the building. PBIS is a positive approach and framework for putting in a school-wide system of support for all kids and is supported by MDE.	Behavioral Support Program, Professional Learning, Parent Involvement, Teacher Collaboration, Implementation	Tier 1	Implement	08/01/2015	08/01/2020	\$1000	Administrator, staff and support staff
Visible Thinking Book Club Cohort	This is a book club cohort that is working through reading "The 8 Cultural Forces we Must Master to Transform Schools," by Ron Ritchhart. This ties in with our visible thinking initiative and increases student engagement and impacts practices in classrooms across all subject areas. It promotes deeper thinking for all.	Direct Instruction, Professional Learning, Curriculum Development, Teacher Collaboration, Academic Support Program, Implementation	Tier 1	Implement	09/01/2015	06/30/2019	\$700	Administrator, initiative coordinator, and staff

## School Improvement Plan

Eastover Elementary School

Project-based learning/STEAM	Staff will receive professional development and begin to use or integrate STEAM projects into their student exhibitions for families. Staff will integrate science concepts, sustainability, art, math, technology, and real world applications into mathematics instruction.	Community Engagement, Professional Learning, Materials, Technology, Parent Involvement, Teacher Collaboration, Supplemental Materials, Getting Ready	Tier 1	Getting Ready	08/01/2017	08/01/2020	\$4000	Administrator and all instructional staff.
Math Facts Intervention	Eligible at risk students will work individually or in a small group to improve their basic math facts. Students will participate in the Math Facts in a Flash program, use flash cards, and/or play math fact games to improve automatic recall of basic facts.	Direct Instruction, Technology, Academic Support Program	Tier 2	Monitor	08/01/2017	08/01/2020	\$1000	All instructional staff
Oakland Schools Effective Practices Conference	Teachers and Administrators can attend various professional development sessions and learn about best practices happening around the county. This training happens every June.	Professional Learning, Curriculum Development, Teacher Collaboration, Academic Support Program, Implementation	Tier 1	Implement	06/01/2015	08/01/2020	\$500	Learning Services, Administrator, and Staff
Creating Quality Math Assessments	Staff will work with Learning Services, math coordinator, and grade level reps to redesign and create common assessments based on the Common Core State Standards. They will also have time to analyze results and participate in collaboration.	Professional Learning, Curriculum Development, Teacher Collaboration, Academic Support Program, Supplemental Materials, Implementation	Tier 1	Implement	08/01/2017	08/01/2020	\$700	Learning Services, Administrator, and staff

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Reading Recovery	Specially trained staff will implement Reading Recovery to support students who need an intensive reading intervention in First Grade. 1) Progress monitoring through Marie Clay's Observation Survey and running records. 2) Specialized staff will continue to receive training through the District/County Reading Recovery Program and Directors. 3) Coordination with Classroom Teacher.	Teacher Collaboration, Academic Support Program	Tier 3	Evaluate	08/01/2017	08/01/2020	\$100000	Specially Trained Reading Recovery Teachers
GERT - small group	The General Education Resource Teacher will meet with small groups of 3rd-4th grade students who need time and additional support beyond the classroom teacher in Science. This can be push in or pull out instruction depending on the kids needs and assessments.	Academic Support Program, Implementation	Tier 2	Implement	08/01/2017	08/01/2020	\$0	Administrator, GERT, and teaching staff
AARI/Read Naturally	Accelerated Reader Initiative and Read Naturally will be used with students in grades 3-4 to focus on reading, comprehending and questioning nonfiction social studies text.	Academic Support Program	Tier 2	Implement	08/01/2017	08/01/2017	\$0	Administrator, GERT teacher, and teaching staff
AARI/Read Naturally	Accelerated Reader initiative and Read Naturally will be used with students in grades 3-4 to focus on reading, comprehending and questioning nonfiction science text.	Academic Support Program	Tier 2	Implement	08/01/2017	08/01/2020	\$0	Administrator, GERT teacher and teaching staff
Non-violent Crisis Prevention Intervention (CPI)	Each staff member that works with kids that have behavioral needs will continue to be trained and have refresher training in order to keep their CPI certification. It provides a way to safely manage children having behavior issues or meltdowns.	Behavioral Support Program, Professional Learning, Implementation	Tier 2	Implement	08/01/2016	08/01/2020	\$300	Administrator, Special Education, Staff and support staff
Technology integration	Staff will use ipad applications, google classroom, and coding programs to integrate technology across the curriculum and encourage collaboration and learning among students.	Direct Instruction	Tier 1	Implement	08/01/2017	08/01/2020	\$500	All instructional staff and support staff
RAZ kids	RAZ kids is an online leveled reading program for students who need additional time and support with reading. It can be used at school and at home.	Technology, Monitor, Academic Support Program	Tier 2	Monitor	08/01/2017	08/01/2020	\$2000	Administrator, teaching staff and support staff

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new teacher cohort	New teachers or teachers new to Visible Thinking and Sustainability will attend professional development at our building to help them implement these two initiatives in the classroom effectively and provide an opportunity to share new ideas with others. This will also help with the school culture and help new teachers navigate the system.	Direct Instruction, Professional Learning, Curriculum Development, Teacher Collaboration, Academic Support Program, Implementation	Tier 1	Implement	08/01/2016	08/01/2020	\$1000	Administrator, initiative coordinator, and staff
Learning Targets as Formative assessment	Staff will dissect the Common Core State Standards into student friendly learning targets that can be used as part of the formative assessment process.	Direct Instruction, Implementation	Tier 1	Monitor	08/01/2017	08/01/2020	\$200	Administrator and all instructional staff
Diversity Professional Development	Diversity training will take place at the building on professional development days to increase awareness about sensitive topics and allow staff time to work through ideas and materials they can use with students to increase cultural competency.	Behavioral Support Program, Professional Learning, Teacher Collaboration, Academic Support Program, Supplemental Materials, Implementation, Policy and Process	Tier 1	Implement	08/01/2015	08/01/2020	\$500	Administrator, initiative coordinator, staff and support staff
Coffee talks	Coffee talks are where the administrator, staff, families and community members engage in discussion around topics to learn about our school, improve our school, or collect input or feedback. This is a learning community.	Community Engagement, Communication, Professional Learning, Parent Involvement	Tier 1	Monitor	08/01/2015	08/01/2020	\$400	Administrator, staff and families

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Critical Friends	The Critical Friends process focuses on developing collegial relationships, encouraging reflective practice, and rethinking leadership. This process is based in cooperative adult learning, which is often contrary to patterns established in work environments. It also addresses a situation in which many leaders find themselves – trained to work as independent units; certified as knowing all that is needed to know; feeling like the continuation of professional learning is not essential to the creation of an exciting, rich, learning environment; and that they are simply supervisors in the leadership role. Critical in the context of the group is intended to mean “important” or “key” or “necessary.” Those who have used this process have found that many leaders are clumsy at being “critical.” They have further discovered that many leaders are trained to talk around and avoid difficult issues, not carefully confront them. The Critical Friends process provides an opportunity both to solicit and provide feedback in a manner that promotes reflective learning.	Professional Learning, Curriculum Development, Teacher Collaboration, Academic Support Program, Implementation	Tier 1	Implement	06/30/2016	08/01/2020	\$300	Learning Services, Administration, Staff
Learning Community Meetings (PLC)	Teachers will meet in professional learning team meetings and with district counterparts to coordinate lessons around the social studies standards, align units for instruction across the district, and work on common assessments.	Teacher Collaboration	Tier 1	Implement	08/01/2017	08/01/2020	\$1000	administrator, teachers and support staff
GERT - intensive support	The General Education Resource support is used for K-4 students who need intensive, very small group support (one-to-two) students in literacy instruction.	Direct Instruction, Academic Support Program	Tier 3	Monitor	06/01/2017	08/01/2020	\$0	Administrator, teachers, GERT teacher, and support staff
Collaborative Scoring	Eastover teachers will utilize a collaborative scoring process to evaluate student work and ensure consistent scoring across grade levels (and within the district) to improve literacy.	Direct Instruction, Professional Learning, Curriculum Development, Teacher Collaboration, Academic Support Program, Policy and Process	Tier 1	Monitor	08/01/2017	08/01/2020	\$3000	Administrator, district personnel, teaching staff

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Collaborative Inquiry	Select staff will participate in a collaborative inquiry project with another partnership school in an effort to improve visible thinking in the school around one of the 8 cultural forces.	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/01/2017	08/01/2020	\$1000	Administrator, initiative coordinator and select instructional staff
Book Clubs	Teachers will participate in book clubs of their choice around visible thinking and the 8 cultural forces of visible thinking.	Professional Learning	Tier 1	Implement	08/01/2017	08/01/2020	\$500	Administrator, initiative coordinator, instructional staff and support staff
General Education Resource Support	General Education Resource Support is used for K-4 students who need intensive, very small group (one to two students) support to meet the standards using direct instruction in social studies.	Direct Instruction, Academic Support Program	Tier 3	Monitor	08/01/2017	08/01/2020	\$0	Administrator, GERT staff, teaching staff and Title I staff
Instructional Rounds	Instructional rounds brings teachers and administrators together in a collaborative environment. Teachers and/or administrators are able to observe other teachers and students in action. Transformative learning takes place. It is used to improve teaching and learning and the way evaluations are conducted. It looks at practices in many different areas.	Professional Learning, Walkthrough, Monitor, Teacher Collaboration, Academic Support Program, Evaluation, Implementation	Tier 1	Monitor	08/01/2015	06/30/2019	\$1000	Learning Services, Administrator, Staff
Student Council	Students have the opportunity to join student council. These students are advocates for the school, they provide student voice and affect our school culture. They also have opportunities for service learning within our school and community.	Community Engagement, Behavioral Support Program, Parent Involvement, Extra Curricular, Academic Support Program, Implementation	Tier 1	Monitor	08/01/2015	08/01/2020	\$750	Administrator and staff

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Ruby Payne Conference	Participants will learn about the effects of poverty and learn ways that we can help in an educational setting. This training takes place one to two times per year at Oakland Schools. Participants will come back and share what they learned with staff.	Behavioral Support Program, Professional Learning, Parent Involvement, Teacher Collaboration, Implementation, Policy and Process	Tier 1	Implement	08/01/2015	08/01/2020	\$300	Administrator, staff and support staff
Effective Practices Conference	Administrator and staff members will attend the Oakland County Effective Practices Conference and share back new learning with staff.	Professional Learning	Tier 1	Implement	08/01/2017	08/01/2020	\$300	Administrator and interested staff
Hydroponics	Teachers get materials and training on hydroponics to enhance science instruction and extend the growing season for our garden.	Direct Instruction, Professional Learning, Materials	Tier 1	Implement	08/01/2017	06/01/2020	\$500	Administrator, initiative coordinator, teachers
English Language Learner and General Education Teacher Collaborative Training	Our ESL teacher and classroom teachers will attend training to increase knowledge of how to help our ESL learners in and out of the classroom.	Direct Instruction, Communication, Behavioral Support Program, Professional Learning, Teacher Collaboration, Academic Support Program, Implementation	Tier 1	Monitor	09/01/2015	08/01/2020	\$300	ESL staff, administrator, and staff

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Second Steps	Teachers will use second steps curriculum and materials in their classrooms weekly to support social and emotional learning.	Direct Instruction, Behavioral Support Program, Professional Learning, Materials, Walkthrough, Parent Involvement, Teacher Collaboration, Implementation	Tier 1	Implement	06/20/2019	06/01/2024	\$3000	Building ADM and staff
Polished writing pieces	All students will complete at least three polished writing pieces within the school year.	Direct Instruction, Academic Support Program	Tier 1	Monitor	08/01/2017	08/01/2020	\$500	All classroom teachers
Close and Critical Reading	Our staff will be trained this year in what close and critical reading is and how it can help with reading and analyzing nonfiction text.	Professional Learning	Tier 1	Getting Ready	08/01/2017	08/01/2020	\$0	Administrator and Teaching staff
Data Analysis and Goal Setting	Tier I data collection, analysis and dialogue - teachers will participate in data analysis meetings a minimum of two times per year, to carefully analyze and review common assessments, formative assessments, NWEA, state assessments or literacy data to provide students with timely strategy instruction in reading and writing. Teachers will use this information to set goals with students and families.	Direct Instruction, Professional Learning, Curriculum Development, Parent Involvement, Teacher Collaboration, Getting Ready	Tier 1	Implement	08/01/2017	08/01/2020	\$5000	Administrator, all instructional staff and support staff
Links Peer Pals	Staff will receive training in how to start and implement a Links/Peer Pals program within our building. This will lead to peers working together and breaking down barriers of disabilities in an environment where all students can support one another.	Behavioral Support Program	Tier 2	Implement	09/01/2017	06/01/2020	\$300	Director of Special Education, Administrator, and select instructional staff

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Facilitators of School Improvement	Administrator and teacher leadership team will attend Facilitators of School Improvement training at a Local ISD. The purpose of this training is to share the information back with the school improvement team back at the building to improve the school improvement plan and improve stakeholder input and communication.	Community Engagement, Communication, Behavioral Support Program, Professional Learning, Parent Involvement, Teacher Collaboration, Academic Support Program, Evaluation	Tier 1	Implement	08/01/2015	08/01/2020	\$750	Administrator, Learning Services and teacher leadership team or school improvement team members
Expanding Expression Tool	Student at-risk for writing will receive direct instruction using a hands-on method called the Expanding Expression Tool for writing.	Academic Support Program	Tier 3	Getting Ready	06/01/2017	06/01/2020	\$500	Administrator, Title I staff, GERT, special education staff, and teaching staff
Poverty Conference	Poverty Conference at Wayne State will start in 2017. This is for families, community members, staff and administrators. Participants learn about the effects of poverty and learn ways that we can help in an educational setting. This training will take place each year and then be shared back with staff and families at the building level.	Community Engagement, Behavioral Support Program, Professional Learning, Parent Involvement, Getting Ready	Tier 1	Getting Ready	06/30/2016	08/01/2020	\$500	Administrator and staff
Small Group Support	Students identified for reading and writing support will receive small group and direct instruction through our General Education Resource Teacher (GERT).	Direct Instruction, Teacher Collaboration, Academic Support Program, Implementation	Tier 2	Implement	08/01/2017	08/01/2020	\$1000	Instructional staff and support staff

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Restorative Practices/Conscious Discipline Strategies	Staff will begin to learn about restorative practices and/or conscious discipline strategies to improve behavior and relationships with students, also to bring about awareness.	Behavioral Support Program	Tier 2	Implement	08/01/2017	08/01/2020	\$300	Administrator, instructional staff, and support staff
Diversity Academic Equity and Race Relations (DAERR)	Global Champions is a six-day training session focusing on developing and creating culturally responsive environments, processes, policies, teaching and learning.	Community Engagement, Behavioral Support Program, Professional Learning, Parent Involvement, Teacher Collaboration, Academic Support Program, Implementation, Policy and Process	Tier 1	Monitor	08/30/2015	08/01/2020	\$1000	Central Office, Learning Services, and Director of Equity Programming
Learning Communities	Staff members will implement a Learning Community to ensure collaboration, learning and results for all students in the area of Math. They will focus on the four critical guiding questions of a PLC. Staff will participate in planning meetings to work with colleagues from around the district and/or grade level. Staff will work to collaborate on curriculum alignment, establish essentials, and work on common assessments across the district. Staff will use Atlas Rubicon to house lessons and various formative and summative assessments to collect and analyze math data.	Teacher Collaboration, Implementation	Tier 1	Implement	08/01/2017	08/01/2020	\$1000	Administrator and all instructional staff

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SIOP	SIOP professional development for all staff (Sheltered Instruction Observation Protocol) are tools and techniques for supporting EL learners in the classroom.	Direct Instruction, Professional Learning, Curriculum Development, Walkthrough, Teacher Collaboration, Academic Support Program, Getting Ready	Tier 1	Getting Ready	06/20/2019	08/01/2023	\$0	Title III ESL coordinator, central office staff, staff, and building administrator
Math Technology	Students will participate in Promethean Board activities, math software, iPad, and/or web-based math activities that reinforce math concepts.	Technology	Tier 2	Implement	08/01/2017	08/01/2020	\$0	All instructional staff.

**Title II Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Workshop PD	New staff and staff that need formal training will receive training in how to implement a Reading Workshop Approach for all students.	Direct Instruction, Professional Learning, Teacher Collaboration, Academic Support Program, Supplemental Materials, Implementation	Tier 1	Implement	08/01/2017	06/01/2020	\$1000	Administrator and instructional staff that needs training

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Institute for Healing Racism	The Institute for Healing Racism continues to bring together diverse groups of people to explore and address issues of race and racism. Participants have the opportunity to examine how the “dis-ease” of racism affects ALL people and develop skills to detect and help eliminate institutional racism in our daily environments; home, work, education, community, organization and business.	Community Engagement, Behavioral Support Program, Parent Involvement, Teacher Collaboration, Getting Ready	Tier 1	Implement	08/10/2015	06/30/2019	\$1000	Director of Equity Programming
Restorative Practices behavior support	Staff will learn about issues related to social justice and inter-group relations through restorative practices training. They will use this knowledge to implement restorative practices in the classroom as part of positive behavior support.	Behavioral Support Program, Professional Learning, Getting Ready	Tier 1	Getting Ready	08/01/2017	08/01/2020	\$700	Staff, Administration, Learning Services, and the Director of Equity Programming
Restorative Practices Professional Development	Teachers will receive training in restorative practices and circles, and their use in the classroom.	Professional Learning	Tier 1	Getting Ready	08/01/2016	08/01/2020	\$1600	Teachers, support staff, administrator, Director of Equity Programming
Global Champions Training	Global Champions is a six-day training session focusing on developing and creating culturally responsive environments, processes, policies, teaching and learning.	Community Engagement, Behavioral Support Program, Professional Learning, Materials, Parent Involvement, Teacher Collaboration, Implementation, Policy and Process	Tier 1	Implement	08/30/2014	06/30/2019	\$1000	Staff, Administrator, Learning Services, and Director of Equity Programming

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Inquiry based professional development	Teachers will attend inquiry based professional development and apply the inquiry methods to their classroom instruction.	Professional Learning, Teacher Collaboration, Academic Support Program, Implementation	Tier 1	Implement	08/01/2017	08/01/2020	\$500	Administrator and all instructional staff.
Inquiry Based Learning	Teachers will instruct students in the use of inquiry learning.	Direct Instruction	Tier 1	Implement	08/01/2017	08/01/2020	\$1000	All instructional staff