

2019.2020 School Improvement Plan

Musson Elementary School

Rochester Community Schools

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Overview

Plan Name

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Plan Description

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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 improve in reading proficiency.	Objectives: 1 Strategies: 3 Activities: 9	Organizational	\$2400
2	All students will improve in math proficiency.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$800
3	All students will improve in writing proficiency.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$500
4	The Musson Community will collaborate to grow student social-emotional wellness.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$1300

Goal 1: All students will improve in reading proficiency.

Measurable Objective 1:

increase student growth to 80% proficient (on or above grade level) by 06/11/2021 as measured by the iReady mid-year diagnostic.

Strategy 1:

Fidelity of High Quality Reading Instruction - Classroom teachers will implement the TCRWP Reading Units of Study for K through 5th grade in a workshop model. This includes mini-lessons, conferring (independent and small group), independent work time, guided reading and share opportunities. Teachers will engage in continual professional learning through district and building PD to support his implementation. Grade level meetings will support data analysis, collaboration and specific workshop instructional techniques.

Category: English/Language Arts

Research Cited: Calkins, Lucy, et al. *Leading Well: Building Schoolwide Excellence in Reading and Writing*. Heinemann, 2019.

Calkins, Lucy. *A Guide to the Reading Workshop, Primary Grades*. Heinemann, 2015.

Calkins, Lucy. *A Guide to the Reading Workshop, Intermediate Grades*. Heinemann, 2015.

Richardson, Jan. *The next Step Forward in Guided Reading: an Assess-Decide-Guide Framework for Supporting Every Reader*. Scholastic, 2016.

Serravallo, Jennifer. *A Teachers Guide to Reading Conferences: Grades K-8*. Heinemann, 2019.

Serravallo, Jennifer. *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*. Heinemann, 2015.

Aguilar, Elena. *The Art of Coaching Teams: Building Resilient Communities That Transform Schools*. Jossey-Bass, A Wiley Brand, 2016.

Tier: Tier 1

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Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly grade level meetings (rotating between instructional practices and data) with the classroom teachers, learning consultant, support staff and building administrator to target learning around TCRWP units of study implementation. This includes targeted learning on implementing the mini-lessons, conferring, small group, etc. components of the workshop model.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/03/2019	06/11/2021	\$200	General Fund	Classroom Teachers Learning Consultant Support Staff (Ancillary, Resource Teachers) Building Administrator
Activity - Implementation of K-5 Reading Units of Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The TCRWP Reading Units of Study were implemented during the 2018-2019 school year. This activity continues to grow the fidelity of that implementation with daily K-5 reading instruction in a workshop model.	Direct Instruction	Tier 1	Implement	09/03/2019	06/11/2021	\$0	General Fund	Classroom Teachers
Activity - Implementation of the K-2 Phonics Units of Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the 2019 - 2020 school year, our K-2nd grade classrooms will begin utilizing the TCRWP Phonics Units of Study. Staff began exploring the resource at the end of the 2018-2019 school year and collaborated with colleagues on the implementation. They will receive further training and begin implementing the curriculum in the Fall of 2019.	Direct Instruction	Tier 1	Getting Ready	09/03/2019	06/11/2021	\$600	General Fund	Classroom Teachers
Activity - Walk-Throughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrator will conduct, at a minimum, monthly walkthroughs to monitor implementation of the strategy.	Monitor	Tier 1		09/03/2019	06/11/2021	\$0	General Fund	Building Administration

Strategy 2:

Differentiation and Student Supports - Through data analysis meetings, teachers, learning consultant, support staff and building administrator will work toward targeted identification and support for students demonstrating limited growth and/or academic struggles in reading. Targeted tier 1 student groups will be identified. Staff will collaborate to select tier 1 instructional strategies to support those groups. Additionally, increased student invention supports will be provided at the Tier 2 and Tier 3 level for students identified for Learning Center LLI supports and Reading Recovery Intervention.

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Category: English/Language Arts

Research Cited: Calkins, Lucy. A Guide to the Reading Workshop, Primary Grades. Heinemann, 2015.

Calkins, Lucy. A Guide to the Reading Workshop, Intermediate Grades. Heinemann, 2015.

Richardson, Jan. The next Step Forward in Guided Reading: an Assess-Decide-Guide Framework for Supporting Every Reader. Scholastic, 2016.

Serravallo, Jennifer. A Teachers Guide to Reading Conferences: Grades K-8. Heinemann, 2019.

Serravallo, Jennifer. The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers. Heinemann, 2015.

Aguilar, Elena. The Art of Coaching Teams: Building Resilient Communities That Transform Schools. Jossey-Bass, A Wiley Brand, 2016.

Tier: Tier 2

Activity - Grade Level Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bi-Monthly Data Meetings will be conducted with classroom teachers, support staff (ancillary and resource), learning consultant and building administrator to analyze, monitor and collaborate on differentiation and student support groupings.	Monitor	Tier 1	Implement	09/03/2019	06/11/2021	\$0	General Fund	Classroom Teachers Support Staff (Ancillary and Resource Teachers) Learning Consultant Building Administrator

Activity - Tier 2 Learning Center - Pull Out Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
By applying a triangulated data model, students will be identified for Tier 2 learning center reading support. This includes fidelity of the LLI (Leveled Literacy Intervention) Program to support student learning. Students are monitored for progress regularly and may flexibility move between the Tier 1 and Tier 2 levels of reading support.	Academic Support Program	Tier 2		09/03/2019	06/11/2021	\$0	General Fund	Learning Consultant Support Staff

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Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the 2019-2020 school year, our learning consultant will be trained and we will begin to implement Reading Recovery for first grade tier 3 intervention. This includes college course work, collaboration with reading recovery trained colleagues, "behind the glass" training sessions, book study and direct student intervention work.	Academic Support Program, Direct Instruction	Tier 3	Getting Ready	08/12/2019	06/12/2020	\$1000	General Fund	Learning Consultant

Strategy 3:

Career Connections - Staff will help students understand how careers relate to school subjects through various activities. Staff will utilize related resources during read aloud, provide students with related resources during independent reading and explore/discuss careers with students related to recent reading experiences.

Category: Career and Technical Education(CTE)

Tier: Tier 1

Activity - Reading About Careers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have resources related to careers available for students to read during independent reading.	Supplemental Materials	Tier 1	Implement	09/03/2019	06/11/2021	\$600	Other	Information Literacy Specialist Classroom Teachers Learning Consultant

Activity - Career Discussions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will explore/discuss careers with students related to recent reading experiences.	Career Preparation /Orientation	Tier 1		09/03/2019	06/11/2021	\$0	Other	Classroom Teachers

Goal 2: All students will improve in math proficiency.

Measurable Objective 1:

increase student growth to 85% proficient (on or above level) by 06/10/2022 as measured by iReady Mid-Year Diagnostic.

Strategy 1:

Fidelity of High Quality Math Instruction - Classroom teachers will implement the EDM4 Math Curriculum. As appropriate, teachers will explore the use of a workshop model approach to meet the needs all learners. Teachers will engage in continual professional learning, including beginning to explore the work of Jo Boaler and Mathematical Mindsets. Grade level meetings will support data analysis, collaboration and specific instructional techniques.

Category: Mathematics

Research Cited: Everyday Mathematics

<http://everydaymath.uchicago.edu/research/>

Boaler, Jo. Mathematical Mindsets: Unleashing Students Potential through Creative Math, Inspiring Messages, and Innovative Teaching. Jossey-Bass & Pfeiffer Imprints, 2016.

Tier: Tier 1

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage in a book study of the work of Jo Boaler, Stanford University and Mathematical Mindsets.	Getting Ready, Professional Learning	Tier 1	Getting Ready	09/03/2019	06/11/2021	\$300	Title II Part A	Classroom Teachers Learning Consultant Building Administrator

Activity - Walk Throughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrator will conduct, at a minimum, monthly walkthroughs to monitor implementation of this strategy.	Walkthrough, Monitor	Tier 1	Monitor	09/03/2019	06/17/2022	\$0	General Fund	Building Administration

Strategy 2:

Differentiation and Student Supports - Through data analysis meetings, teachers, learning consultant, support staff and building administrator will work toward targeted identification and support for students demonstrating limited growth and/or academic struggles in math. Targeted tier 1 students groups will be identified. Staff will collaborate to select tier 1 instructional strategies to support those groups. Additionally, increased student intervention supports will be designed and provided at the Tier 2 level for students identified for support. This includes exploring the iReady math instructional groupings and implementing math instructional licenses with fidelity.

Category: Mathematics

Research Cited: Everyday Math:

<http://everydaymath.uchicago.edu/research/>

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iReady:

<https://www.curriculumassociates.com/research-and-efficacy>

Boaler, Jo. *Mathematical Mindsets: Unleashing Students Potential through Creative Math, Inspiring Messages, and Innovative Teaching.* Jossey-Bass & Pfeiffer Imprints, 2016.

Tier: Tier 1

Activity - Grade Level Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bi-Monthly Data Meetings will be conducted with classroom teachers, support staff (ancillary and resource), learning consultant and building administrator to analyze, monitor and collaborate on differentiation and student support groupings.	Monitor	Tier 1	Implement	09/03/2019	06/17/2022	\$0	General Fund	Classroom Teachers Support Staff (Ancillary and Resource Teachers) Learning Consultant Building Administrator

Activity - Explore Instructional Groupings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through collaborative discussions, staff will explore data from iReady assessments and the instructional grouping options provided to teachers after students complete the diagnostics. Teachers will begin utilizing this resource as they analyze their Tier 1 student needs in mathematics.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Implement	09/03/2019	06/17/2022	\$0	General Fund	Classroom Teachers Learning Consultant Building Administrator

Activity - Develop a Criteria for Tier 2 Math Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing a triangulated approach to data analysis, the learning consultant, in collaboration with classroom teachers, support staff and building administration, will work to establish a criteria for tier 2 math support.	Evaluation, Getting Ready	Tier 2	Getting Ready	09/03/2019	06/11/2021	\$0	General Fund	Learning Consultant Classroom Teachers Building Administration

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Activity - Tier 2 Learning Center - Math Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
By applying a triangulated data model, students will be identified for tier 2 math supports. This includes fidelity of use of the iReady Math Intervention licenses and well as targeted math skills groups. Resources may include the iReady suggested lessons. Students are monitored for progress regularly and may flexibly move between the Tier 1 and Tier 2 levels of support.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/03/2019	06/17/2022	\$500	General Fund	Classroom Teachers Learning Consultant Building Administrator

Goal 3: All students will improve in writing proficiency.

Measurable Objective 1:

demonstrate a proficiency by maintaining and/or increasing one level from pre to post assessment in the area of elaboration by 06/18/2021 as measured by student pre and post assessments on the writing pathways rubric for narrative, informational and opinion writing..

Strategy 1:

Fidelity of High Quality Writing Instruction - Classroom teachers will implement the TCRWP Writing Units of Study for K through 5th grade in a workshop model. This includes mini-lessons, conferring (independent and small group), independent work time, guided writing and share opportunities. Teachers will engage in professional learning, collaboration and discussion around the Writing Pathways rubric, specifically in the component of elaboration. This includes creating a monitoring tool for this objective to collect and analyze student data and progress.

Category: English/Language Arts

Research Cited: Calkins, Lucy, et al. Writing Pathways: Performance Assessments and Learning Progressions, Grades K-8. Heinemann, 2015.

Calkins, Lucy McCormick. The Art of Teaching Writing. Heinemann, 2008.

Serravallo, Jennifer. The Writing Strategies Book Your Everything Guide to Developing Skilled Writers. Heinemann, 2017.

Tier: Tier 1

Activity - Creation of a Data Collection Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The creation of a monitoring tool and/or google doc to input student data specific to students raw scores on their writing pathways rubric for narrative, informational and opinion writing in the area of "elaboration."	Evaluation, Monitor	Tier 1	Getting Ready	09/03/2019	06/12/2020	\$0	General Fund	Classroom Teachers Best Practices Committee Learning Consultant Building Administrator
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Activity - Teacher Professional Learning - Elaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through grade level meeting discussions, classroom teachers, support staff (ancillary and resource teachers), learning consultant and building administrator will engage in professional learning focused on the area of "elaboration" from the writing pathways rubric. This may also include targeted observation of colleagues in a teacher lab model.	Professional Learning	Tier 1	Getting Ready	09/03/2019	06/11/2021	\$500	General Fund	Classroom teachers Learning Consultant Building Administrator

Strategy 2:

Differentiation and Student Support - Through data meetings, teachers will collect and analyze student growth on the pre & post writing assessments. Additionally, staff will collaborate on best instructional practices and techniques for strategy groupings and conferring related to writing instruction and specifically the development of student elaboration.

Category: English/Language Arts

Research Cited: Calkins, Lucy, et al. Writing Pathways: Performance Assessments and Learning Progressions, Grades K-8. Heinemann, 2015.

Calkins, Lucy McCormick. The Art of Teaching Writing. Heinemann, 2008.

Serravallo, Jennifer. The Writing Strategies Book Your Everything Guide to Developing Skilled Writers. Heinemann, 2017.

Tier: Tier 1

Activity - Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Utilize the data collection tool for collecting student raw scores in the area of elaboration on the narrative, informational and opinion writing assessments.	Evaluation, Monitor	Tier 1	Monitor	09/03/2019	06/18/2021	\$0	General Fund	Classroom Teachers Learning Consultant Building Administrator
Activity - Target Tier 1 - Student Groupings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After reviewing student data, staff will plan conferring techniques and/or strategy groupings to grow student learning and development in the area of "elaboration" from the writing pathways rubric.	Monitor, Direct Instruction	Tier 1	Getting Ready	09/03/2019	07/15/2022	\$0	General Fund	Classroom Teachers Learning Consultant Support Staff (Ancillary & Resource Teachers) Building Administrator

Goal 4: The Musson Community will collaborate to grow student social-emotional wellness.**Measurable Objective 1:**

collaborate to grow an inclusive environment that supports all learners social-emotional wellness by 06/17/2022 as measured by surveys.

Strategy 1:

Committee Meetings & Work - In an effort to grow school culture work, the Musson Community will engage in research and committee work related to PBIS, Diversity & Inclusion and Restorative Practices.

Category: School Culture

Research Cited: Thorsborne, Margaret, and Peta Blood. Implementing Restorative Practices in Schools a Practical Guide to Transforming School Communities. Jessica Kingsley Publishers, 2013.

Smith, Dominique, et al. Better than Carrots or Sticks: Restorative Practices for Positive Classroom Management. ASCD, 2015.

Magazine: Educational Leadership: The Global-Ready Student December 2016/January 2017

Terrell, Raymond D., et al. Culturally Proficient Leadership: the Personal Journey Begins Within. Corwin, a SAGE Publishing Company, 2018.

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Lindsey, Randall B., et al. Cultural Proficiency: a Manual for School Leaders. Corwin, a SAGE Company, 2019.

Fullan, Michael, et al. Deep Learning: Engage the World, Change the World. Corwin, a Sage Publishing Company, 2018.

Block, Peter. Community: the Structure of Belonging. Berrett-Koehler Publishers, 2018.

Sheridan, Richard. Joy, Inc.: How We Built a Workplace People Love. Portfolio Penguin, 2015.

Tier: Tier 1

Activity - Research	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will each join a committee and engage in professional learning around research and best practices related to PBIS, Diversity & Inclusion and Restorative Practices. Working toward growing an inclusive culture that supports student social-emotional wellness. This includes a variety of book studies.	Professional Learning	Tier 1		09/03/2019	06/17/2022	\$500	General Fund	Classroom Teachers Support Staff (Ancillary & Resource Teachers) Learning Consultant Building Administration

Activity - Monthly Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Committee's will meet monthly to engage in discussion, activities, planning, professional learning and share out opportunities for culture work.	Teacher Collaboration, Walkthrough, Parent Involvement, Professional Learning, Community Engagement	Tier 1	Implement	09/03/2019	06/17/2022	\$0	General Fund	Classroom Teachers Support Staff (ancillary & resource) Learning Consultant Building Administrator

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Activity - Committee Work Display	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a means to engage colleagues and the Musson Community, committees will create a "display" of their work and efforts relative to school culture work. This will be an interactive space that allows us to engage our environment and display our learning. We will seek feedback and utilize this for planning purposes.	Teacher Collaboration, Communication, Parent Involvement, Professional Learning, Community Engagement	Tier 1	Implement	09/03/2019	06/17/2022	\$600	General Fund	Classroom Teachers Support staff (ancillary & resource) Learning Consultant Building Administrator

Strategy 2:

Creation of Surveys - To ensure progress toward this goal/objective, committees will engage in the creation and surveying of students, staff and our school community in a variety of ways to monitor progress and feedback.

Category: School Culture

Research Cited: Thorsborne, Margaret, and Peta Blood. Implementing Restorative Practices in Schools a Practical Guide to Transforming School Communities. Jessica Kingsley Publishers, 2013.

Smith, Dominique, et al. Better than Carrots or Sticks: Restorative Practices for Positive Classroom Management. ASCD, 2015.

Magazine: Educational Leadership: The Global-Ready Student December 2016/January 2017

Terrell, Raymond D., et al. Culturally Proficient Leadership: the Personal Journey Begins Within. Corwin, a SAGE Publishing Company, 2018.

Lindsey, Randall B., et al. Cultural Proficiency: a Manual for School Leaders. Corwin, a SAGE Company, 2019.

Fullan, Michael, et al. Deep Learning: Engage the World, Change the World. Corwin, a Sage Publishing Company, 2018.

Block, Peter. Community: the Structure of Belonging. Berrett-Koehler Publishers, 2018.

Sheridan, Richard. Joy, Inc.: How We Built a Workplace People Love. Portfolio Penguin, 2015.

Tier: Tier 1

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Activity - Analysis of Committee Work	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
By analyzing the beginning work of our Restorative Practices, PBIS and Diversity & Inclusion committee's from the 2018-2019 school year, as a staff and Musson community we will create next action steps on a 1-3 year plan. This will lead to the creation of a data collection tool, most likely a survey, for pre/post data collection.	Teacher Collaboration, Behavioral Support Program, Community Engagement	Tier 1	Getting Ready	09/03/2019	06/17/2022	\$0	General Fund	Classroom Teachers Specials Teachers Ancillary Support Personnel Learning Consultant Building Administrator

Activity - Creation of a Data Collection Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a Musson Community, we will create a data collection tool to ensure progress toward this goal. This could be a pre/post survey model for students, parents, staff and our general community.	Teacher Collaboration, Parent Involvement, Behavioral Support Program, Community Engagement	Tier 1	Getting Ready	09/03/2019	06/17/2022	\$200	General Fund	Classroom Teachers Specials Teachers Ancillary Support Staff Learning Consultant Building Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Discussions	Staff will explore/discuss careers with students related to recent reading experiences.	Career Preparation /Orientation	Tier 1		09/03/2019	06/11/2021	\$0	Classroom Teachers
Reading About Careers	Staff will have resources related to careers available for students to read during independent reading.	Supplemental Materials	Tier 1	Implement	09/03/2019	06/11/2021	\$600	Information Literacy Specialist Classroom Teachers Learning Consultant

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level Data Meetings	Bi-Monthly Data Meetings will be conducted with classroom teachers, support staff (ancillary and resource), learning consultant and building administrator to analyze, monitor and collaborate on differentiation and student support groupings.	Monitor	Tier 1	Implement	09/03/2019	06/11/2021	\$0	Classroom Teachers Support Staff (Ancillary and Resource Teachers) Learning Consultant Building Administrator
Explore Instructional Groupings	Through collaborative discussions, staff will explore data from iReady assessments and the instructional grouping options provided to teachers after students complete the diagnostics. Teachers will begin utilizing this resource as they analyze their Tier 1 student needs in mathematics.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Implement	09/03/2019	06/17/2022	\$0	Classroom Teachers Learning Consultant Building Administrator

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Grade Level Data Meetings	Bi-Monthly Data Meetings will be conducted with classroom teachers, support staff (ancillary and resource), learning consultant and building administrator to analyze, monitor and collaborate on differentiation and student support groupings.	Monitor	Tier 1	Implement	09/03/2019	06/17/2022	\$0	Classroom Teachers Support Staff (Ancillary and Resource Teachers) Learning Consultant Building Administrator
Data Collection	Utilize the data collection tool for collecting student raw scores in the area of elaboration on the narrative, informational and opinion writing assessments.	Evaluation, Monitor	Tier 1	Monitor	09/03/2019	06/18/2021	\$0	Classroom Teachers Learning Consultant Building Administrator
Monthly Meetings	Committee's will meet monthly to engage in discussion, activities, planning, professional learning and share out opportunities for culture work.	Teacher Collaboration, Walkthrough, Parent Involvement, Professional Learning, Community Engagement	Tier 1	Implement	09/03/2019	06/17/2022	\$0	Classroom Teachers Support Staff (ancillary & resource) Learning Consultant Building Administrator
Research	Staff will each join a committee and engage in professional learning around research and best practices related to PBIS, Diversity & Inclusion and Restorative Practices. Working toward growing an inclusive culture that supports student social-emotional wellness. This includes a variety of book studies.	Professional Learning	Tier 1		09/03/2019	06/17/2022	\$500	Classroom Teachers Support Staff (Ancillary & Resource Teachers) Learning Consultant Building Administrator

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Committee Work Display	As a means to engage colleagues and the Musson Community, committees will create a "display" of their work and efforts relative to school culture work. This will be an interactive space that allows us to engage our environment and display our learning. We will seek feedback and utilize this for planning purposes.	Teacher Collaboration, Communication, Parent Involvement, Professional Learning, Community Engagement	Tier 1	Implement	09/03/2019	06/17/2022	\$600	Classroom Teachers Support staff (ancillary & resource) Learning Consultant Building Administrator
Develop a Criteria for Tier 2 Math Supports	Utilizing a triangulated approach to data analysis, the learning consultant, in collaboration with classroom teachers, support staff and building administration, will work to establish a criteria for tier 2 math support.	Evaluation, Getting Ready	Tier 2	Getting Ready	09/03/2019	06/11/2021	\$0	Learning Consultant Classroom Teachers Building Administration
Walk-Throughs	The administrator will conduct, at a minimum, monthly walkthroughs to monitor implementation of the strategy.	Monitor	Tier 1		09/03/2019	06/11/2021	\$0	Building Administration
Creation of a Data Collection Tool	The creation of a monitoring tool and/or google doc to input student data specific to students raw scores on their writing pathways rubric for narrative, informational and opinion writing in the area of "elaboration."	Evaluation, Monitor	Tier 1	Getting Ready	09/03/2019	06/12/2020	\$0	Classroom Teachers Best Practices Committee Learning Consultant Building Administrator
Reading Recovery	During the 2019-2020 school year, our learning consultant will be trained and we will begin to implement Reading Recovery for first grade tier 3 intervention. This includes college course work, collaboration with reading recovery trained colleagues, "behind the glass" training sessions, book study and direct student intervention work.	Academic Support Program, Direct Instruction	Tier 3	Getting Ready	08/12/2019	06/12/2020	\$1000	Learning Consultant
Walk Throughs	The administrator will conduct, at a minimum, monthly walkthroughs to monitor implementation of this strategy.	Walkthrough, Monitor	Tier 1	Monitor	09/03/2019	06/17/2022	\$0	Building Administration
Implementation of K-5 Reading Units of Study	The TCRWP Reading Units of Study were implemented during the 2018-2019 school year. This activity continues to grow the fidelity of that implementation with daily K-5 reading instruction in a workshop model.	Direct Instruction	Tier 1	Implement	09/03/2019	06/11/2021	\$0	Classroom Teachers

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Analysis of Committee Work	By analyzing the beginning work of our Restorative Practices, PBIS and Diversity & Inclusion committee's from the 2018-2019 school year, as a staff and Musson community we will create next action steps on a 1-3 year plan. This will lead to the creation of a data collection tool, most likely a survey, for pre/post data collection.	Teacher Collaboration, Behavioral Support Program, Community Engagement	Tier 1	Getting Ready	09/03/2019	06/17/2022	\$0	Classroom Teachers Specials Teachers Ancillary Support Personnel Learning Consultant Building Administrator
Tier 2 Learning Center - Math Supports	By applying a triangulated data model, students will be identified for tier 2 math supports. This includes fidelity of use of the iReady Math Intervention licenses and well as targeted math skills groups. Resources may include the iReady suggested lessons. Students are monitored for progress regularly and may flexibly move between the Tier 1 and Tier 2 levels of support.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/03/2019	06/17/2022	\$500	Classroom Teachers Learning Consultant Building Administrator
Teacher Professional Learning - Elaboration	Through grade level meeting discussions, classroom teachers, support staff (ancillary and resource teachers), learning consultant and building administrator will engage in professional learning focused on the area of "elaboration" from the writing pathways rubric. This may also include targeted observation of colleagues in a teacher lab model.	Professional Learning	Tier 1	Getting Ready	09/03/2019	06/11/2021	\$500	Classroom teachers Learning Consultant Building Administrator
Creation of a Data Collection Tool	As a Musson Community, we will create a data collection tool to ensure progress toward this goal. This could be a pre/post survey model for students, parents, staff and our general community.	Teacher Collaboration, Parent Involvement, Behavioral Support Program, Community Engagement	Tier 1	Getting Ready	09/03/2019	06/17/2022	\$200	Classroom Teachers Specials Teachers Ancillary Support Staff Learning Consultant Building Administration
Tier 2 Learning Center - Pull Out Supports	By applying a triangulated data model, students will be identified for Tier 2 learning center reading support. This includes fidelity of the LLI (Leveled Literacy Intervention) Program to support student learning. Students are monitored for progress regularly and may flexibility move between the Tier 1 and Tier 2 levels of reading support.	Academic Support Program	Tier 2		09/03/2019	06/11/2021	\$0	Learning Consultant Support Staff

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Target Tier 1 - Student Groupings	After reviewing student data, staff will plan conferring techniques and/or strategy groupings to grow student learning and development in the area of "elaboration" from the writing pathways rubric.	Monitor, Direct Instruction	Tier 1	Getting Ready	09/03/2019	07/15/2022	\$0	Classroom Teachers Learning Consultant Support Staff (Ancillary & Resource Teachers) Building Administrator
Implementation of the K-2 Phonics Units of Study	During the 2019 - 2020 school year, our K-2nd grade classrooms will begin utilizing the TCRWP Phonics Units of Study. Staff began exploring the resource at the end of the 2018-2019 school year and collaborated with colleagues on the implementation. They will receive further training and begin implementing the curriculum in the Fall of 2019.	Direct Instruction	Tier 1	Getting Ready	09/03/2019	06/11/2021	\$600	Classroom Teachers
Grade Level Meetings	Monthly grade level meetings (rotating between instructional practices and data) with the classroom teachers, learning consultant, support staff and building administrator to target learning around TCRWP units of study implementation. This includes targeted learning on implementing the mini-lessons, conferring, small group, etc. components of the workshop model.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/03/2019	06/11/2021	\$200	Classroom Teachers Learning Consultant Support Staff (Ancillary, Resource Teachers) Building Administrator

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Book Study	Staff will engage in a book study of the work of Jo Boaler, Stanford University and Mathematical Mindsets.	Getting Ready, Professional Learning	Tier 1	Getting Ready	09/03/2019	06/11/2021	\$300	Classroom Teachers Learning Consultant Building Administrator