



School Improvement Plan

Adams Elementary School

Midland Public Schools

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

Adams Elementary School Improvement Plan 2017-2018

Overview

Plan Name

Adams Elementary School Improvement Plan 2017-2018

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will demonstrate proficiency on State, District Assessments in language arts knowledge skills and strategies.	Objectives: 2 Strategies: 2 Activities: 6	Academic	\$6550
2	All students will demonstrate proficiency on State and District Assessments in math knowledge, skills and strategies.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$3942
3	All students will demonstrate proficiency on State and District Assessments in science knowledge, skills and strategies.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$800
4	All students will demonstrate proficiency on State and District Assessments in social studies knowledge, skills and strategies.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$700
5	Increase student engagement through intellectual work and quality of questioning.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$8910

Goal 1: All students will demonstrate proficiency on State, District Assessments in language arts knowledge skills and strategies.

Measurable Objective 1:

77% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/09/2017 as measured by State Assessments, District Assessments and DIBELS (goal: 85% by 2024).

Strategy 1:

Capitalize on Learning Needs of Students in Reading - Teacher uses strategies that capitalize and build upon learning needs of students academic background, life experiences, culture and language of students for the whole group, small groups of students and individual students. Teachers will differentiate reading instruction to meet individual student needs focused on a balance between informational and narrative text across all curricular areas.

Category: English/Language Arts

Research Cited: Hall, Susan L. (2008). Implementing Response to Intervention. Corwin Press Publishing. Thousand Oaks, CA., Wiggins and McTighe, Understanding by Design, Newman, King & Carmichael, Authentic Intellectual Engagement, Resnick & Zurawsky, Accountable Talk, "5D™ Assessment | Center for Educational Leadership." 2015. 15 Mar. 2016

Tomlinson, C.A. & Allan, S.D. (2000). Leadership for Differentiating Schools & Classrooms. Association for Supervision and Curriculum development, Alexandria, VA.

Making PYP Happen: A Curriculum Framework for International Primary Education

IB Continuum: Programme Standards and Practices

Ritchhart, R., Church, M., & Morrison, K. (2011). Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners. San Francisco, CA: Jossey-Bass.

Tier: Tier 2

Activity - Coaching of Peer to Peer and PYP Coordinator Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will have opportunities to observe and collaborate with peers of all grade levels (including auxiliary), PYP Coordinator, PYP Leadership Team, and/or the District Curriculum Specialist Coordinator in all areas looking for ways to connect and extend Units of Inquiry. Flexible auxiliary schedules will support this process.	Professional Learning	Tier 1	Implement	08/29/2016	06/09/2017	\$4920	General Fund	Teachers, Principal, PYP Leadership Team, PYP Coordinator, Curriculum Specialist
Activity - Focused Teaching of Foundational Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach grade level appropriate decoding skills and incorporate an intervention block (a minimum of four times per week). Intervention block includes: small groups and/or individual interventions for at-risk, at grade level, and extended learning students. Next needs meeting will be held 4 to 6 times per year to review student progress in the core areas, determine areas of success and identify next instructional needs for students.	Direct Instruction, Technology, Teacher Collaboration, Other - Differentiated Instruction	Tier 2	Monitor	08/29/2016	06/09/2017	\$630	General Fund	Teachers, Principal, PYP Coordinator, Psychologist, District Curriculum Specialist
Activity - Intervention Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate an Intervention Block (minimum 4x per week). The intervention block includes small groups and individual interventions for at-risk, at grade level and extended learning students.	Academic Support Program	Tier 3	Implement	09/03/2015	06/10/2016	\$1000	General Fund	Teachers, Principal, PYP Coach, PYP Coordinator, Learning Coach
Activity - Cross-Curricular Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily reading includes a variety of opportunities to read and demonstrate comprehension as students evaluate informational (50%) and narrative (50%) texts, which incorporate concepts studied throughout Units of Inquiry.	Direct Instruction, Teacher Collaboration, Other - Student Collaboration	Tier 1	Implement	08/29/2016	06/09/2017	\$0	General Fund	Teachers, Principal, PYP Coordinator, District Curriculum Specialist, District Language Arts Teacher Leader

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Measurable Objective 2:

77% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing in English Language Arts by 06/09/2017 as measured by the achievement of a 4 or greater (on a 6 point rubric) in writing assessments in September, November, January, March and May. In addition, students will demonstrate writing proficiency on the English Language Arts State Assessment (goal: 85% by 2024).

Strategy 1:

Capitalize on Learning Needs of Students in Writing - Teacher uses strategies that capitalize and build upon learning needs of students academic background, life experiences, culture and language of students for the whole group, small groups of students and individual students. Teachers will differentiate writing instruction to meet individual student needs focused on a balance between informational and narrative text across all curricular areas.

Category: English/Language Arts

Research Cited: Culham, R. (2005). 6+1 Traits of Writing: The complete guide for the primary grades. Scholastic Press.

"5D™ Assessment | Center for Educational Leadership." 2015. 15 Mar. 2016

Culham, R. (2003). 6+1 Traits of Writing: The complete guide, grades 3 and up. Scholastic Press.

Routman, R.R. (2005). Writing Essentials: Raising expectations and results while simplifying teaching. Heineman, Portsmouth, N.H.

Making PYP Happen: A Curriculum Framework for International Primary Education

IB Continuum: Programme Standards and Practices

Ritchhart, R., Church, M., & Morrison, K. (2011). Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners. San Francisco, CA: Jossey-Bass.

Tier: Tier 2

Activity - Cross-Curricular Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Daily writing includes a variety of opportunities to write expository, narrative and opinion pieces which incorporate concepts learned through the Units of Inquiry.	Direct Instruction, Teacher Collaboration, Other - Student Collaboration	Tier 1	Implement	08/29/2016	06/09/2017	\$0	General Fund	Teachers, Principal, District Curriculum Specialist, District Elementary Language Arts Teacher Leader, PYP Coordinator
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Activity - Writing Process and Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing strategies will develop connections between Units of Inquiry, as well as best practices and training in Core Content State Standards. In addition, teachers will incorporate the use of 6+1 Traits of Writing and collaboration as daily instructional methods.	Direct Instruction, Professional Learning, Other - Differentiated Instruction and Student Collaboration	Tier 1	Implement	08/29/2016	06/09/2017	\$0	General Fund	Teachers, PYP Coordinator, Principal, District Curriculum Specialist Coordinator, Elementary Language Arts Teacher Leader

Goal 2: All students will demonstrate proficiency on State and District Assessments in math knowledge, skills and strategies.

Measurable Objective 1:

64% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency through increased skills in the area of basic and applied computation skills, in Mathematics by 06/09/2017 as measured by State Assessments, District Assessments and classroom assessments (goal: 85% by 2024).

Strategy 1:

Expectation, support and opportunity for participation and meaning making - Teachers set expectations and provide support for a variety of engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in quality talk. Routines are often student-led.

Category: Mathematics

SY 2017-2018

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Research Cited: Tomlinson, C.A. & Allan, S.D. (2000). Leadership for Differentiating Schools & Classrooms. Association for Supervision and Curriculum Development, Alexandria, VA.

Marzano, J.A. & Pollock, J.E. (2004). Classroom Instruction That Works: Research-based strategies for increasing student achievement. Association for Supervision of Curriculum and Development. Alexandria, VA.

Boykin, A.W. (2011). Creating the Opportunity to Learn: Moving from research to practice to close the achievement gap. Association for Supervision and Curriculum Development, Alexandria, VA. Making PYP Happen: A Curriculum Framework for International Primary Education

IB Continuum: Programme Standards and Practices

Ritchhart, R., Church, M., & Morrison, K. (2011). Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners. San Francisco, CA: Jossey-Bass.

"5D™ Assessment | Center for Educational Leadership." 2015. 15 Mar. 2016

Tier: Tier 1

Activity - Daily Problem Solving and Real World Application	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide daily problem solving with a focus on math reasoning skills and real world applications.	Direct Instruction, Other - Student Collaboration	Tier 1	Implement	08/29/2016	06/09/2017	\$3312	General Fund	District Curriculum Specialist, Teachers, Principal, PYP Coordinator, Mathematics Teacher Leader

Activity - Daily Practice and Application of Foundational Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will reteach and extend skill concepts with an increase focus on mastering and applying foundational skills (addition, subtraction, multiplication and division) through classroom instruction, practice and implementation of MobyMax online program.	Direct Instruction, Teacher Collaboration	Tier 2	Implement	08/29/2016	06/09/2017	\$630	General Fund	District Curriculum Specialist, Teachers, Principal, Learning Coach, PYP Coordinator, Mathematics Teacher Leader
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Goal 3: All students will demonstrate proficiency on State and District Assessments in science knowledge, skills and strategies.

Measurable Objective 1:

39% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by increase in informational comprehension and application of the scientific method in Science by 06/09/2017 as measured by pre-assessment to post-assessments from the District science kits and/or Making Thinking Visible Strategies (goal: 85% by 2024).

Strategy 1:

High Cognitive Demand in Science - Teachers expectations and strategies engage all students in work of high cognitive demand. Staff members will incorporate informational reading and comprehension strategies to increase knowledge base and skills in analysis and application of science concepts.

Category: Science

Research Cited: Marzano, R.J. & Pollock, J.E.(2004). Classroom Instruction That Works: Research-based strategies for increasing student achievement. Association for Supervision and Curriculum Development, Alexandria, VA.

Marzano, R., Pickering, D. & Heflebower, T. (2010). The Highly Engaged Classroom. Marzano Research Laboratory, Bloomington, IN.

Hammond, W.D. (2011). The Comprehension Experience: Engaging readers through effective inquiry and discussion. Heineman, Portsmouth, N.H. Making PYP Happen: A Curriculum Framework for International Primary Education

IB Continuum: Programme Standards and Practices

Ritchhart, R., Church, M., & Morrison, K. (2011). Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners. San Francisco, CA: Jossey-Bass.

"5D™ Assessment | Center for Educational Leadership." 2015. 15 Mar. 2016

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Tier: Tier 1

Activity - Informational Reading and Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In connection to units of inquiry, students will engage in vocabulary rich informational reading and comprehension activities that require high cognitive demand at least 3x per week.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/09/2017	\$500	General Fund	Teachers, Principal, PYP Coordinator, PYP Coach, District Curriculum Specialist, District Science Teacher Leader

Activity - Writing within Scientific Method	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In connection to Units of Inquiry, teachers will include writing in response to science content and/or scientific method writing at least once per week to demonstrate comprehension. Instruction could include inquiry methods such as problematic scenarios, inquiry journals, science notebooks, and other activities that increase student engagement.	Direct Instruction	Tier 1	Implement	08/29/2016	06/09/2017	\$300	General Fund	Teachers, Principal, District Elementary Teacher Leader, District Curriculum Specialist, PYP Coordinator, PYP Leadership Team

Goal 4: All students will demonstrate proficiency on State and District Assessments in social studies knowledge, skills and strategies.

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Measurable Objective 1:

69% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase in knowledge in Social Studies by 06/09/2017 as measured by an increase in proficiency on District Assessments and State Assessments. In addition, students will show an increase in proficiency through formative and summative assessments (goal: 85% by 2024).

Strategy 1:

High Cognitive Demand in Social Studies - Teacher expectations and strategies engage all students in work of high cognitive demand. Staff members will incorporate informational reading and student centered comprehension strategies and informational writing in their teaching of social studies concepts.

Category: Social Studies

Research Cited: Marzano, R.J. & Pollock, J.E.(2004). Classroom Instruction That Works: Research-based strategies for increasing student achievement. Association for Supervision and Curriculum Development, Alexandria, VA.

Marzano, R., Pickering, D. & Heflebower, T. (2010). The Highly Engaged Classroom. Marzano Research Laboratory, Bloomington, IN.

Hammond, W.D. (2011). The Comprehension Experience: Engaging readers through effective inquiry and discussion. Heineman, Portsmouth, N.H. Making PYP Happen: A Curriculum Framework for International Primary Education

IB Continuum: Programme Standards and Practices

Ritchhart, R., Church, M., & Morrison, K. (2011). Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners. San Francisco, CA: Jossey-Bass.

"5D™ Assessment | Center for Educational Leadership." 2015. 15 Mar. 2016

Wiggins and McTighe, Understanding by Design; Newman, King & Carmichael, Authentic Intellectual Engagement; Resnick & Zurawsky, Accountable Talk

Tier: Tier 1

Activity - Informational Reading and Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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In connection to Units of Inquiry, students will engage in vocabulary rich informational reading and comprehension activities that require high cognitive demand at least 3x per week.	Direct Instruction, Teacher Collaboration, Other - Differentiated Instruction	Tier 1	Implement	08/29/2016	06/09/2017	\$500	General Fund	District Curriculum Specialist, District Social Studies Teacher Leader, Classroom Teachers, Principal, Resource Room Teachers, PYP Coordinator, PYP Leadership Team
Activity - Writing within Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In connection to Units of Inquiry, teachers will include writing in response to social studies content on a weekly basis. Instruction will include inquiry methods such as problematic scenarios, inquiry journals, social studies notebooks, and other activities that increase student engagement and require high cognitive demand.	Direct Instruction, Teacher Collaboration, Other - Differentiated Instruction	Tier 1	Implement	08/29/2016	06/09/2017	\$200	General Fund	Classroom Teachers, Resource Room teachers, Principal, District Curriculum Specialist, District Social Studies Teacher Leader, PYP Coordinator, PYP Leadership Team
Activity - Learner Profile and Attitudes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learner profile and attitudes will be incorporated into daily instruction to include a focus on being a learner: inquirer, knowledgeable, thinker, communicator, principled, open-minded, caring, risk taker, balanced and reflective.	Behavioral Support Program	Tier 2	Implement	09/03/2015	06/10/2016	\$0	Other	All Staff

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Activity - Transdisciplinary Themes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will show an increase in making connections to social studies across content areas through the use of transdisciplinary themes.	Direct Instruction, Other	Tier 1		09/03/2015	06/10/2016	\$0	General Fund	Teachers, Principal, PYP Coordinator, PYP leadership team, District Elementary Social Studies Coordinator, District Elementary Social Studies Teacher Leader

Goal 5: Increase student engagement through intellectual work and quality of questioning.

Measurable Objective 1:

collaborate to include questions to probe and deepen students' understanding or uncover misconceptions in the written units of inquiry by 06/09/2017 as measured by reflected and adapted unit planners.

Strategy 1:

Quality of Questioning - Through Primary Years Programme Units of Inquiry, teachers frequently ask questions to probe and deepen students' understanding or uncover misconceptions. Teacher assists students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.

Category: Other - Student Engagement

Research Cited: International Baccalaureate Organization (IBO), (2012). Primary Years Programme: Developing a Transdisciplinary Programme of Inquiry. Peterson House, Cardiff Gate: Cardiff, Wales GB. Making PYP Happen: A Curriculum Framework for International Primary Education, Wiggins and McTighe, Understanding by Design, Newman, King & Carmichael, Authentic Intellectual Engagement, Resnick & Zurawsky, Accountable Talk

IB Continuum: Programme Standards and Practices

Ritchhart, R., Church, M., & Morrison, K. (2011). Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners. San

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Francisco, CA: Jossey-Bass.

Tier: Tier 1

Activity - Focused instruction incorporating student and teacher questioning through Unit Planners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the Primary Years Programme to increase student engagement and develop higher level questioning practices for both teacher and students.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/29/2016	06/09/2017	\$3990	General Fund	Primary Years Program Coordinator, PYP Leadership Team, Building Principal, All Teaching Staff

Activity - Reflecting on the Unit Planners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will reflect on quality of questioning through learning experiences within the Units of Inquiry.	Direct Instruction, Teacher Collaboration	Tier 1	Evaluate	08/29/2016	06/09/2017	\$4920	General Fund	Teachers, Students, PYP Coordinator, Principal, PYP Leadership Team

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
Learner Profile and Attitudes	Learner profile and attitudes will be incorporated into daily instruction to include a focus on being a learner: inquirer, knowledgeable, thinker, communicator, principled, open-minded, caring, risk taker, balanced and reflective.	Behavioral Support Program	Tier 2	Implement	09/03/2015	06/10/2016	\$0	All Staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Transdisciplinary Themes	Students will show an increase in making connections to social studies across content areas through the use of transdisciplinary themes.	Direct Instruction, Other	Tier 1		09/03/2015	06/10/2016	\$0	Teachers, Principal, PYP Coordinator, PYP leadership team, District Elementary Social Studies Coordinator, District Elementary Social Studies Teacher Leader

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Daily Problem Solving and Real World Application	Teachers will provide daily problem solving with a focus on math reasoning skills and real world applications.	Direct Instruction, Other - Student Collaboration	Tier 1	Implement	08/29/2016	06/09/2017	\$3312	District Curriculum Specialist, Teachers, Principal, PYP Coordinator, Mathematics Teacher Leader
Coaching of Peer to Peer and PYP Coordinator Support	Teachers will have opportunities to observe and collaborate with peers of all grade levels (including auxiliary), PYP Coordinator, PYP Leadership Team, and/or the District Curriculum Specialist Coordinator in all areas looking for ways to connect and extend Units of Inquiry. Flexible auxiliary schedules will support this process.	Professional Learning	Tier 1	Implement	08/29/2016	06/09/2017	\$4920	Teachers, Principal, PYP Leadership Team, PYP Coordinator, Curriculum Specialist
Cross-Curricular Reading	Daily reading includes a variety of opportunities to read and demonstrate comprehension as students evaluate informational (50%) and narrative (50%) texts, which incorporate concepts studied throughout Units of Inquiry.	Direct Instruction, Teacher Collaboration, Other - Student Collaboration	Tier 1	Implement	08/29/2016	06/09/2017	\$0	Teachers, Principal, PYP Coordinator, District Curriculum Specialist, District Language Arts Teacher Leader
Reflecting on the Unit Planners	Teachers and students will reflect on quality of questioning through learning experiences within the Units of Inquiry.	Direct Instruction, Teacher Collaboration	Tier 1	Evaluate	08/29/2016	06/09/2017	\$4920	Teachers, Students, PYP Coordinator, Principal, PYP Leadership Team

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Writing within Social Studies	In connection to Units of Inquiry, teachers will include writing in response to social studies content on a weekly basis. Instruction will include inquiry methods such as problematic scenarios, inquiry journals, social studies notebooks, and other activities that increase student engagement and require high cognitive demand.	Direct Instruction, Teacher Collaboration, Other - Differentiated Instruction	Tier 1	Implement	08/29/2016	06/09/2017	\$200	Classroom Teachers, Resource Room teachers, Principal, District Curriculum Specialist, District Social Studies Teacher Leader, PYP Coordinator, PYP Leadership Team
Daily Practice and Application of Foundational Skills	Teachers will reteach and extend skill concepts with an increase focus on mastering and applying foundational skills (addition, subtraction, multiplication and division) through classroom instruction, practice and implementation of MobyMax online program.	Direct Instruction, Teacher Collaboration	Tier 2	Implement	08/29/2016	06/09/2017	\$630	District Curriculum Specialist, Teachers, Principal, Learning Coach, PYP Coordinator, Mathematics Teacher Leader
Writing Process and Collaboration	Writing strategies will develop connections between Units of Inquiry, as well as best practices and training in Core Content State Standards. In addition, teachers will incorporate the use of 6+1 Traits of Writing and collaboration as daily instructional methods.	Direct Instruction, Professional Learning, Other - Differentiated Instruction and Student Collaboration	Tier 1	Implement	08/29/2016	06/09/2017	\$0	Teachers, PYP Coordinator, Principal, District Curriculum Specialist Coordinator, Elementary Language Arts Teacher Leader

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Informational Reading and Comprehension	In connection to Units of Inquiry, students will engage in vocabulary rich informational reading and comprehension activities that require high cognitive demand at least 3x per week.	Direct Instruction, Teacher Collaboration, Other - Differentiated Instruction	Tier 1	Implement	08/29/2016	06/09/2017	\$500	District Curriculum Specialist, District Social Studies Teacher Leader, Classroom Teachers, Principal, Resource Room Teachers, PYP Coordinator, PYP Leadership Team
Focused instruction incorporating student and teacher questioning through Unit Planners	Teachers will implement the Primary Years Programme to increase student engagement and develop higher level questioning practices for both teacher and students.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/29/2016	06/09/2017	\$3990	Primary Years Program Coordinator, PYP Leadership Team, Building Principal, All Teaching Staff
Writing within Scientific Method	In connection to Units of Inquiry, teachers will include writing in response to science content and/or scientific method writing at least once per week to demonstrate comprehension. Instruction could include inquiry methods such as problematic scenarios, inquiry journals, science notebooks, and other activities that increase student engagement.	Direct Instruction	Tier 1	Implement	08/29/2016	06/09/2017	\$300	Teachers, Principal, District Elementary Teacher Leader, District Curriculum Specialist, PYP Coordinator, PYP Leadership Team

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Focused Teaching of Foundational Skills	Teachers will teach grade level appropriate decoding skills and incorporate an intervention block (a minimum of four times per week). Intervention block includes: small groups and/or individual interventions for at-risk, at grade level, and extended learning students. Next needs meeting will be held 4 to 6 times per year to review student progress in the core areas, determine areas of success and identify next instructional needs for students.	Direct Instruction, Technology, Teacher Collaboration, Other - Differentiated Instruction	Tier 2	Monitor	08/29/2016	06/09/2017	\$630	Teachers, Principal, PYP Coordinator, Psychologist, District Curriculum Specialist
Cross-Curricular Writing	Daily writing includes a variety of opportunities to write expository, narrative and opinion pieces which incorporate concepts learned through the Units of Inquiry.	Direct Instruction, Teacher Collaboration, Other - Student Collaboration	Tier 1	Implement	08/29/2016	06/09/2017	\$0	Teachers, Principal, District Curriculum Specialist, District Elementary Language Arts Teacher Leader, PYP Coordinator
Intervention Block	Teachers will incorporate an Intervention Block (minimum 4x per week). The intervention block includes small groups and individual interventions for at-risk, at grade level and extended learning students.	Academic Support Program	Tier 3	Implement	09/03/2015	06/10/2016	\$1000	Teachers, Principal, PYP Coach, PYP Coordinator, Learning Coach
Informational Reading and Comprehension	In connection to units of inquiry, students will engage in vocabulary rich informational reading and comprehension activities that require high cognitive demand at least 3x per week.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/09/2017	\$500	Teachers, Principal, PYP Coordinator, PYP Coach, District Curriculum Specialist, District Science Teacher Leader