

School Improvement 2014-15

Hollywood Elementary School

Lakeshore School District (Berrien)

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Overview

Plan Name

School Improvement 2014-15

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	WRT: All students will be proficient in writing.	Objectives: 3 Strategies: 3 Activities: 8	Academic	\$1400
2	RDG: All students will be proficient in reading.	Objectives: 3 Strategies: 5 Activities: 10	Academic	\$84333
3	MATH: All students will be proficient in math.	Objectives: 3 Strategies: 3 Activities: 10	Academic	\$11232
4	SCIENCE: All students will be proficient in Science.	Objectives: 3 Strategies: 3 Activities: 6	Academic	\$600
5	CULTURE: All students will be responsible for their behavior and learning, developing personal leadership skills.	Objectives: 2 Strategies: 2 Activities: 4	Organizational	\$36800

Goal 1: WRT: All students will be proficient in writing.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in writing standards in English Language Arts by 06/10/2022 as measured by performance on local and state assessments..

Strategy 1:

WRT 1.0: Tier 1 Focused Writing - Teachers will model effective writing strategies for narrative, informational, and opinion/argument writing.

Research Cited: "The elements of writing workshop are all means of formative assessment where we are supporting the development of the writer, not simply delivering content. When we model our own writing, we are sharing our processes and showing that we value the writing we are asking our students to do. Before conducting mini-lessons, we have already informally assessed and determined the need to review a particular feature or convention of writing. When we use mentor texts, we are helping students to expand their repertoire of language structures. When we share and respond to writing - peer-to-peer in small writing groups, peer-to-peer in partner response, or teacher-to-student in individual writing conferences - we are assessing and immediately using that assessment to improve writing for a particular content, purpose, and audience. As a result, we time-crunched teachers need not take home stacks and stacks of papers to grade. Meanwhile, students generate stacks and stacks of writing that supports the development of content ideas and writing 'muscles'."

The Writing Workshop: A Valuable Tool for Differentiation and Formative Assessment. <http://www.edutopia.org/blog/writing-workshop-differentiated-instruction-formative-assessment>. Lucy Caulkins, Teachers College at Columbia University

Tier: Tier 1

Activity - WRT 1.1: Tier 1 Common Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will formalize and use a common scoring rubric that matches Common Core expectations.	Direct Instruction	Tier 1	Implement	09/02/2014	06/05/2015	\$0	No Funding Required	Teachers Content Area Team Leaders Writing School Improvement Team Principal District Curriculum Director

Activity - WRT 1.2: Tier 1 Modeling and Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Identify anchor papers/student writing samples that exemplify the writing rubric expectations. Teacher will model and practice exemplary writing practices of all genres with students as part of direct teaching instruction and then provide quality writing feedback to students during writing conferences and other forums for feedback.	Direct Instruction	Tier 1	Implement	09/02/2014	06/05/2015	\$0	No Funding Required	ELA Content Team Leaders Teachers Principal Curriculum Director Writing School Improvement Team.
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Activity - WRT 1.3: Tier 1 MAISA Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected K-5 teachers will attend Writer's Workshop PD, MAISA PD, and other monthly PD and Professional Learning Community ventures to learn about the writer's workshop process to apply it to MAISA units and other classroom writing practices.	Direct Instruction	Tier 1	Implement	09/02/2014	06/05/2015	\$1350	Title II Part A	ELA Content Team Leaders Teachers Principal Curriculum Director Writing School Improvement Team

Activity - WRT 1.4: Tier 1 Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Time will be allotted for teachers to analyze student writing data during weekly Professional Learning Community time. Strategies and student achievement results will be kept in the minutes and reported to the building principal.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/05/2015	\$0	No Funding Required	Professional Learning Community teams Principal

Activity - Writing 1.5 Informational and Persuasive Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary Writer's Workshop PLC leaders will choose one piece of informational and/or persuasive writing and focus on teaching it to all staff during PLC times.	Professional Learning	Tier 1	Implement	09/02/2014	06/05/2015	\$0	No Funding Required	Writer's Workshop PLC teacher leaders All teachers Principal Curriculum Director

Measurable Objective 2:

A 20% increase of Economically Disadvantaged students will demonstrate a proficiency in writing in English Language Arts by 06/10/2022 as measured by local and state assessments..

Strategy 1:

WRT 2.0: Tier 2 Targeted Skill Instruction - Intensive small group instruction and conferencing will be provided to students identified by Professional Learning Community teams as they analyze student work.

Research Cited: "Conferences are private demonstrations of how to think, how to run your brain, how to monitor your work, how to evaluate your products, how to sustain your efforts. In the best of conferences, the teacher does not step in to solve students' problems or make their decisions, but guides them to decide for themselves, making their own choices and living out the consequences. Conferences help kids internalize that vital cognitive habit of shifting gears from production to reflection, from immersion to distancing, from doing to assessing. And the key to this cognitive coaching is not advice or information given by teachers, but their presence, patience, and consistency in accompanying students through the process." Teaching the Best Practice Way: Methods That Matter, K-12. Harvey Daniels and Marilyn Bizar, Stenhouse Publishers

Tier: Tier 2

Activity - WRT 2.1: Tier 2 Writing Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An interventionist will meet with students for small group instruction based on needs demonstrated on data results. **This is a combined activity with reading intervention.	Academic Support Program	Tier 2	Implement	09/02/2014	06/05/2015	\$0	No Funding Required	Grade level teachers Intervention teacher(s) of writing. Principal will determine intervention schedule.

Activity - WRT 2.2: Tier 2 Parental Information Event	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionist will hold a parent information/training event twice a year.	Parent Involvement	Tier 2	Implement	09/02/2014	06/05/2015	\$50	Title I Part A	Interventionist Writing School Improvement Team Principal

Measurable Objective 3:

A 20% increase of Students with Disabilities students will demonstrate a proficiency in writing standards in Writing by 06/10/2022 as measured by local and state assessments..

Strategy 1:

WRT 3.0: Tier 3 Non-linguistic Representations - The special education and classroom teachers will identify non-linguistic representation options, a set of graphic organizers and support materials to be used consistently with Tier 3 students to organize their thoughts and new learning. These will be utilized daily throughout their day as they write in all content areas--reading, math, social studies and science.

Research Cited: "In this book, the imagery mode of representation is referred to as a nonlinguistic representation. The more we use both systems of representation--linguistic and non-linguistic--the better we are able to think about and recall knowledge. This is particularly relevant to the classroom, because studies have consistently shown that the primary way we present new knowledge to students is linguistic. We either talk to them about the new content or have them read about the new content (see Flanders, 1970). This means that students are commonly left to their own devices to generate nonlinguistic representations. When teachers help students in this kind of work, however, the effects on achievement are strong. It has even been shown that explicitly engaging students in the creation of nonlinguistic representations stimulates and increases activity in the brain (see Gerlic & Jausovec, 1999)." Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement by Robert Marzano, Debra Pickering and Jane Pollock, ASCD (p.73)

Tier: Tier 3

Activity - WRT 3.1: Tier 3 Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will introduce graphic organizers that will support narrative, informational, and opinion/argument writing in a small group/individual instructional group. Students will receive direct instruction, guided practice with feedback to establish a foundation of scaffolded support for writing.	Academic Support Program	Tier 3	Implement	09/02/2014	06/05/2015	\$0	No Funding Required	Special Education teachers Principal Writing School Improvement Team All teachers of writing K-5

Goal 2: RDG: All students will be proficient in reading.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in reading standards in English Language Arts by 06/10/2022 as measured by local and state assessments..

Strategy 1:

RDG 1.0: Tier I Broaden Reading Opportunities - Teachers in all content areas will target increased emphasis on informational reading to support strategies that encompass comprehension strategies that are taught explicitly to students. They will structure their literacy block and school day to incorporate more time to read across the curriculum.

Research Cited: Research Cited: Research supports reading comprehension with 5 major strategies:

1. Teach students how to use reading comprehension strategies.

2. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content.
3. Guide students through focused, high-quality discussion on the meaning of text.
4. Select texts purposefully to support comprehension development.
5. Establish an engaging and motivating context in which to teach reading comprehension.

"Strong reading comprehension skills are central not only to academic and professional success, but also to a productive social and civic life. These skills build the capacity to learn independently, to absorb information on a variety of topics, to enjoy reading, and to experience literature more deeply. Despite the growing demand for highly educated workers in today's information and service-related economies, the proportion of American adults classified as "below basic" readers remained remarkably constant between 1992 and 2003. This guide, developed by a panel of experts, presents a set of evidence-based practices that teachers and other educators can use to successfully teach reading comprehension to young readers. The panel believes that students who read with understanding at an early age gain access to a broader range of texts, knowledge, and educational opportunities, making early reading comprehension instruction critical."

Reserach Cited: Shanahan, T., Callison, K., Carriere, C., Duke, N.K., Pearson, P.D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NC## 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from whatworks.ed.gov/publications/practiceguides

Tier: Tier 1

Activity - RDG: 1.1 Tier 1 Text Set Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers within grade levels wil identify informational text sets to be used to teach comprehension strategies to all students in social studies and science clases.	Direct Instruction	Tier 1	Implement	09/02/2014	06/05/2015	\$0	No Funding Required	All teachers of Social Studies and Science

Activity - RDG. 1.2 Tier 1 Technology Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of web-based programs and other technology supports to provide students with multiple extended reading opportunities across a variety of genres and reading levels for differentiated instruction.	Technology	Tier 1	Implement	09/02/2014	06/05/2015	\$2000	Other	All teachers of reading Support staff Principal

Strategy 2:

RDG 2.0 Tier 1: Close and Critical Reading Strategies - Teachers will explore thinking strategies for close, critical reading to strengthen their small group/individual instruction during the literacy block. Research recommends:

1. Provide explicit vocabulary instruction.
2. Provide direct and explicit comprehension strategy instruction.
3. Provide opportunities for extended discussion of text meaning and interpretation.

4. Increase student motivation and engagement in literacy learning
5. Make available intensive and individualized interventions for struggling readers provided by trained specialists.

Research Cited: "To acquire the skills they need, students must work hard to refine and build upon their initial reading skills, and teachers in upper elementary grades . . . should help students acquire more advanced skills once they understand the demands that content area tasks actually present, especially to students who struggle with reading. However, many teachers report feeling unprepared to help their students or do not think that teaching reading skills in content-area classes is their responsibility." Kamil, M.L., Borman, G.D., Dole, J., Kral, D.C., Salinger, T., and Torgesen, J (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Pract Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S> Department of Education, Retrieved from http://ies.ed.gov/ncee/wwc/publications/practice_guides

Tier: Tier 1

Activity - RDG 2.1: Tier 1 Strategies for Effective Reading Instruction Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Reading Interventionist will provide quarterly training in reading strategies. Staff will work through the book 40 Reading Intervention Strategies for K-6 Students, and utilize videos to guide this learning. This training will be presented to the entire teaching staff and then followed up with small Professional Learning Community dialogues to facilitate application to specific students.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/05/2015	\$0	No Funding Required	Reading Interventionist Reading School Improvement Team Principal

Activity - RDG 2.2: Tier 1 Informational Reading Focus with Social Studies Concepts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize informational children's magazines (such as Time for Kids) to focus on reading informational text and practice retelling skills through Social Studies topics.	Direct Instruction	Tier 1	Implement	09/02/2014	06/05/2015	\$0	No Funding Required	K-5 Teachers Principal Curriculum Director

Activity - RDG 2.3 Tier 1 Social Studies Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of social studies will attend professional learning opportunities to familiarize themselves with the new C3 national standards and the MC3 curriculum. This will begin the process of learning about the new standards as they relate and merge with the common core literacy standards.	Professional Learning	Tier 1	Getting Ready	08/26/2014	06/05/2015	\$333	Title II Part A	K-5 teachers Principal Curriculum Director

Strategy 3:

Reading 3.0 Tier 1 Literacy Blocks - K-5 teachers provide reading and writing instruction daily as part of a literacy block. All K-5 teachers have been trained with this model which incorporates building vocabulary, guided reading instruction, building comprehension strategies, writing and scoring prompts, assessing reading levels,

fluency, use of Running Records, etc.

Research Cited: The way teachers structure the learning environment and the way students spend their time influences the level of reading proficiency the students have attained by the end of the academic year. Excerpt taken from research by Gaea Leinhardt, Naomi Zigmond, and William Cooley (1981). Research cited: Boushey, Gail and Moser, Joan. The Daily 5 Fostering Literacy Independence in the elementary Grades, Second Edition. Stenhouse Publishers Portland, Maine 2014
Tier: Tier 1

Activity - RDG 3.1 Tier 1 Literacy Block Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of Fountas and Pinnell literacy program (assessment) in all elementary classrooms along with the Daily 5 C.A.F.E. model for grouping. Interventionists are an integral part of this literacy program.	Direct Instruction	Tier 1	Implement	09/02/2014	06/05/2015	\$0	No Funding Required	K-5 teachers Interventionist staff Principal Curriculum Director

Activity - RDG. 3.2 Tier 1 Running Records	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will perform running records assessments on each student 3 times per year to assess reading levels, comprehension levels, and gather other literacy data. Subs will be provided for 1 day per teacher (1/2 day in fall, 1/2 day in spring) to be used to allow teachers the time to do these assessments. In addition to fall and spring, K-2 teachers also conduct these assessments for a half day each in the winter.	Other	Tier 1	Monitor	09/02/2014	06/05/2015	\$2000	General Fund	Teachers Interventionist Principal Curriculum Director

Measurable Objective 2:

A 20% increase of Economically Disadvantaged students will demonstrate a proficiency in accuracy and comprehension in Reading by 06/05/2015 as measured by performance on state and local assessments.

Strategy 1:

RDG 4.0: Tier 2 MTSS Interventions - Teachers will use timely and appropriate interventions with students during their daily literacy block. Quarterly Data Days will be implemented to strengthen intervention planning. Students will be identified as needing intervention through screeners, diagnostics, and/or teacher recommendations (Fountas and Pinnell (K-5) and NWEA/MAP (2-5). A Literacy Interventionist will work with small groups of students on a consistent schedule to provide interventions specific to each students' needs during times that do not take these students away from their core instruction time for reading in the regular classroom. The Fountas & Pinnell Leveled Literacy program will be utilized.

Research Cited: "Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark on universal screening. Typically, these groups meet between three and five times a week for 20 to 40 minutes (Tier 2). Tier 2 instruction should take place in small homogeneous groups ranging from three to four students using curricula that address the major components of reading instruction (comprehension, fluency, phonemic awareness, phonics, and vocabulary.)" Research Cited: Gersten, R., Compton, D., Connor, D.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045).

Washington, DC: National Center for Education Evaluation and Regional Assistance Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

"The design of leveled literacy intervention lessons is based on empirical research on reading acquisition and reading difficulties. In LLI lessons, texts are matched to children's reading ability so that the children read every day at their instructional level with teacher support as well as at their independent level with little or not support. LLI lessons provide systematic instruction in phonemic awareness and phonics and provide daily opportunities to increase fluency through oral rereading of texts."

Research taken from Harrison, L., Grehan, A., Ross, S., Dexter, E., & Inan, F. (2008). Leveled Literacy Intervention: Year 1 Evaluation. Paper presented at the Annual Meeting of the American Educational Research Association, New York.

Tier: Tier 2

Activity - RDG. 4.1: Tier 2 Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Literacy Interventionist will work with classroom teachers to develop schedules that account for meeting several times a week with students that support Tier 2 reading needs for identified students using screeners, diagnostics and teacher recommendations. The Fountas and Pinnell Leveled Literacy program will be utilized. In addition, the interventionists will direct the guided practice provided by a literacy paraprofessional.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/05/2015	\$80000	Title I Part A	Literacy Interventionist Principal Title 1 Paraprofessional Curriculum Director Reading School Improvement Team
Activity - RDG. 4.2: Tier 2 Fountas & Pinnell Leveled Literacy Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Interventionist will address Tier 2 reading needs utilizing the Fountas & Pinnell Leveled Literacy materials.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/05/2015	\$0	No Funding Required	Literacy Interventionist Principal

Measurable Objective 3:

A 20% increase of Students with Disabilities students will demonstrate a proficiency in accuracy and comprehension in Reading by 06/04/2015 as measured by performance on state and local assessments..

Strategy 1:

RDG. 5.0: Tier 3 Deepening Direct Instruction - The special education teacher will restructure her day to maximize direct instruction and time that students are reading to strengthen skills, practice fluency and engage in dialogue for understanding. Strategies That Work: Teaching Comprehension for Understanding and Engagement by Stephanie Harvey & Anne Goudvis will be utilized to strengthen instruction. Other key resources will be: Reading with Meaning: Teaching Comprehension in the

Primary Grades by Debbie Miller and Research-Based Methods of Reading Instruction by Sharon Vaughn and Sylvia Linan-Thompson. Teachers will identify one new strategy to implement each month and focus their Professional Learning Community time on implementation.

Research Cited: "The purpose of comprehension instruction is to teach strategies as tools to expand and deepen understanding. We best do this by avoiding a lock-step sequence and teaching kids a repertoire of strategies they can use flexibly in many circumstances and with a variety of texts." Harvey, S., Goudvis, A. (2007)

Strategies That Work: Teaching Comprehension for Understanding and Engagement. Portland, Maine. Stenhouse Publishers

Tier: Tier 3

Activity - RDG. 5.1: Tier 3 Project Read	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will organize and implement additional guided practice opportunities for their students utilizing the Project Read leveled reading (A-Z) materials for K-5. This will allow paraprofessionals and volunteers to support students with specific materials/books at their level. In addition, take home materials for the home-school connection will support a student at their instructional level. It will incorporate choice and success with repeated readings which are strong motivators and predictors of success. The scripted focus will ensure fidelity to the research base of the program in addition to regular walk-throughs by the principal.	Academic Support Program	Tier 3	Monitor	09/02/2014	06/05/2015	\$0	No Funding Required	Special Education teachers Classroom teachers Support staff

Goal 3: MATH: All students will be proficient in math.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in math standards in Mathematics by 06/10/2022 as measured by performance on state and local assessments.

Strategy 1:

MATH 1.0: Tier 1 Common Core-Aligning Curriculum - All teachers will implement the Common Core math standards using current resources and focusing on the 8 mathematical standards of practice.

Research Cited: Research Cited: In his 35 years of meta-analysis on research in education, Robert Marzano (2003) identifies a guaranteed and viable curriculum as one of 11 factors with a proven track record of increasing student achievement.. Marzano (2003) defines a guaranteed and viable curriculum as one in which 1. Clear guidance is given to teachers regarding the content to be addressed in specific courses, at specific grade levels. 2. Individual teachers do not have the option to disregard or replace content that has been assigned to a specific course or grade level. 3. The content articulated in the curriculum for a given course or grade level can be adequately addressed in the time available. (pp.25-30) Research cited from: Becoming a Great High School by Time Westerberg Research cited: The Common Core State Standards Initiative (CCSSI 2010) . . . serves as another signpost for a richer vision of math. The major goal of this effort is to articulate both the knowledge and the skills . . . that all students should master during their K-12 schooling. The Common Core's subtitle captures the mission succinctly: "Preparing America's Students for College and Career." This book is focused on mathematics teaching and learning and is meant to help you do that job by heightening your math sense and by providing an overview of some of the elements--the seeds--that should be seen, heard, and felt in elementary mathematics instruction in twenty-first-

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century classrooms. Research cited from: Math Sense: The Look, Sound, and Feel of Effective Instruction by Christine Moynihan.

Tier: Tier 1

Activity - MATH 1.1: Tier 1 Math Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Each K-5 teacher will participate in four half-day sessions in grade level teams to study the book "Putting the Practices into Action: Implementing the Common Core Standards for Mathematical Practice K-8" and "Number Sense Routines" which they will then put into practice to develop common effective practices, vocabulary, and routines to build foundational math skills.</p> <p>There are also three workshops at Kalamazoo RESA that selected staff will be able to attend to build skills and capacity in certain designated topics.</p>	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$6066	Title II Part A	Curriculum Director Principal All teachers of mathematics (K-5)-PLC Team Leaders
Activity - MATH 1.2: Tier 1 Higher Level Math Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will provide regular opportunities for students to solve higher level, performance-based math tasks. This will include providing students with Smarter-Balanced like mathematical tasks on a weekly basis. Teachers will choose and develop these tasks by grade level during committee meetings and PLC times.</p>	Direct Instruction	Tier 1	Implement	09/02/2014	06/05/2015	\$0	No Funding Required	Math Team Leaders Curriculum Director Principal All teachers of mathematics (K-5)
Activity - MATH 1.3: Tier 1 Higher Level Math Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will plan for and ask high-level questions designed to encourage math talk in every math lesson using available resources.</p>	Direct Instruction	Tier 1	Implement	09/02/2014	06/05/2015	\$0	No Funding Required	Interventionist Principal All teachers of mathematics (K-5)
Activity - MATH 1.4: Tier 1 Resource Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will research "best practice" for math instruction using the CCSS as reflected in textbook/curricular support materials. The math content leaders and participating teachers will review current textbook publishers, pilot units and/or whole classes, and conduct an audit analysis of resources to determine which program(s) will be recommended for purchase.	Curriculum Development	Tier 1	Implement	09/02/2014	06/05/2015	\$500	General Fund	Math Team Leaders Math School Improvement Team Curriculum Director Principal All teachers of mathematics (K-5)
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Activity - Math 1.5 Math Block Instructional Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop a common instructional model by studying the Daily 3 Model for Mathematics as well as other structures. This may include site visits to other classrooms. This will help us understand and make decisions about how to use time effectively in a math block and how to utilize student groupings and formative assessments to increase achievement.	Other	Tier 1	Implement	09/02/2014	06/05/2015	\$333	Title II Part A	K-5 Math Teachers Principal

Activity - Math 1.6 Tier 1 Technology Support-Differentiated Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of web-based programs and other technology supports to provide students with multiple, extended math practices.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/05/2015	\$4000	Other	All teachers of math Building principal

Activity - Math 1.7 Tier 1 Video Vault	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will work together in teams and with the technology department to develop a way for sharing resources related to videos on how to teach/demonstrate mathematical content. They will create a shared resource that all teachers and support staff can access to strength both small and large group instruction.	Technology	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$0	No Funding Required	Teachers and designated sub-committee Math Curriculum Area Teachers (leadership) Principal Curriculum Director

Measurable Objective 2:

A 20% increase of Economically Disadvantaged students will demonstrate a proficiency on math standards in Mathematics by 06/10/2022 as measured by performance on state and local assessments.

Strategy 1:

MATH 2.0: Tier 2 Timely Interventions - Teachers will work together in PLC's to provide timely interventions in math according to screeners, diagnostics, or teacher recommendations. Intervention will be provided in small groups. Interventions will devote at least 10 minutes per session on building fluent retrieval of basic facts, including opportunities for students to work with visual representations of mathematical ideas.

Research Cited: Research cited: Knowing mathematics, really knowing it, means understanding it. When we memorize rules for moving symbols around on paper, we may be learning something, but we are not learning mathematics. When we memorize names and dates we are not learning history; when we memorize titles of books and authors we are not learning literature. Knowing a subject means getting inside it and seeing how things work, how things are related to each other, and why they work like they do. (Hiebert et al., 2) from Small Steps, Big Changes: Eight Essential Practices for Transforming Schools Through Mathematics by Chris Confer & Marco Ramirez

Tier: Tier 2

Activity - MATH 2.1: Tier 2 Math Para Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math training by a math teacher will be provided to paras and/or volunteers who work with small math groups to support the use of hands-on materials to increase math fluency and math concepts as well as other best practices.	Academic Support Program	Tier 2	Monitor	08/26/2014	06/05/2015	\$333	Title II Part A	Paraprofessionals Principal All teachers of mathematics (K-5)
Activity - MATH 2.2: Tier 2 Video Vault	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work together in teams and with the technology department to compile a collection of videos/videoclips and other online resources that students and parents can access that will include increased repetitions and effective strategies to support math concepts.	Academic Support Program	Tier 2	Implement	09/02/2014	06/05/2015	\$0	No Funding Required	Math School Improvement Committee Principal All teachers of mathematics K-5 Technology department staff

Measurable Objective 3:

A 20% increase of Students with Disabilities students will demonstrate a proficiency in math standards in Mathematics by 06/10/2022 as measured by performance on local and state assessments.

Strategy 1:

MATH 3.0: Tier 3 Intense Interventions - The special education teachers will restructure their time with students to provide more targeted direct instruction with guided practice using research based materials such as Touch Math.

Research Cited: Research cited: Sometimes teachers can adapt Tier 2 interventions for use at Tier 3 by increasing their frequency and duration. At the intensive level, many children require daily interventions of an hour or more. from Pyramid Response to Intervention by Austin Buffum, Mike Mattos and Chris Weber (p. 102-103).
Bloomington, Indiana: Solution Tree Press, 2009

Tier: Tier 3

Activity - MATH 3.1: Tier 3 Touch Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Touch Math will be utilized daily for mathematics instruction to incorporate a scripted, sequenced and multi-sensory approach to building mathematical understanding and skill. Paraprofessional support will utilize the Touch Math materials for guided practice. Effective use of the program will be monitored by the principal during classroom visitations and data dialogues with teachers.	Academic Support Program	Tier 3	Monitor	09/02/2014	06/05/2015	\$0	No Funding Required	Special education teachers Principal

Goal 4: SCIENCE: All students will be proficient in Science.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in all standards in Science by 06/10/2022 as measured by performance on local and state assessments..

Strategy 1:

SCIENCE 1.0: Tier 1 Inquiry Based Instruction - All teachers will use more inquiry based instruction with students to increase student engagement and critical thinking opportunities.

Research Cited: Research Cited: Scientific inquiry refers to the diverse ways in which scientists study the natural world and propose explanations based on the evidence derived from their work. Inquiry also refers to the activities of students in which they develop knowledge and understanding of scientific ideas, as well as an understanding of how scientists study the natural world. (National Science Education Standards, p. 23) Through examples and discussion, ...students and teachers can use inquiry to learn how to do science, learn about the nature of science, and learn science content." from "Inquiry in Science and in Classrooms," Inquiry and the National Science Education Standards: A Guide for Teaching and Learning." Washington, DC: The National Academies Press, 2000.

Tier: Tier 1

Activity - SCIENCE 1.1: Tier 1 Van Andel/Kent Science Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will participate in Train the Trainer instruction specifically addressing the NGSS, focusing on developing high quality instructional materials using the EQUIP alignment rubric developed by Achieve (3 days @ Kent ISD).	Professional Learning	Tier 1	Implement	09/02/2014	06/05/2015	\$600	Title II Part A	Science School Improvement Team Curriculum Director All teachers of Science K-5
Activity - SCIENCE 1.2: Tier 1 VAEI Instructional Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science content team leaders will participate in a continued focus of the Van Andel Education Model of Inquiry-Based Instruction and learn to connect that more specifically with NGSS standards.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$0	No Funding Required	Curriculum Director Principal Science content team leaders
Activity - SCIENCE 1.3: Tier 1 Interim Assesments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
4th grade teachers will administer a science interim assessment from MDE and use the information to assess student needs for instructional purposes.	Direct Instruction	Tier 1	Implement	09/02/2014	06/05/2015	\$0	No Funding Required	Curriculum Director Principal Science School Improvement Team All teachers of Science K-5
Activity - Science 1:4 Tier 1 Strengthening Vocabulary & Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will discuss during grade level meetings and/or PLC's specific strategies for activating and connecting vocabulary to content. These strategies could include use of technology supplements such as Science A to Z, Study Island, web-sites, or other resources.	Academic Support Program	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$0	No Funding Required	Science School Improvement Committee Teachers Principal Curriculum Director

Measurable Objective 2:

A 20% increase of Economically Disadvantaged students will demonstrate a proficiency in all standards in Science by 06/10/2022 as measured by performance on local and state assessments.

Strategy 1:

SCIENCE 2.0 Tier 2 Activating and Connecting to Background Knowledge - Teachers will facilitate a small group to deepen comprehension of complex scientific content. These groups will develop vocabulary, questioning and help make connections to the known and real world. Discussion and formative assessment will be critical. Teachers will prioritize gathering students several times throughout each science unit to check and strengthen understanding. This will also assist the teacher in personal reflection regarding instructional practices.

Research Cited: The background knowledge we bring to our reading colors every aspect of our learning and understanding. If readers have nothing to hook new information to, it's pretty hard to construct meaning. When we have a lot of background knowledge in a topic, we are much more likely to understand the text. ...But when we know little about a topic or are unfamiliar with the format, we often find ourselves mired in confusion. Making connections to personal experience facilitate understanding. Research cited: Strategies that Work: Teaching Comprehension for Understanding and Engagement by Stephanie Harvey & Anne Goudvis (2007) Portland, Maine: Stenhouse Publishers (p. 92)

Tier: Tier 2

Activity - SCIENCE 2.1 Tier 2 Group Facilitation Techniques	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will study resources such as the section from the book Strategies that Work on "Activating and Connecting to Background Knowledge" and formulate guidelines to focus their facilitation of small group discussion.	Professional Learning	Tier 2	Implement	09/02/2014	06/05/2015	\$0	No Funding Required	Principal Science School Improvement Team Teachers of Science

Measurable Objective 3:

A 20% increase of Students with Disabilities students will demonstrate a proficiency in all standards in Science by 06/10/2022 as measured by performance on local and state assessments.

Strategy 1:

SCIENCE 3.0: Tier 3 Motivation and Readability - Teachers will provide individual student support to access science content by searching for texts that will interest, empower and motivate students to learn new concepts. These texts will allow for choice and build confidence in existing skills. They will most likely be short in length and real world (i.e. magazine article).

Research Cited: Kids love to read in every genre. Not surprisingly; though, we have yet to run into a kid who can't put down his social studies textbook. ...When we use just a little bit of text for a demonstration, students can get the point, teachers can stick to the point, and everyone can get on with what's most important; students reading and practicing on their own. Research cited: Strategies That Work: Teaching Comprehension for Understanding and Engagement by Stephanie Harvey & Anne Goudvis (2007) Portland, Maine: Stenhouse Publishers (pp. 60 & 66)

Tier: Tier 3

Activity - SCIENCE 3.1: Tier 3 Alternate Text Selection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will study the chapter on "Text Matters" from the book Strategies That Work: Teaching Comprehension for Understanding and Engagement by Stephanie Harveu & Anne Goudvis. They will identify short, real world texts that support the science unit instruction. The variety of texts will be utilized to provide choice and build confidence in understanding scientific content used within one-to-one instructional support.	Professional Learning	Tier 3	Getting Ready	09/02/2014	06/05/2015	\$0	No Funding Required	Science School Improvement Team Principal All teachers of science (K-5)

Goal 5: CULTURE: All students will be responsible for their behavior and learning, developing personal leadership skills.

Measurable Objective 1:

collaborate to implement The Leader in Me focus for our overall building emphasis on student responsibility/leadership for self, learning, teamwork and service by 06/09/2017 as measured by student, parent and staff survey data.

Strategy 1:

CULTURE 1.0: Tier 1 The Leader in Me Initiative - All Hollywood staff will have the option to continue learning about The Leader in Me based on the 7 Habits of Healthy Kids by Stephen Covey.

Research Cited: "Instead, the individuals who are emerging as the new "winners"--the new thrivers--of the twenty-first century are those who possess above average creativity, strong analytical skills, a knack for foresight, and--surprise, surprise--good people skills. As Daniel Pink and others are asserting, it is the right-brainers who are taking over the present economy. They are the inventors, the designers, the listeners, the big-picture thinkers, the meaning makers, and the pattern recognizers--those who know how to optimize and creatively maneuver the facts, not just memorize or regurgitate them. All this they do while knowing how to effectively team with others." The Leader in Me by Stephen R. Covey (2008) New York: Free Press (p. 8).

Tier: Tier 1

Activity - CULTURE 1.1: Tier 1 Create Implementation Timeline	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hollywood Staff will create a timeline for implementation of a building-wide focus on student behavior, responsibility, teamwork and service. Each staff member will be encouraged participate on an action team for a specific goal under the leadership of The Lighthouse Team.	Behavioral Support Program	Tier 1	Implement	06/25/2014	06/09/2017	\$400	General Fund	Principal Lighthouse Team All building staff

Activity - Culture 1.2 Tier 1 The Leader in Me Staff Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All staff were given the opportunity to participate in the Leader in Me training for 4 days in June, 2014. In addition, a smaller group of 9 staff trained for a day in the formation of the Lighthouse Team to give leadership to implementation. Follow-up training and formal coaching will be provided through the school year as we complete our Level 1 professional development to become a Lighthouse Leader in Me School! Part of this initiative includes staff participation in the Leader in Me Symposium Conference.	Professional Learning	Tier 1	Getting Ready	06/10/2014	06/05/2015	\$35800	Other, Title I Part A	Teachers Support staff Principal
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Measurable Objective 2:

collaborate to identify and implement impactful mentors for our most at-risk students by 10/10/2014 as measured by staff, student and parent survey data.

Strategy 1:

CULTURE 2.0: Tier 2 and Tier 3 Superintendent's Drop-out Challenge - The building culture school improvement team will follow through on setting up and training staff in the model of the MDE's Superintendent's Drop-out Challenge. Fifteen students are identified with a mentor and tracked regarding the Attendance, Behavior and Course Completion, the ABC's of the program. Quarterly checkpoints will be established.

Research Cited: Refer to the Michigan Department of Education requirements presented by Superintendent Flannagan on the web-site.

Tier:

Activity - CULTURE 2.1: Tier 2 and 3 Parent Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The mentors and building culture school improvement team will plan a quarterly initiative to engage families of our students in the Superintendent's Drop-out Challenge. Personal connections will be emphasized with step-by-step simple supports put into place to engage the entire family in the student's success.	Parent Involvement	Tier 2	Implement	11/07/2014	06/05/2015	\$400	General Fund	Principal Lighthouse Team All building staff

Activity - Culture 2.2: Tier 2 and 3 High School Mentors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will continue our after school High School Buddies Mentoring Program to involve our most at-risk students with a high school role model for behavioral and academic support.	Behavioral Support Program	Tier 2	Monitor	11/06/2014	05/21/2015	\$200	General Fund	Counselor Teachers Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Culture 2.2: Tier 2 and 3 High School Mentors	We will continue our after school High School Buddies Mentoring Program to involve our most at-risk students with a high school role model for behavioral and academic support.	Behavioral Support Program	Tier 2	Monitor	11/06/2014	05/21/2015	\$200	Counselor Teachers Principal
CULTURE 1.1: Tier 1 Create Implementation Timeline	Hollywood Staff will create a timeline for implementation of a building-wide focus on student behavior, responsibility, teamwork and service. Each staff member will be encouraged participate on an action team for a specific goal under the leadership of The Lighthouse Team.	Behavioral Support Program	Tier 1	Implement	06/25/2014	06/09/2017	\$400	Principal Lighthouse Team All building staff
MATH 1.4: Tier 1 Resource Review	Teachers will research "best practice" for math instruction using the CCSS as reflected in textbook/curricular support materials. The math content leaders and participating teachers will review current textbook publishers, pilot units and/or whole classes, and conduct an audit analysis of resources to determine which program(s) will be recommended for purchase.	Curriculum Development	Tier 1	Implement	09/02/2014	06/05/2015	\$500	Math Team Leaders Math School Improvement Team Curriculum Director Principal All teachers of mathematics (K-5)
RDG. 3.2 Tier 1 Running Records	K-5 teachers will perform running records assessments on each student 3 times per year to assess reading levels, comprehension levels, and gather other literacy data. Subs will be provided for 1 day per teacher (1/2 day in fall, 1/2 day in spring) to be used to allow teachers the time to do these assessments. In addition to fall and spring, K-2 teachers also conduct these assessments for a half day each in the winter.	Other	Tier 1	Monitor	09/02/2014	06/05/2015	\$2000	Teachers Interventionist Principal Curriculum Director

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CULTURE 2.1: Tier 2 and 3 Parent Engagement	The mentors and building culture school improvement team will plan a quarterly initiative to engage families of our students in the Superintendent's Drop-out Challenge. Personal connections will be emphasized with step-by-step simple supports put into place to engage the entire family in the student's success.	Parent Involvement	Tier 2	Implement	11/07/2014	06/05/2015	\$400	Principal Lighthouse Team All building staff
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Culture 1.2 Tier 1 The Leader in Me Staff Training	All staff were given the opportunity to participate in the Leader in Me training for 4 days in June, 2014. In addition, a smaller group of 9 staff trained for a day in the formation of the Lighthouse Team to give leadership to implementation. Follow-up training and formal coaching will be provided through the school year as we complete our Level 1 professional development to become a Lighthouse Leader in Me School! Part of this initiative includes staff participation in the Leader in Me Symposium Conference.	Professional Learning	Tier 1	Getting Ready	06/10/2014	06/05/2015	\$5800	Teachers Support staff Principal
RDG. 4.1: Tier 2 Interventionists	A Literacy Interventionist will work with classroom teachers to develop schedules that account for meeting several times a week with students that support Tier 2 reading needs for identified students using screeners, diagnostics and teacher recommendations. The Fountas and Pinnell Leveled Literacy program will be utilized. In addition, the interventionists will direct the guided practice provided by a literacy paraprofessional.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/05/2015	\$80000	Literacy Interventionist Principal Title 1 Paraprofessional Curriculum Director Reading School Improvement Team
WRT 2.2: Tier 2 Parental Information Event	Interventionist will hold a parent information/training event twice a year.	Parent Involvement	Tier 2	Implement	09/02/2014	06/05/2015	\$50	Interventionist Writing School Improvement Team Principal

Title II Part A

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math 1.5 Math Block Instructional Model	Teachers will develop a common instructional model by studying the Daily 3 Model for Mathematics as well as other structures. This may include site visits to other classrooms. This will help us understand and make decisions about how to use time effectively in a math block and how to utilize student groupings and formative assessments to increase achievement.	Other	Tier 1	Implement	09/02/2014	06/05/2015	\$333	K-5 Math Teachers Principal
WRT 1.3: Tier 1 MAISA Units	Selected K-5 teachers will attend Writer's Workshop PD, MAISA PD, and other monthly PD and Professional Learning Community ventures to learn about the writer's workshop process to apply it to MAISA units and other classroom writing practices.	Direct Instruction	Tier 1	Implement	09/02/2014	06/05/2015	\$1350	ELA Content Team Leaders Teachers Principal Curriculum Director Writing School Improvement Team
MATH 2.1: Tier 2 Math Para Training	Math training by a math teacher will be provided to paras and/or volunteers who work with small math groups to support the use of hands-on materials to increase math fluency and math concepts as well as other best practices.	Academic Support Program	Tier 2	Monitor	08/26/2014	06/05/2015	\$333	Paraprofessionals Principal All teachers of mathematics (K-5)
SCIENCE 1.1: Tier 1 Van Andel/Kent Science Network	Teachers will participate in Train the Trainer instruction specifically addressing the NGSS, focusing on developing high quality instructional materials using the EQUIP alignment rubric developed by Achieve (3 days @ Kent ISD).	Professional Learning	Tier 1	Implement	09/02/2014	06/05/2015	\$600	Science School Improvement Team Curriculum Director All teachers of Science K-5
RDG 2.3 Tier 1 Social Studies Standards	Teachers of social studies will attend professional learning opportunities to familiarize themselves with the new C3 national standards and the MC3 curriculum. This will begin the process of learning about the new standards as they relate and merge with the common core literacy standards.	Professional Learning	Tier 1	Getting Ready	08/26/2014	06/05/2015	\$333	K-5 teachers Principal Curriculum Director

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MATH 1.1: Tier 1 Math Professional Learning	Each K-5 teacher will participate in four half-day sessions in grade level teams to study the book "Putting the Practices into Action: Implementing the Common Core Standards for Mathematical Practice K-8" and "Number Sense Routines" which they will then put into practice to develop common effective practices, vocabulary, and routines to build foundational math skills. There are also three workshops at Kalamazoo RESA that selected staff will be able to attend to build skills and capacity in certain designated topics.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$6066	Curriculum Director Principal All teachers of mathematics (K-5)-PLC Team Leaders
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MATH 2.2: Tier 2 Video Vault	Teachers will work together in teams and with the technology department to compile a collection of videos/videoclips and other online resources that students and parents can access that will include increased repetitions and effective strategies to support math concepts.	Academic Support Program	Tier 2	Implement	09/02/2014	06/05/2015	\$0	Math School Improvement Committee Principal All teachers of mathematics K-5 Technology department staff
WRT 1.1: Tier 1 Common Rubrics	Teachers will formalize and use a common scoring rubric that matches Common Core expectations.	Direct Instruction	Tier 1	Implement	09/02/2014	06/05/2015	\$0	Teachers Content Area Team Leaders Writing School Improvement Team Principal District Curriculum Director

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SCIENCE 2.1 Tier 2 Group Facilitation Techniques	Teachers will study resources such as the section from the book Strategies that Work on "Activating and Connecting to Background Knowledge" and formulate guidelines to focus their facilitation of small group discussion.	Professional Learning	Tier 2	Implement	09/02/2014	06/05/2015	\$0	Principal Science School Improvement Team Teachers of Science
SCIENCE 1.2: Tier 1 VAEI Instructional Model	Science content team leaders will participate in a continued focus of the Van Andel Education Model of Inquiry-Based Instruction and learn to connect that more specifically with NGSS standards.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$0	Curriculum Director Principal Science content team leaders
WRT 1.4: Tier 1 Monitoring	Time will be allotted for teachers to analyze student writing data during weekly Professional Learning Community time. Strategies and student achievement results will be kept in the minutes and reported to the building principal.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/05/2015	\$0	Professional Learning Community teams Principal
RDG: 1.1 Tier 1 Text Set Development	Teachers within grade levels will identify informational text sets to be used to teach comprehension strategies to all students in social studies and science classes.	Direct Instruction	Tier 1	Implement	09/02/2014	06/05/2015	\$0	All teachers of Social Studies and Science
RDG 3.1 Tier 1 Literacy Block Model	Use of Fountas and Pinnell literacy program (assessment) in all elementary classrooms along with the Daily 5 C.A.F.E. model for grouping. Interventionists are an integral part of this literacy program.	Direct Instruction	Tier 1	Implement	09/02/2014	06/05/2015	\$0	K-5 teachers Interventionists staff Principal Curriculum Director
RDG 2.1: Tier 1 Strategies for Effective Reading Instruction Training	The Reading Interventionist will provide quarterly training in reading strategies. Staff will work through the book 40 Reading Intervention Strategies for K-6 Students, and utilize videos to guide this learning. This training will be presented to the entire teaching staff and then followed up with small Professional Learning Community dialogues to facilitate application to specific students.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/05/2015	\$0	Reading Interventionist Reading School Improvement Team Principal
WRT 3.1: Tier 3 Graphic Organizers	Teachers will introduce graphic organizers that will support narrative, informational, and opinion/argument writing in a small group/individual instructional group. Students will receive direct instruction, guided practice with feedback to establish a foundation of scaffolded support for writing.	Academic Support Program	Tier 3	Implement	09/02/2014	06/05/2015	\$0	Special Education teachers Principal Writing School Improvement Team All teachers of writing K-5

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WRT 2.1: Tier 2 Writing Groups	An interventionist will meet with students for small group instruction based on needs demonstrated on data results. **This is a combined activity with reading intervention.	Academic Support Program	Tier 2	Implement	09/02/2014	06/05/2015	\$0	Grade level teachers Intervention teacher(s) of writing. Principal will determine intervention schedule.
MATH 1.2: Tier 1 Higher Level Math Tasks	Teachers will provide regular opportunities for students to solve higher level, performance-based math tasks. This will include providing students with Smarter-Balanced like mathematical tasks on a weekly basis. Teachers will choose and develop these tasks by grade level during committee meetings and PLC times.	Direct Instruction	Tier 1	Implement	09/02/2014	06/05/2015	\$0	Math Team Leaders Curriculum Director Principal All teachers of mathematics (K-5)
MATH 3.1: Tier 3 Touch Math	Touch Math will be utilized daily for mathematics instruction to incorporate a scripted, sequenced and multi-sensory approach to building mathematical understanding and skill. Paraprofessional support will utilize the Touch Math materials for guided practice. Effective use of the program will be monitored by the principal during classroom visitations and data dialogues with teachers.	Academic Support Program	Tier 3	Monitor	09/02/2014	06/05/2015	\$0	Special education teachers Principal
RDG. 4.2: Tier 2 Fountas & Pinnell Leveled Literacy Program	The Interventionist will address Tier 2 reading needs utilizing the Fountas & Pinnell Leveled Literacy materials.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/05/2015	\$0	Literacy Interventionist Principal
Writing 1.5 Informational and Persuasive Writing	Elementary Writer's Workshop PLC leaders will choose one piece of informational and/or persuasive writing and focus on teaching it to all staff during PLC times.	Professional Learning	Tier 1	Implement	09/02/2014	06/05/2015	\$0	Writer's Workshop PLC teacher leaders All teachers Principal Curriculum Director

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Math 1.7 Tier 1 Video Vault	K-5 teachers will work together in teams and with the technology department to develop a way for sharing resources related to videos on how to teach/demonstrate mathematical content. They will create a shared resource that all teachers and support staff can access to strength both small and large group instruction.	Technology	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$0	Teachers and designated sub-committee Math Curriculum Area Teachers (leadership) Principa Curriculum Director
RDG 2.2: Tier 1 Informational Reading Focus with Social Studies Concepts	Teachers will utilize informational children's magazines (such as Time for Kids) to focus on reading informational text and practice retelling skills through Social Studies topics.	Direct Instruction	Tier 1	Implement	09/02/2014	06/05/2015	\$0	K-5 Teachers Principal Curriculum Director
SCIENCE 1.3: Tier 1 Interim Assesments	4th grade teachers will administer a science interim assessment from MDE and use the information to assess student needs for instructional purposes.	Direct Instruction	Tier 1	Implement	09/02/2014	06/05/2015	\$0	Curriculum Director Principal Science School Improvement Team All teachers of Science K-5
RDG. 5.1: Tier 3 Project Read	Teachers will organize and implement additional guided practice opportunities for their students utilizing the Project Read leveled reading (A-Z) materials for K-5. This will allow paraprofessionals and volunteers to support students with specific materials/books at their level. In addition, take home materials for the home-school connection will support a student at their instructional level. It will incorporate choice and success with repeated readings which are strong motivators and predictors of success. The scripted focus will ensure fidelity to the research base of the program in addition to regular walk throughs by the principal.	Academic Support Program	Tier 3	Monitor	09/02/2014	06/05/2015	\$0	Special Education teachers Classroom teachers Support staff

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SCIENCE 3.1: Tier 3 Alternate Text Selection	Teachers will study the chapter on "Text Matters" from the book Strategies That Work: Teaching Comprehension for Understanding and Engagement by Stephanie Harveu & Anne Goudvis. They will identify short, real world texts that support the science unit instruction. The variety of texts will be utilized to provide choice and build confidence in understanding scientific content used within one-to-one instructional support.	Professional Learning	Tier 3	Getting Ready	09/02/2014	06/05/2015	\$0	Science School Improvement Team Principal All teachers of science (K-5)
Science 1:4 Tier 1 Strengthening Vocabulary & Comprehension	Teachers will discuss during grade level meetings and/or PLC's specific strategies for activating and connecting vocabulary to content. These strategies could include use of technology supplements such as Science A to Z, Study Island, web-sites, or other resources.	Academic Support Program	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$0	Science School Improvement Committee Teachers Principal Curriculum Director
WRT 1.2: Tier 1 Modeling and Feedback	Identify anchor papers/student writing samples that exemplify the writing rubric expectations. Teacher will model and practice exemplary writing practices of all genres with students as part of direct teaching instruction and then provide quality writing feedback to students during writing conferences and other forums for feedback.	Direct Instruction	Tier 1	Implement	09/02/2014	06/05/2015	\$0	ELA Content Team Leaders Teachers Principal Curriculum Director Writing School Improvement Team.
MATH 1.3: Tier 1 Higher Level Math Questioning	Teachers will plan for and ask high-level questions designed to encourage math talk in every math lesson using available resources.	Direct Instruction	Tier 1	Implement	09/02/2014	06/05/2015	\$0	Interventionist Principal All teachers of mathematics (K-5)

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math 1.6 Tier 1 Technology Support-Differentiated Learning	Teachers will use a variety of web-based programs and other technology supports to provide students with multiple, extended math practices.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/05/2015	\$4000	All teachers of math Building principal

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Culture 1.2 Tier 1 The Leader in Me Staff Training	All staff were given the opportunity to participate in the Leader in Me training for 4 days in June, 2014. In addition, a smaller group of 9 staff trained for a day in the formation of the Lighthouse Team to give leadership to implementation. Follow-up training and formal coaching will be provided through the school year as we complete our Level 1 professional development to become a Lighthouse Leader in Me School! Part of this initiative includes staff participation in the Leader in Me Symposium Conference.	Professional Learning	Tier 1	Getting Ready	06/10/2014	06/05/2015	\$30000	Teachers Support staff Principal
RDG. 1.2 Tier 1 Technology Support	Teachers will use a variety of web-based programs and other technology supports to provide students with multiple extended reading opportunities across a variety of genres and reading levels for differentiated instruction.	Technology	Tier 1	Implement	09/02/2014	06/05/2015	\$2000	All teachers of reading Support staff Principal