



School Improvement Plan

Lakes Elementary School

Rockford 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 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

| Label | Assurance | Response | Comment | Attachment |
|-------|--|---------------------------|--|------------|
| 1. | Which option was chosen for Goals and Plans? | Goals and Plans in ASSIST | During the 2019-2020 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. Please note that the Michigan school improvement process - Gather, Study, Plan, Do (Implement, Monitor, Evaluate, and Adjust) remains the same. It is only the documentation of the process that has been adjusted. Please refer to this link to download the Abbreviated Goals and Plans Template. | |

Final 2019/20 SIP

Overview

Plan Name

Final 2019/20 SIP

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 at Lakes Elementary School will become proficient Writers. | Objectives: 1 Strategies: 3 Activities: 9 | Academic | \$800 |
| 2 | All students at Lakes Elementary School will be proficient Readers. | Objectives: 1 Strategies: 3 Activities: 9 | Academic | \$40000 |
| 3 | All students at Lakes Elementary School will be proficient in Math. | Objectives: 1 Strategies: 3 Activities: 9 | Academic | \$0 |
| 4 | All students at Lakes Elementary School will be proficient in Science. | Objectives: 1 Strategies: 1 Activities: 3 | Academic | \$0 |
| 5 | All students at Lakes Elementary School will be proficient in Social Studies. | Objectives: 1 Strategies: 1 Activities: 3 | Academic | \$0 |
| 6 | School Culture | Objectives: 1 Strategies: 1 Activities: 3 | Organizational | \$0 |

Goal 1: All students at Lakes Elementary School will become proficient Writers.

Measurable Objective 1:

85% 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 the Writing Process strand in English Language Arts by 06/01/2022 as measured by MSTEP, NWEA MAPS, and District Assessments.

Strategy 1:

Writing Workshop - Teachers will continue the implementation of Writer's Workshop using MAISA grade level units written for the Common Core to improve writing proficiency.

Category: English/Language Arts

Research Cited: See District Plan

Tier: Tier 1

| Activity - Continue the implementation of Writer's Workshop. | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| <ul style="list-style-type: none"> - Getting Ready - The district writing team will review previous implementation with a focus on writing in all content areas. Emphasis areas include: MAISA units and accurate scope and sequence in curriculum maps with corresponding assessments | Getting Ready | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$0 | General Fund | K-5 Classroom Teachers, K-5 Resource Room Teachers, Instructional Coaches, Administrator |

| Activity - Continue the implementation of Writer's Workshop. | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| <ul style="list-style-type: none"> - Continue the use of MAISA writing units as resource for instruction. - Adjust and Align Curriculum Maps to include pre and post assessments that provide formative and summative data. - Learning Lab opportunities for staff members to strengthen and further target implementation. - Continued professional development time, possibly during district half-day PD to strengthen teachers' understanding of assessment administration, rubric scoring, data collection and disaggregation, and using data to drive their writing instruction. | Professional Learning | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$0 | General Fund | K-5 Classroom Teachers, K-5 Resource Room Teachers, Reading Specialists, Administrator |

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| Activity - Continue the implementation of Writer's Workshop. | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|--------|---------|------------|------------|-------------------|-------------------|--|
| <ul style="list-style-type: none"> - The team will survey staff for continued questions, concerns and comments. - Pre and Post writing assessments will be given in narrative, informational, and opinion writing. Writing scores will be collected to drive school improvement goals; data will be collected through teachers' grade book and report cards. | Monitor | Tier 1 | Monitor | 09/02/2019 | 06/05/2020 | \$0 | General Fund | K-5 Classroom Teachers, K-5 Resource Room Teachers, Reading Specialists, Administrator |

Strategy 2:

Gradual Release of Responsibility Model. - All RPS teachers will participate in the implementation of a Common Instructional Framework with emphasis on the Gradual Release of Responsibility Model.

Category: Learning Support Systems

Research Cited: Research: Fisher, D. and N. Frey. Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility. 2nd edition. 2013.

Tier: Tier 1

| Activity - Building the Knowledge Base | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------------|------------|------------|-------------------|---------------------|--------------------------------|
| <ul style="list-style-type: none"> -All RPS certified staff will continue to participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff individual choice professional development opportunities around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning labs and GRR module facilitation team. | Professional Learning | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$0 | No Funding Required | All District Support Personnel |

| Activity - Starting Small, Reaching All | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------|--------|-----------|------------|------------|-------------------|---------------------|----------------------------|
| <ul style="list-style-type: none"> - Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas, building on teachers' choice for professional growth. - The district will offer instructional technology training and support opportunities throughout the school year. | Implementation | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$0 | No Funding Required | District Support Personnel |

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| Activity - Assess and Plan | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|--------|---------|------------|------------|-------------------|---------------------|----------------------------|
| - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2019-2020 school year. | Monitor | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | No Funding Required | District Support Personnel |

Strategy 3:

Grammar and Usage - Students will be presented research-based instruction to improve grammar and usage

Category: English/Language Arts

Research Cited: CCSS, MAISA Writing Units, Jeff Anderson and other grammar resources. District grammar pilot.

Tier: Tier 1

| Activity - Professional Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| Teachers will receive professional development in the area of grammar based on Jeff Anderson's work and other professional resources. | Getting Ready | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$800 | General Fund | Classroom teachers, curriculum department, administrator |

| Activity - Mechanics Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Teachers will provide instruction using district-provided resource for grammar and usage in writing. Teachers will use MAISA, Word Study, and Scoot Pad as additional resources. | Implementation | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$0 | No Funding Required | Classroom teachers, administrator, instructional coaches |

| Activity - Monitoring of Practice | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|--------|---------|------------|------------|-------------------|---------------------|---|
| Monitor through grade level meetings, teacher walk-throughs, surveys, local and state assessments including NWEA and MSTEP | Monitor | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | No Funding Required | Classroom teachers, administrators, instructional coaches |

Goal 2: All students at Lakes Elementary School will be proficient Readers.

Measurable Objective 1:

85% 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 comprehension in English Language Arts by 06/01/2022 as measured by MSTEP, NWEA MAPS, and District Assessments.

Strategy 1:

Comprehension of Information Text - All students will continue to increase proficiency in the area of reading comprehension across all content areas with informational text.

Category: English/Language Arts

Research Cited: Research Cited: Each of the strategies in The Comprehension Toolkit is supported by multiple research studies that were summarized by Pearson, Dole, Duffy, and Roehler (1992) as they determined those strategies that active, thoughtful readers use when constructing meaning from text. They found that proficient readers:

- search for connections between what they know and the new information in the text.
- ask questions of themselves, the author, and the text.
- draw inferences during and after reading.
- distinguish important and less important ideas in a text.
- synthesize information within and across texts.
- monitor understanding and repair faulty comprehension.

Pressley (1976) and Keene and Zimmerman (1997) added sensory imaging to this list.

- visualize and create mental images of ideas in the text.

Tier: Tier 1

| Activity - Comprehension Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| New elementary teachers will be provided Comprehension Toolkit materials and training. All K-5 teachers will receive training on MAISA Units and Guided Reading. | Getting Ready | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$0 | General Fund | Instructional Coaches, Administrator, Classroom Teachers |

| Activity - Comprehension Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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| - Teachers will continue to implement the MAISA strategies across all content areas. - Teachers will provide direct instruction of informational text using the MAISA units and guided reading groups | Implementa tion | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$0 | No Funding Required | K-5 Classroom Teachers, K-5 Special Education Teachers, Instructiona l Coaches, Administrat or |
|--|--------------------|--------|-----------|------------|------------|-----|------------------------|---|

| Activity - Comprehension Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsibl e |
|---|------------------|--------|---------|------------|------------|----------------------|------------------------|---|
| - Building principals will monitor using walk-through observations and the teacher evaluation process. - Formative and summative student achievement data will be reviewed with specific focus on the GAN claim of "Research and Inquiry." | Monitor | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | No Funding Required | K-5 Classroom Teachers, K-5 Special Education Teachers, Instructiona l Coaches, Administrat or |

Strategy 2:

Gradual Release of Responsibility Model - All RPS teachers will participate in the implementation of a Common Instructional Framework with emphasis on the Gradual Release of Responsibility Model.

Category: English/Language Arts

Research Cited: Fisher, D. and N. Frey. Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility. 2nd edition. 2013.

Tier: Tier 1

| Activity - Building the Knowledge Base | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsibl e |
|--|---------------------------|--------|------------------|------------|------------|----------------------|------------------------|----------------------------------|
| - All RPS certified staff will continue to participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff individual choice professional development opportunities around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning labs and GRR module facilitation team. | Professiona l Learning | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$0 | No Funding Required | District Support Personnel |

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| Activity - Embedding Knowledge into Practice | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------|--------|-----------|------------|------------|-------------------|---------------------|----------------------------|
| -Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas, building on teachers' choice for professional growth. | Implementation | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$0 | No Funding Required | District Support Personnel |
| Activity - Embedding Knowledge into Practice | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2019 - 2020 school year. | Monitor | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | No Funding Required | District Support Personnel |

Strategy 3:

Response to Intervention - All RPS elementary schools will continue to implement a Response to Intervention model in order to identify and assist students that need additional assistance.

Category: English/Language Arts

Research Cited: Research: Fuchs, D., & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it? Reading Research Quarterly, 41, 93–99.

Fuchs, D., Mock, D., Morgan, P. L., & Young, C. L. (2003). Responsiveness-to-intervention: Definitions, evidence, and implications for the learning disabilities construct. Learning Disabilities Research & Practice, 18, 157–171.

Tier: Tier 2

| Activity - Getting Ready | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| - The district will reflect on 2018/2019 achievement data on RTI procedures in order to establish necessary professional development curriculum with a focus on Tier 1 instruction influenced by the differentiated workshop model. - The district will determine a NWEA Maps testing calendar and procedures to track student achievement data. | Getting Ready | Tier 2 | Implement | 08/26/2019 | 06/05/2020 | \$0 | No Funding Required | K-5 Classroom Teachers, K-5 Special Education Teachers, Itinerant Staff, Administrators |

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| Activity - Implementation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------|--------|-------|------------|------------|-------------------|---------------------|---|
| - All elementary classroom teachers will participate in the RTI process and their learning will be supported by classroom learning lab participation and the district RTI calendar and practices. | Implementation | Tier 2 | | 08/26/2019 | 06/05/2020 | \$40000 | Section 31a | Reading Interventionists, Reading Specialists, teachers, itinerants, administration |
| Activity - Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| - Student achievement data will be reviewed during according to the district scheduled RTI calendar and 2018/2019 NWEA MAP and M-STEP results. - Staff will be surveyed after each professional development session. | Monitor | Tier 2 | | 08/26/2019 | 06/05/2020 | \$0 | No Funding Required | Reading interventionists, itinerants, K-5 teachers, reading specialists, administration |

Goal 3: All students at Lakes Elementary School will be proficient in Math.

Measurable Objective 1:

85% 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 on the Fractions strand in Mathematics by 06/01/2022 as measured by MSTEP, NWEA Maps, and District Assessments.

Strategy 1:

Implementation of EM4, a CCSS-based curriculum - All elementary teachers will participate in the implementation of Everyday Mathematics 4 (EM4), a CCSS-based curriculum.

Category: Mathematics

Tier: Tier 1

| Activity - All elementary teachers will participate in the continued implementation of Everyday Mathematics 4 (EM4), a CCSS-based curriculum. | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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| - Establish a district team to further review of current curriculum maps, PBL and the EDM4 program implementation. | Professional Learning | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$0 | General Fund | K-5 Teaching Staff, K-5 Resource Room Staff, Administration |
|--|-----------------------|--------|---------------|------------|------------|-----|--------------|---|

| Activity - Usage and Validation of EM4 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| - Based on the district team's findings, further revise curriculum maps outlining a scope and sequence of EM4 as well as pursue an action plan to address the content area GAN. - Teachers will participate in professional development as part of the district's half-day workshop around content greatest areas of need as identified and organized by the district team in the fall and winter. | Professional Learning | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$0 | General Fund | K-5 Teaching Staff, K-5 Resource Room Staff, Administration |

| Activity - Monitoring and Evaluating Success | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|--------|---------|------------|------------|-------------------|-------------------|---|
| -- The district team will review implementation fidelity as well as staff input to determine future planning. - Student achievement data will be reviewed in the identified Greatest Areas of Need Claims on NWEA and M-STEP. | Evaluation | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | General Fund | K-5 Teaching Staff, K-5 Resource Room Staff, Administration |

Strategy 2:

Gradual Release of Responsibility Model - All RPS teachers will participate in the implementation of a Common Instructional Framework with emphasis on the Gradual Release of Responsibility Model.

Category: Mathematics

Research Cited: Research: Fisher, D. and N. Frey. Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility. 2nd edition. 2013.

Tier: Tier 1

| Activity - Building the Knowledge Base | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|--|-----------------------|--------|---------------|------------|------------|-----|---------------------|----------------------------|
| - All RPS certified staff will continue to participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff individual choice professional development opportunities around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning labs and GRR module facilitation team. | Professional Learning | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$0 | No Funding Required | District Support Personnel |
|--|-----------------------|--------|---------------|------------|------------|-----|---------------------|----------------------------|

| Activity - Starting Small, Reaching All | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------|--------|-----------|------------|------------|-------------------|---------------------|----------------------------|
| -Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas, building on teachers' choice for professional growth. | Implementation | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$0 | No Funding Required | District Support Personnel |

| Activity - Assess and Plan | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|--------|---------|------------|------------|-------------------|---------------------|----------------------------|
| - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2019/20 school year. | Monitor | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | No Funding Required | District Support Personnel |

Strategy 3:

Number Operations - All Lakes students will increase math fluency.

Category: Mathematics

Research Cited: NWEA/EDM 4/CCSS/MSTEP

Tier: Tier 1

| Activity - Math Fact Fluency | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|--------|---------------|------------|------------|-------------------|-------------------|--------------------------------------|
| Staff will participate in professional conversations and training about Number Talks and Fact Fluency, use ScootPad as a fact fluency resource, and focus on small group focus work through Math Workshop. | Getting Ready | Tier 1 | Getting Ready | 09/02/2019 | 06/05/2020 | \$0 | Other | All staff and building administrator |

| Activity - Number Operations | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|--|--------------------|--------|-----------|------------|------------|----------------------|------------------------|--|
| Lakes students will practice math fact fluency three times a week and have targeted small group instruction through the math workshop model and using ScootPad software. | Implementa tion | Tier 1 | Implement | 09/02/2019 | 06/05/2020 | \$0 | No Funding Required | Classroom teachers and building administrat ors |
| Activity - Number Operations | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsibl e |
| Use of local assessments, ScootPad progress monitoring, MSTEP data and NWEA assessments to inform instruction. | Monitor | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | No Funding Required | Classroom teachers and administrat or. |

Goal 4: All students at Lakes Elementary School will be proficient in Science.

Measurable Objective 1:

85% 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 Science by 06/01/2022 as measured by MSTEP, NWEA, and District Assessments.

Strategy 1:

Inquiry-Based Instruction - All teachers will continue to implement inquiry-based instructional practices using the Battle Creek Science Kits as well as use Next Generation Science Standards.

Category: Science

Research Cited: Next Generation Science Standards

Tier: Tier 1

| | | | | | | | | |
|---|------------------|--------|------------------|------------|------------|----------------------|----------------------|--|
| Activity - Getting Ready | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsibl e |
| - The science district team will review NGSS standards, course scope and sequence, inquiry-based instructional practices, and current student achievement data. | Getting Ready | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$0 | General Fund | Science Committee, District Curriculum Department , Classroom teachers, Administrat ors |

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| Activity - Implementation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| <ul style="list-style-type: none"> - District team members will be identified and participate in learning opportunities throughout the year. - Teachers will participate in professional development included in half-day choice workshops focused on the content greatest areas of need as identified and organized by the district team. - Teachers will further implement inquiry-based instruction aligned to NGSS content standards. | Implementation | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$0 | General Fund | Battle Creek Science trainers, Science Committee, District curriculum department administrators, teachers |
| Activity - Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| <ul style="list-style-type: none"> - District team recommendations will be made for future programming, including a NGSS transition plan. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP. | Monitor | Tier 1 | | 08/26/2019 | 06/05/2020 | \$0 | No Funding Required | Science Committee, Data team, Teachers, Administration, District Curriculum Department |

Goal 5: All students at Lakes Elementary School will be proficient in Social Studies.

Measurable Objective 1:

85% 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 Social Studies by 06/01/2022 as measured by MSTEP, NWEA Maps, and District Assessments.

Strategy 1:

Social Studies MAISA Units - All teachers will continue to implement social studies MAISA units.

Category: Social Studies

Research Cited: MAISA research, Michigan Social Studies Standards

Tier: Tier 1

| Activity - MAISA Units Getting Ready | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|--|----------------------|-------------|---------------|-------------------|-----------------|--------------------------|--------------------------|--|
| - District social studies team members will identify a scope and sequence and timeline for training and implementation of MAISA Units. | Getting Ready | Tier 1 | Getting Ready | 08/27/2019 | 06/05/2020 | \$0 | No Funding Required | K-5 mentor teachers, Administration, Instructional Coaches, Social Studies committee |
| Activity - Implementation of SS MAISA Units | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will implement Social Studies MAISA Units. | Implementation | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$0 | No Funding Required | K-5 teachers, Administration, Instructional Coaches |
| Activity - Monitoring MAISA Units | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| - District team recommendations will be made for future programming. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP. | Walkthrough | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | No Funding Required | Administration, K-5 teachers |

Goal 6: School Culture

Measurable Objective 1:

collaborate to increase a positive culture in 85% of all students by 06/05/2020 as measured by student participation in events and PBIS and SWIS data.

Strategy 1:

PBIS - -Staff will continue to organize a systematic agenda of activities to increase positive feeling tone and character education for students and staff.

Category: School Culture

Research Cited: Capturing Kids' Hearts, PBIS, SWIS

Tier: Tier 1

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| Activity - Getting Ready | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| <ul style="list-style-type: none"> - Each building will establish or continue committee work with the purpose of auditing current SWIS and PBIS implementation and effectiveness. - SWIS data review will include identifying practices that are universal in every classroom as well as feedback from staff about practices that could further benefit the classrooms and overall building culture. - PBIS data review will include an audit of current implementation and the amount of office referrals compared to previous years. | Getting Ready | Tier 1 | Getting Ready | 08/26/2019 | 06/12/2020 | \$0 | Other | All RPS staff will implement a positive school culture. |
| Activity - Implementation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| <ul style="list-style-type: none"> - Building committees will review the data from the SWIS and PBIS audits and establish action plans to further escalate positive student behavior and overall increased positive culture. Benchmarks of implementation and progress will be established. - Building principals will collaborate to build increased consistency and effectiveness among all buildings. | Implementation | Tier 1 | Implement | 08/01/2019 | 06/05/2020 | \$0 | Other | All RPS staff will implement a positive school culture. |
| Activity - Monitor | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| <ul style="list-style-type: none"> - Identified benchmarks will be reviewed by building committees at grade reporting timelines throughout the school year and shared with staff at building meetings. - Building principals will collaborate to share building data, practices, and ideas for increased strategy effectiveness. - Staff will be surveyed for implementation, fidelity, and input. | Monitor | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | Other | All RPS staff will implement a positive school culture. |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------|---|----------------|--------|-----------|------------|------------|-------------------|--|
| Comprehension Training | - Teachers will continue to implement the MAISA strategies across all content areas. - Teachers will provide direct instruction of informational text using the MAISA units and guided reading groups | Implementation | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$0 | K-5 Classroom Teachers, K-5 Special Education Teachers, Instructional Coaches, Administrator |
| Monitoring | - District team recommendations will be made for future programming, including a NGSS transition plan. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP. | Monitor | Tier 1 | | 08/26/2019 | 06/05/2020 | \$0 | Science Committee, Data team, Teachers, Administration, District Curriculum Department |
| Comprehension Training | - Building principals will monitor using walk-through observations and the teacher evaluation process. - Formative and summative student achievement data will be reviewed with specific focus on the GAN claim of "Research and Inquiry." | Monitor | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | K-5 Classroom Teachers, K-5 Special Education Teachers, Instructional Coaches, Administrator |

School Improvement Plan

Lakes Elementary School

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|-----------------------------------|---|-----------------------|--------|---------------|------------|------------|-----|---|
| Building the Knowledge Base | -All RPS certified staff will continue to participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff individual choice professional development opportunities around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning labs and GRR module facilitation team. | Professional Learning | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$0 | All District Support Personnel |
| Implementation of SS MAISA Units | Teachers will implement Social Studies MAISA Units. | Implementation | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$0 | K-5 teachers, Administration, Instructional Coaches |
| Starting Small, Reaching All | - Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas, building on teachers' choice for professional growth. - The district will offer instructional technology training and support opportunities throughout the school year. | Implementation | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$0 | District Support Personnel |
| Embedding Knowledge into Practice | -Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas, building on teachers' choice for professional growth. | Implementation | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$0 | District Support Personnel |
| Getting Ready | - The district will reflect on 2018/2019 achievement data on RTI procedures in order to establish necessary professional development curriculum with a focus on Tier 1 instruction influenced by the differentiated workshop model. - The district will determine a NWEA Maps testing calendar and procedures to track student achievement data. | Getting Ready | Tier 2 | Implement | 08/26/2019 | 06/05/2020 | \$0 | K-5 Classroom Teachers, K-5 Special Education Teachers, Itinerant Staff, Administrators |
| Monitoring MAISA Units | - District team recommendations will be made for future programming. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP. | Walkthrough | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | Administration, K-5 teachers |

School Improvement Plan

Lakes Elementary School

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|-----------------------------|--|-----------------------|--------|---------------|------------|------------|-----|---|
| Building the Knowledge Base | <ul style="list-style-type: none"> - All RPS certified staff will continue to participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff individual choice professional development opportunities around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning labs and GRR module facilitation team. | Professional Learning | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$0 | District Support Personnel |
| Assess and Plan | <ul style="list-style-type: none"> - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2019/20 school year. | Monitor | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | District Support Personnel |
| Mechanics Instruction | Teachers will provide instruction using district-provided resource for grammar and usage in writing. Teachers will use MAISA, Word Study, and Scoot Pad as additional resources. | Implementation | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$0 | Classroom teachers, administrators, instructional coaches |
| Assess and Plan | <ul style="list-style-type: none"> - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2019-2020 school year. | Monitor | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | District Support Personnel |
| Monitoring of Practice | Monitor through grade level meetings, teacher walk-throughs, surveys, local and state assessments including NWEA and MSTEP | Monitor | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | Classroom teachers, administrators, instructional coaches |
| Number Operations | Lakes students will practice math fact fluency three times a week and have targeted small group instruction through the math workshop model and using ScootPad software. | Implementation | Tier 1 | Implement | 09/02/2019 | 06/05/2020 | \$0 | Classroom teachers and building administrators |

School Improvement Plan

Lakes Elementary School

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|-----------------------------------|--|-----------------------|--------|---------------|------------|------------|-----|---|
| Building the Knowledge Base | <ul style="list-style-type: none"> - All RPS certified staff will continue to participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff individual choice professional development opportunities around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning labs and GRR module facilitation team. | Professional Learning | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$0 | District Support Personnel |
| MAISA Units Getting Ready | <ul style="list-style-type: none"> - District social studies team members will identify a scope and sequence and timeline for training and implementation of MAISA Units. | Getting Ready | Tier 1 | Getting Ready | 08/27/2019 | 06/05/2020 | \$0 | K-5 mentor teachers, Administration, Instructional Coaches, Social Studies committee |
| Number Operations | Use of local assessments, ScootPad progress monitoring, MSTEP data and NWEA assessments to inform instruction. | Monitor | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | Classroom teachers and administrator. |
| Monitoring | <ul style="list-style-type: none"> - Student achievement data will be reviewed during according to the district scheduled RTI calendar and 2018/2019 NWEA MAP and M-STEP results. - Staff will be surveyed after each professional development session. | Monitor | Tier 2 | | 08/26/2019 | 06/05/2020 | \$0 | Reading interventionists, itinerants, K-5 teachers, reading specialists, administration |
| Starting Small, Reaching All | <ul style="list-style-type: none"> -Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas, building on teachers' choice for professional growth. | Implementation | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$0 | District Support Personnel |
| Embedding Knowledge into Practice | <ul style="list-style-type: none"> - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2019 - 2020 school year. | Monitor | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | District Support Personnel |

School Improvement Plan

Lakes Elementary School

Section 31a

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------|---|----------------|--------|-------|------------|------------|-------------------|---|
| Implementation | - All elementary classroom teachers will participate in the RTI process and their learning will be supported by classroom learning lab participation and the district RTI calendar and practices. | Implementation | Tier 2 | | 08/26/2019 | 06/05/2020 | \$40000 | Reading Interventionists, Reading Specialists, teachers, itinerants, administration |

Other

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------|--|----------------|--------|---------------|------------|------------|-------------------|---|
| Implementation | - Building committees will review the data from the SWIS and PBIS audits and establish action plans to further escalate positive student behavior and overall increased positive culture. Benchmarks of implementation and progress will be established. - Building principals will collaborate to build increased consistency and effectiveness among all buildings. | Implementation | Tier 1 | Implement | 08/01/2019 | 06/05/2020 | \$0 | All RPS staff will implement a positive school culture. |
| Math Fact Fluency | Staff will participate in professional conversations and training about Number Talks and Fact Fluency, use ScootPad as a fact fluency resource, and focus on small group focus work through Math Workshop. | Getting Ready | Tier 1 | Getting Ready | 09/02/2019 | 06/05/2020 | \$0 | All staff and building administrator |
| Monitor | - Identified benchmarks will be reviewed by building committees at grade reporting timelines throughout the school year and shared with staff at building meetings. - Building principals will collaborate to share building data, practices, and ideas for increased strategy effectiveness. - Staff will be surveyed for implementation, fidelity, and input. | Monitor | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | All RPS staff will implement a positive school culture. |

School Improvement Plan

Lakes Elementary School

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|---------------|---|---------------|--------|---------------|------------|------------|-----|---|
| Getting Ready | <ul style="list-style-type: none"> - Each building will establish or continue committee work with the purpose of auditing current SWIS and PBIS implementation and effectiveness. - SWIS data review will include identifying practices that are universal in every classroom as well as feedback from staff about practices that could further benefit the classrooms and overall building culture. - PBIS data review will include an audit of current implementation and the amount of office referrals compared to previous years. | Getting Ready | Tier 1 | Getting Ready | 08/26/2019 | 06/12/2020 | \$0 | All RPS staff will implement a positive school culture. |
|---------------|---|---------------|--------|---------------|------------|------------|-----|---|

General Fund

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|--|-----------------------|--------|---------------|------------|------------|-------------------|--|
| Continue the implementation of Writer's Workshop. | <ul style="list-style-type: none"> - Getting Ready - The district writing team will review previous implementation with a focus on writing in all content areas. Emphasis areas include: MAISA units and accurate scope and sequence in curriculum maps with corresponding assessments | Getting Ready | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$0 | K-5 Classroom Teachers, K-5 Resource Room Teachers, Instructional Coaches, Administrator |
| Comprehension Training | New elementary teachers will be provided Comprehension Toolkit materials and training. All K-5 teachers will receive training on MAISA Units and Guided Reading. | Getting Ready | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$0 | Instructional Coaches, Administrator, Classroom Teachers |
| Continue the implementation of Writer's Workshop. | <ul style="list-style-type: none"> - Continue the use of MAISA writing units as resource for instruction. - Adjust and Align Curriculum Maps to include pre and post assessments that provide formative and summative data. - Learning Lab opportunities for staff members to strengthen and further target implementation. - Continued professional development time, possibly during district half-day PD to strengthen teachers' understanding of assessment administration, rubric scoring, data collection and disaggregation, and using data to drive their writing instruction. | Professional Learning | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$0 | K-5 Classroom Teachers, K-5 Resource Room Teachers, Reading Specialists, Administrator |

School Improvement Plan

Lakes Elementary School

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|---|--|-----------------------|--------|---------------|------------|------------|-------|---|
| Implementation | <ul style="list-style-type: none"> - District team members will be identified and participate in learning opportunities throughout the year. - Teachers will participate in professional development included in half-day choice workshops focused on the content greatest areas of need as identified and organized by the district team. - Teachers will further implement inquiry-based instruction aligned to NGSS content standards. | Implementation | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$0 | Battle Creek Science trainers, Science Committee, District curriculum department administrators, teachers |
| Monitoring and Evaluating Success | <ul style="list-style-type: none"> -- The district team will review implementation fidelity as well as staff input to determine future planning. - Student achievement data will be reviewed in the identified Greatest Areas of Need Claims on NWEA and M-STEP. | Evaluation | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | K-5 Teaching Staff, K-5 Resource Room Staff, Administration |
| Usage and Validation of EM4 | <ul style="list-style-type: none"> - Based on the district team's findings, further revise curriculum maps outlining a scope and sequence of EM4 as well as pursue an action plan to address the content area GAN. - Teachers will participate in professional development as part of the district's half-day workshop around content greatest areas of need as identified and organized by the district team in the fall and winter. | Professional Learning | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$0 | K-5 Teaching Staff, K-5 Resource Room Staff, Administration |
| Professional Learning | Teachers will receive professional development in the area of grammar based on Jeff Anderson's work and other professional resources. | Getting Ready | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$800 | Classroom teachers, curriculum department administrator |
| Continue the implementation of Writer's Workshop. | <ul style="list-style-type: none"> - The team will survey staff for continued questions, concerns and comments. - Pre and Post writing assessments will be given in narrative, informational, and opinion writing. Writing scores will be collected to drive school improvement goals; data will be collected through teachers' grade book and report cards. | Monitor | Tier 1 | Monitor | 09/02/2019 | 06/05/2020 | \$0 | K-5 Classroom Teachers, K-5 Resource Room Teachers, Reading Specialists, Administrator |

School Improvement Plan

Lakes Elementary School

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|--|---|-----------------------|--------|---------------|------------|------------|-----|---|
| Getting Ready | - The science district team will review NGSS standards, course scope and sequence, inquiry-based instructional practices, and current student achievement data. | Getting Ready | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$0 | Science Committee, District Curriculum Department, Classroom teachers, Administrators |
| All elementary teachers will participate in the continued implementation of Everyday Mathematics 4 (EM4), a CCSS-based curriculum. | - Establish a district team to further review of current curriculum maps, PBL and the EDM4 program implementation. | Professional Learning | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$0 | K-5 Teaching Staff, K-5 Resource Room Staff, Administration |