



School Improvement Plan

Botsford Elementary School

Clarenceville School District

Ms. Christine Teff
19515 Lathers St
Livonia, MI 48152-2299

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Botsford Elementary conducted this year's needs assessment beginning in August of 2016 and continued throughout the 2016-2017 school year. The team consisted of teachers, administrators, and parents. The School Improvement Planning Committee reviewed multiple sources of data from all students and subgroups.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

At Botsford Elementary, the staff works very hard at collaboration while continually analyzing data and making changes where needed to improve student learning. Grade level meetings are held three times a year and include classroom teachers, special education teachers and Title I teachers and para-educators. During these meetings, staff works on analyzing data from DRA 2, NWEA and DIBELS which is used to form differentiated reading and math groups. This academic data helps find areas of success and weakness which drive the direction of instruction, work on the School Improvement Plan, and plan for curricular activities to build parental involvement and knowledge in the programs used at Botsford.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Botsford continues to use the 3 Tier Response to Intervention structure to guide our instruction and increase academic achievement for all students. We use a variety of locally developed and standardized tests to gather data. We then analyze that data and use the information to make decisions about the types of instructional programs to implement/revise.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

We hold very high expectations at Botsford, despite socioeconomic status, race, gender, or how long they have attended our school. Our 3 Tiered approach meets the needs of our whole school population. We provide interventions for all students who demonstrate a need at any point in the school year and differentiate instruction as needed. Our instruction is data driven and helps us to create groups based on specific areas of need which can be modified as needed for those who meet the expectations or those who develop a deficit in a particular area.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

We use a curriculum aligned to the Common Core, data driven instruction, small group interventions, and differentiated instruction and assignments to help all student reach State standards. Throughout the year, we meet to review the data that has been collected in all academic areas. This data includes locally developed assessments (CCR writing samples, basic facts test, math reasoning test), universal screening tests (DIBELS, DRA2, EnVision Math Topic Tests, NWEA), as well as the annual state assessments. This data is reviewed, discussed, and disaggregated to find areas of strength and weakness so we can see what parts of the curriculum are working well and showing student growth and what parts need improvement.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Our staff meets to analyze and discuss the gathered data. Research is used to find new ideas that have been proven successful in other schools. These best practice ideas are brought back to the whole group where they are discussed and revisions are made if necessary. We then determine when and how to implement it, identify materials needed, and clarify the ongoing data collection process. This is a continuous process. New data is periodically collected and analyzed. RTI would be a prime example.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

We use the Three Tier Model to determine intervention groups throughout all grades. We use a variety of research based programs/resources during small group intervention. Some of these programs include but are not limited to Readwell, Reading Street intervention series, Rewards and Envision Math.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Many opportunities are available for students who need additional instructional support. These opportunities include, but are not limited to, small group interventions using Readwell, Rewards, Reading Street and EnVision intervention kits, after school tutoring (reading and math), Raz Kids, GRASP, and GSRP preschool program. We piloted a tiered math intervention for K-5 this year.

5. Describe how the school determines if these needs of students are being met.

Locally developed assessments (CCR, basic facts test, pre and post EnVision test),
universal screening tests (DIBELS, DRA2, EnVision Math Topic Tests, NWEA), as well as the annual state assessments are periodically
SY 2017-2018

collected. This data is reviewed, discussed, and disaggregated to find areas of strength and weakness so intervention groups can be formed to meet the needs of students at risk.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All instructional paraprofessionals are highly qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All teachers at Botsford Elementary are highly qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

One new teacher was hired this year due to an increase in enrollment.

2. What is the experience level of key teaching and learning personnel?

All of the teaching staff at Botsford is highly qualified and has been at the school for an average of 11.5 years with nearly half being at the school for longer than 12 years.

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

Strategies to Retain High-Quality Highly Qualified Teachers:

- * One reason for staff retention at Botsford is the family atmosphere that pervades the building.
- * New staff is given a mentor teacher to guide them throughout the first three years.
- * Professional development is offered to the teachers through the school, district, and outside resources.
- * Currently, there are grade level blocks of time throughout the week for teachers to get together for planning and discussion.
- * Teachers have the opportunity to help make decisions about the district curriculum and assessment. They work together to make sure the district meets the state guidelines and to stays up with the current expectations.
- * Special services are readily available to assist with students and CAT meetings are set up for further discussions on individual students between parents, teachers, and special services staff.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

- * Open positions are posted at the school district website and through Oakland Schools Consortium.
- * New staff is provided an orientation at the beginning of the year.
- * The school district offers a competitive salary and benefit package comparable in the tri county area and superior in the state.
- * Professional development is offered to the teachers through the school, district, and outside resources.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

Botsford Elementary does not have a high turnover rate.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

Professional development is aligned with the comprehensive needs assessment and the goals of the school improvement plan. Teachers are trained in all programs implemented by our district. Dates and topics for professional development can be found in this report.

2. Describe how this professional learning is "sustained and ongoing."

All staff meets weekly for an extended staff meeting. During this time, teachers are engaged in relevant professional development activities. Teachers are also given time to work with their grade levels during this time. All of these hours help teachers meet the state requirement for professional development hours. Throughout the year, additional professional development is provided to support new programs. Each weekly meeting lasts 1.25 hours.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		PD Calendar 2017-2018

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Interested parents are invited to participate in the design of the school-wide plan. Parents are also given an opportunity to review the school-wide plan and provide feedback in all curricular areas. A Title I/31A report is given at every monthly Parent Meeting. Parents are invited and encouraged to voice their thoughts, ideas, and concerns annually through the Parent Survey.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Parents are invited to be active participants in all aspects of the school wide plan. At the beginning of each year, all parents are invited to complete a survey to indicate their interest in volunteering, their availability, and the area they would be most comfortable working in. For those parents who are not able to come in during the school day, opportunities are provided to assist teachers through tasks that could easily be completed at home. Examples of parent involvement include: small group and individual practice in academic areas, assisting in the library or office, assisting in the lunchroom and on the playground, completing clerical tasks for teachers, and preparing instructional materials at home.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

The plan is reviewed annually with parent groups to ensure that all stakeholders have a voice in the revision of any plan elements. The executive board of the parent group at Botsford meets monthly with the principal to plan school events and review implementation. Annually, parents take part in the parental involvement survey. This year we used the surveys provided by ASSIST with the new E Prove system. Botsford Elementary honors and values parent survey feedback on programs and activities offered throughout the school year. To accommodate parents, the school's computer lab and support staff are made available to assist parents with the online survey if needed. Paper copies are also made available if parents are not able to attend conferences in person.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		Parent Involvement Policy

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

Botsford Elementary continues to employ a wide variety of strategies to encourage parent involvement. Every year begins with a Parent-Student-Teacher Welcome Back Picnic sponsored by the parent group and our school. Throughout the year there are many family activities offered.

A Family Math Game night was offered and free educational games were provided free of cost to each student as an incentive to attend. Food and drink were also provided for all families. Free child care is provided for monthly parent meetings, so it is easier for parents to

participate. Teachers at all grade levels invite parent classroom volunteers. A parent survey is distributed to ask parents about their interest so we can try to provide an appropriate and enjoyable parent volunteer experience. Our principal has an "open door" policy and welcomes parents into the school and as classroom volunteers. Our weekly newsletter is posted on our website to provide easier parent access. Staff has been trained in MI-Star, our web-based district communication system, to further support communication. During the 2013-2014 school year, we worked with our technology department to implement the Parent Connect component of this program.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

Parent surveys are conducted throughout the school year getting input and feed back on all of the programs provided at Botsford Elementary included but not limited to, Open House, after school programs, and summer school programs, . The results of the surveys are then analyzed by staff members. Parent comments and identified trends are shared. Then as a school community, we see how we can improve our practices.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

After careful analysis and discussion of the gathered data, the school improvement team in each curriculum area proposes possible revisions to the whole staff. Research is used to find new ideas which have proven to work in other schools similar to ours. Discussion takes place and plans are made to put in place any revisions that are determined to be best practice. Data is again collected. This is a continuous process.

8. Describe how the school-parent compact is developed.

The compact is aligned to the District's Board Policy in the Supporting Documentation section and includes the responsibilities of the teacher, parent, and student. The actual document was produced by a district committee.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

Teachers discuss the importance of the compact with the parents and children and then have all parties involved sign the school-parent compact during Fall conferences. This gives parents a chance to ask any questions or ask for any clarification with the items listed on the compact before signing it. This is a great way to communicate the responsibilities and expectations the school has for teachers and parents in the beginning of the year.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

Does not apply to Botsford. We are a K-5 building.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Parent Student Teacher compact

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Botsford Elementary provides informational parent nights for the different subjects of reading, writing, and math, and programs provided at our school, Open House/Curriculum Night, and conferences (fall and spring) to explain the types of testing we do along with the curriculum we provide. The principal also provides a State Assessment night at a monthly PTO meeting to explain the tests and results.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

Botsford Elementary currently houses the district's 4 year old Preschool Program in our building. This enables open communication/questions between the building's kindergarten teachers and preschool teacher.

At the present time we are doing the following:

- * Programs are held by the preschool teachers after school hours with parents and students
- * Preschool students are invited to all Botsford events both during and after school hours
- * Preschool teacher makes two home visits per year to those students in the district program who qualify with two risk factors for the Great Start Readiness Program grant from the State of Michigan
- * Information of upcoming kindergarten round up is published in school's newsletter and on the Clarenceville website
- * Kindergarten round up is held in the spring of each year for the upcoming kindergarten students to see the school and classrooms. While at the round up, students are with the kindergarten teachers doing activities while the parents are listening to school personnel to familiarize themselves with the kindergarten curriculum.
- * Special services are available for students who qualify from ages 0-5 in the early childhood special education classroom
- * Open House is held in September when teacher goes over kindergarten curriculum and expectations
- * Materials/activities are sent home for parents to work with their children over the summer

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

- * Programs held by the preschool teachers after school hours with parents and students (Family Fun Night and parent workshop: How to Get Your Child Ready for Kindergarten)
- * Preschool students invited to all Botsford events both during and after school hours
- * Information of upcoming kindergarten round up published in school's newsletter and on the Clarenceville website
- * End of the year skill report for preschool students is put in their kindergarten CA60's
- * Kindergarten round up held in the spring of each year for the upcoming kindergarten students to see the school and classrooms. While at the round up students are with the kindergarten teachers doing activities while the parents are listening to school personnel to familiarize themselves with the kindergarten curriculum.
- * Personnel is available at round up to help parents fill out paper work to enroll the students for kindergarten
- * Curriculum alignment meetings held for all grade levels including preschool
- * There is a follow-up report card done by the teachers on all of GSRP students at the end of the year in

grades kindergarten thru second who attended the program as four year olds

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* Director/Teacher of Clarenceville's Preschool attends the Oakland County Program Advisory Council twice a year. The director of the preschool collaborates with the council about the needs, programming, and services available for children, families, and staff in the county and reports back to the district

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Teachers offer input into the assessments used during our weekly staff meetings, NCA school improvement meetings, grade level meetings, data analysis meetings and through teacher surveys.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Building level decision making as a whole is the foundation of our school improvement activities. Every staff member takes part in 3 half day Grade Level Meetings held throughout the year to examine the data generated by our three tier intervention programs. We also conduct 3 double meetings after school for 2.5 hours each. These dates correspond to the 3 dates we give NWEA assessments. In addition to those meeting, we normally have a 1.5 hour meeting weekly. Our teachers also actively use data from both local and state sources at these meetings. During these meetings staff analyzes data, develops strategies and action plans, determine assessments, make adjustments as needed, and make informed decisions related to the data presented.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Botsford continues to use the 3 Tier Response to Intervention structure to help us focus on the increase of academic achievement for all students. This structure includes gathering extensive data from a variety of assessments (both standardized and locally developed), analyzing the data, and making decisions about instructional programs based on the data analysis.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Immediate adjusted curriculum or instructional methods include small group instruction, peer tutoring and flexible grouping. Grade level planning time is provided weekly so teachers have time to talk together and collaborate on instruction. The school has many leveled books and appropriate materials in both classrooms and the library to accommodate the wide variety of reading levels.

Some of the strategies used include:

- a daily behavior or academic progress chart
- 31a Teacher, Title I paraprofessional or classroom teacher support in reading or math
- Social work support
- Differentiated instruction is provided by classroom teachers and paraprofessionals, as determined through the Child Assistance Team process.

Other supplemental interventions offered for at-risk students at Botsford include:

- Enchanted Learning, Raz-Kids, Reading A-Z and Starfall are all technology based programs which are used to enhance and supplement classroom instruction.
- EnVision Math curriculum provides differentiated homework on a daily basis and is accessible to parents through an online connection so they can review what is learned in the classroom with their child at home.
- Preschool (Great Start Readiness Program - GSRP) is a program offered to families for students who are age 4 to help prepare them for school
- The ReadWell Reading program is used as an intervention in Grades Kindergarten-2.
- Small group leveled book guided reading and REWARDS are intervention programs currently used in grades 3-5.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Intervention groups, small group instruction, progress monitoring, flexible grouping, and fluency interventions.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Project Find, Great Start Readiness Program, and the Botsford Pre-School all work to help our youngest students learn and be prepared for success once they enter kindergarten. In kindergarten through 5th grade, curriculum and/or instructional models can be immediately adjusted for improved student success. Such methods include small group instruction, peer tutoring and flexible grouping. Grade level planning time is provided weekly so teachers have time to talk together and collaborate on instruction. The school has many leveled books and appropriate materials in both classrooms and the library to accommodate the wide variety of reading levels.

Title 1 funding is utilized to provide highly qualified paraprofessionals who supplement the Response to Intervention program and make focused small group instruction possible on a consistent daily basis for our at-risk learners.

Great Start Readiness Program is held at Botsford and allows at risk young children to learn what they need to become more successful when they enter kindergarten.

31a at-risk funds are used to support an intervention teacher as well as to support after school tutorial programs for at risk learners. All of the programs are coordinated to provide excellent integrated learning opportunities for our students to reach the school wide goals.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

The resources provided assist in supporting highly qualified teachers and Para professionals; an examination of all current data is used annually to align the resources with the specific needs of students; a teacher survey is utilized as a method to determine staff professional development needs, which are supported by these funds; the transition from pre-school to kindergarten is certainly made smoother when children are already in the same school in which they will attend kindergarten and so make the move up to the next grade much more smoothly; timely assistance is what the RTI program is founded on and it works on a daily basis to provide children the exact intervention they need at just the right time when they need it.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Achievement of the school wide goals are dependent upon children feeling safe and secure in a positive learning environment that addresses their needs. Such programs as Gleaners Week End Back Pack program (nutrition), Free and Reduced Breakfast and Lunch Program (nutrition), Fuel Up to Play 60 (exercise and nutrition), Building Healthy Communities (health and nutrition) and support for families designated as homeless, all attempt to provide information and education in these vital areas for human success.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

Several of the after school staff meetings are set aside for curriculum work, data analysis at grade level meetings and common planning time at each grade level. The plan is then evaluated again as we begin the process of creating the next year's plan.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

Previous State assessment data was analyzed by staff. The staff was broken up into groups to look at the data and then we come back together to share the results. M-Step results from 2014-2015 were not made available in any disaggregated form, so breaking down the results were not fruitful. The results from the 2015-2016 M-Step were given in Dynamic Reports. The results were analyzed by staff at our after school meetings. Results for the 2016-17 M-Step are not yet available.

Local assessments and NWEA are examined multiple times a year. Plans for interventions or classroom adjustments are then made.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

We use data analysis to look at trends and scores from previous years to see how well we are doing in closing the gap. We also analyze data at our grade level meetings and look at trends over time to make sure our interventions are effective.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

We hold weekly staff meetings with certain days set aside for curriculum work and analyzing data, grade level meetings that are held three times a year to analyze data and drive the instruction, and weekly grade level planning time to look at progress monitoring scores and plan accordingly. If we see an area of deficit, we immediately modify the instruction or intervention to make sure the needs of all students are met.

2017-2018 NEW SIP

Overview

Plan Name

2017-2018 NEW SIP

Plan Description

School Improvement Plan

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in Science (2017-2018)	Objectives: 1 Strategies: 2 Activities: 8	Academic	\$0
2	All students will be proficient in Social Studies (2017-2018)	Objectives: 1 Strategies: 2 Activities: 8	Academic	\$0
3	All students will be proficient in Reading. (2017-2018)	Objectives: 1 Strategies: 4 Activities: 26	Academic	\$204740
4	All students will be proficient in Math.(2017-2018)	Objectives: 1 Strategies: 4 Activities: 17	Academic	\$91470
5	All student at Botsford Elementary will become proficient writers.(2017-2018)	Objectives: 1 Strategies: 2 Activities: 9	Academic	\$0
6	All students will feel safe and engaged in their school community.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$5000

Goal 1: All students will be proficient in Science (2017-2018)

Measurable Objective 1:

85% of Fourth grade students will demonstrate a proficiency on the Spring State Assessment in Science by 06/21/2024 as measured by Spring State Assessment.

Strategy 1:

Tier I MTSS (Multi- Tiered Systems of Support) Close and Critical Reading for Science - Staff members will implement the MTSS framework to provide whole group instruction in the

area of science using close and critical reading strategies to help student develop a deeper

understanding of science. Close and Critical Reading focuses on four steps to help students

understand what they want to say, how they want to say it, what their writing means and

how to make real life connections.

Category: Science

Research Cited: Taylor, B.M. & Beach, R.W. (1984). "The Effects of Text Structure Instruction on Middle-Grade Students'

Comprehension and

Production of Expository Text." Reading Research Quarterly, 19, 134-146.

Gallagher, M., & Pearson, P.D. (1989) "Discussion,

Comprehension, and Knowledge Acquisition in Content Area

Classrooms" (Tech. Rep. No. 480). Urbana, IL: University of Illinois, Center for the Study of Reading.

Garmston, R. J., & Wellman, B. M. (2009). The adaptive school: A sourcebook for developing

collaborative groups (2nd

ed.). Norwood, MA: Christopher-Gordon Publishers.

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Tier: Tier 1

Activity - Close and Critical Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff received professional learning on the Close and Critical Reading model aligned to the Common Core State Standard for science to help students gain a better understanding of science concepts.	Getting Ready	Tier 1	Getting Ready	09/02/2014	06/15/2018	\$0	No Funding Required	All general ed. and special ed. classroom teachers, 31A Intervention teacher, Title I para-educators
Activity - Close and Critical Reading Instruction for Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use Close and Critical reading strategies for students to grasp science concepts by developing an understanding of what the text says, how the text says it, what the text means and how to make real life connections to the text.	Implementation	Tier 1	Implement	09/02/2014	06/15/2018	\$0	No Funding Required	All general ed. and special ed. classroom teachers, 31A Intervention teacher, Title I para-educators
Activity - Close and Critical Reading Lesson Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher lessons will reflect use of Close and Critical Reading Strategies across the curriculum (all grades) with two pieces of student work (grades 1-5 only). Administrators will observe use of Close and Critical Reading strategy for the purpose of monitoring the fidelity of the strategy.	Monitor	Tier 1	Monitor	09/02/2014	06/15/2018	\$0	No Funding Required	All general ed. and special ed. (grades 1-5) classroom teachers, 31A Intervention teacher, Title I para-educators, principal

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Activity - Tri-Annual Close and Critical Reading Assessment in Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will conduct school-wide area pre, mid and post assessments on Close and Critical Reading; results will be analyzed using the Data Dialogue Protocol and implementation of the strategy will be adjusted as needed.	Evaluation	Tier 1	Evaluate	09/02/2014	06/15/2018	\$0	No Funding Required	All general ed. and special ed. (grades 1-5) classroom teachers, 31A Intervention teacher

Strategy 2:

Cultures of Thinking - Staff will use thinking routines to facilitate student thinking and learning throughout the curriculum. Staff will also shape and promote the 8 cultural forces (time, opportunities, routines and structures, language, modeling, interactions and relationships, physical environment, and expectations) noticing how these variables impact student thinking and learning in the school culture.

Category: Science

Research Cited: -"Making Thinking Visible" Ron Ritchhart and David Perkins. "Making Thinking Visible," Educational Leadership 65, no. 5 (February 2008): 57-61.

- "Uncovering Students' Thinking about Thinking Using Concept Maps"- a paper prepared for the AERA Conference, March 2008.

Cultivating a Culture of Thinking in Museums Ron Ritchhart, "Cultivating a Culture of Thinking in Museums," Journal of Museum Education 32, no. 2 (Summer 2007): 137-54.

-Schools Need to Pay More Attention to "Intelligence in the Wild" David N. Perkins, "Schools Need to Pay More Attention to "Intelligence in the Wild," Harvard Education Letter (May/June 2000)

-Intelligence in the Wild David N. Perkins and others, "Intelligence in the Wild: A Dispositional View of Intellectual Traits," Educational Psychology Review 12, no. 3 (2000): 269-93.

-Why Teach Habits of Mind? Shari Tishman, "Why Teach Habits of Mind?" in Discovering and Exploring Habits of Mind, ed. Arthur -L. Costa and Bena Kallick (Alexandria, VA: ASCD, 2000), 41-52.

-Life in the Mindful Classroom: Nurturing the Disposition of Mindfulness Ron Ritchhart and David N. Perkins, "Life in the Mindful Classroom: Nurturing the Disposition of Mindfulness," Journal of Social Issues 56, no. 1 (2000), 27-47.

-Making Thinking Visible David N. Perkins, "Making Thinking Visible," (2003)

-Visible Thinking Shari Tishman and Patricia Palmer, "Visible Thinking," Leadership Compass 2, no. 4 (Summer 2005).

-Works of art are a good thing to think about Shari Tishman & Patricia Palmer. "Works of art are a good thing to think about: A study of the impact of the Artful Thinking program on students' concepts of thinking. In Evaluating the Impact of Arts and Cultural Education. Paris: Centre Pompidou, 89-101.

-The object of their attention Shari Tishman. "The object of their attention". Education Leadership, February 2008. 65 (5) pp. 44-46

-Thinking about Thinking: Preservice teachers strengthen their thinking artfully Susan Barahal. "Thinking about Thinking: Preservice teachers strengthen their thinking artfully". Phi Delta Kappan, 90 (4). pp. 298-302

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Botsford Elementary School

Tier: Tier 1

Activity - Staff Training on Cultures of Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. We will send our principal and five teacher leaders to participate in the 2016-17 foundations seminars through Oakland Schools. 2. We will send additional staff to participate in one or two COT school tours to further our professional learning about the 8 cultural forces.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/15/2018	\$0	Title II Part A	Administrative and instructional Staff
Activity - Guided Lesson Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For the purpose of impact data, staff will engage in a guided lesson design opportunity to design instruction which is shaped by the principals and research of "Culture of Thinking."	Curriculum Development	Tier 1	Implement	09/01/2015	06/15/2018	\$0	Title II Part A	Administrative and teaching staff.
Activity - Reflective Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will engage teacher team in reflective dialogue on a quarterly basis to identify opportunities to deepen work for the purposes next steps.	Teacher Collaboration	Tier 1	Monitor	09/01/2015	06/15/2018	\$0	Title II Part A	Administrative and instructional staff.
Activity - Year End Reflective Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the end of the school year the Principal will engage teacher team in reflective dialogue utilizing the questions from the program evaluation to identify needed activities for the next year.	Curriculum Development	Tier 1	Evaluate	09/01/2015	06/15/2018	\$0	Title II Part A	Administrative and instructional staff.

Goal 2: All students will be proficient in Social Studies (2017-2018)

Measurable Objective 1:

85% of Fifth grade students will demonstrate a proficiency on the Spring State Assessment in Social Studies by 06/21/2024 as measured by Spring State Assessment.

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Strategy 1:

Tier I MTSS (Multi- Tiered Systems of Support) Close and Critical Reading for Social Studies - • Staff members will implement the MTSS framework to provide whole group instruction in the area of social studies using close and critical reading strategies to help student develop a deeper understanding of science. Close and Critical Reading focuses on four steps to help students understand what they want to say, how they want to say it, what their writing means and how to make real life connections.

Category: Social Studies

Research Cited: Taylor, B.M. & Beach, R.W. (1984). "The Effects of Text Structure Instruction on Middle-Grade Students' Comprehension and Production of Expository Text." Reading Research Quarterly, 19, 134-146.

Gallagher, M., & Pearson, P.D. (1989) "Discussion, Comprehension, and Knowledge Acquisition in Content Area Classrooms" (Tech. Rep. No. 480). Urbana, IL: University of Illinois, Center for the Study of Reading.

Garmston, R. J., & Wellman, B. M. (2009). The adaptive school: A sourcebook for developing collaborative groups (2nd ed.). Norwood, MA: Christopher-Gordon Publishers.

Tier: Tier 1

Activity - Close and Critical Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to receive professional learning on the Close and Critical Reading model aligned to the Common Core State Standard for social studies to help students gain a better understanding of science concepts.	Getting Ready	Tier 1	Getting Ready	09/02/2014	06/15/2018	\$0	No Funding Required	All general ed. and special ed. classroom teachers, 31A Intervention teacher, Title I para-educators, Administration
Activity - Close and Critical Reading Instruction for Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Botsford Elementary School

All teachers will use Close and Critical reading strategies for students to grasp social studies concepts by developing an understanding of what the text says, how the text says it, what the text means and how to make real life connections to the text.	Implementa tion	Tier 1	Implement	09/02/2014	06/15/2018	\$0	No Funding Required	All general ed. and special ed. classroom teachers, 31A Intervention teacher, Title I para- educators
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Activity - Close and Critical Lesson Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Teacher lessons will reflect use of Close and Critical Reading Strategies (all grades) in social studies with two pieces of student work (grades 1-5 only). Administrators will observe use of Close and Critical Reading strategy for the purpose of monitoring the fidelity of the strategy.	Monitor	Tier 1	Monitor	09/02/2014	06/15/2018	\$0	No Funding Required	All general ed. and special ed. (grades 1- 5) classroom teachers, 31A Intervention teacher, Administrati on

Activity - Tri-Annual Close and Critical Reading Assessment in Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
School will conduct school-wide area pre, mid and post assessments on Close and Critical Reading; results will be analyzed using the Data Dialogue Protocol and implementation of the strategy will be adjusted as needed.	Evaluation	Tier 1	Evaluate	09/02/2014	06/15/2018	\$0	No Funding Required	All general ed. and special ed. (grades 1- 5) classroom teachers, 31A Intervention teacher, Administrati on

Strategy 2:

Cultures of Thinking - Staff will use thinking routines to facilitate student thinking and learning throughout the curriculum. Staff will also shape and promote the 8 cultural forces (time, opportunities, routines and structures, language, modeling, interactions and relationships, physical environment, and expectations) noticing how these variables impact student thinking and learning in the school culture.

Category: Social Studies

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Research Cited: -"Making Thinking Visible" Ron Ritchhart and David Perkins. "Making Thinking Visible," Educational Leadership 65, no. 5 (February 2008): 57-61.

-"Uncovering Students' Thinking about Thinking Using Concept Maps"- a paper prepared for the AERA Conference, March 2008.

Cultivating a Culture of Thinking in Museums Ron Ritchhart, "Cultivating a Culture of Thinking in Museums," Journal of Museum Education 32, no. 2 (Summer 2007): 137-54.

-Schools Need to Pay More Attention to "Intelligence in the Wild" David N. Perkins, "Schools Need to Pay More Attention to "Intelligence in the Wild," Harvard Education Letter (May/June 2000)

-Intelligence in the Wild David N. Perkins and others, "Intelligence in the Wild: A Dispositional View of Intellectual Traits," Educational Psychology Review 12, no. 3 (2000): 269-93.

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-Making Thinking Visible David N. Perkins, "Making Thinking Visible," (2003)

-Visible Thinking Shari Tishman and Patricia Palmer, "Visible Thinking," Leadership Compass 2, no. 4 (Summer 2005).

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-The object of their attention Shari Tishman. "The object of their attention". Education Leadership, February 2008. 65 (5) pp. 44-46

-Thinking about Thinking: Preservice teachers strengthen their thinking artfully Susan Barahal. "Thinking about Thinking: Preservice teachers strengthen their thinking artfully". Phi Delta Kappan, 90 (4). pp. 298-302

Tier: Tier 1

Activity - Staff Training on Cultures of Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. We will send our principal and five teacher leaders to participate in the 2016-2017 foundations seminars through Oakland Schools. 2. We will send additional staff to participate in one or two COT school tours to further our professional learning about the 8 cultural forces.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/15/2018	\$0	Title II Part A	Administrative and Instructional Staff

Activity - Guided Lesson Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For the purposes of impact data, staff will engage in a guided lesson design opportunity to design instruction which is shaped by the principles and research of "Culture of Thinking."	Curriculum Development	Tier 1	Implement	09/01/2015	06/01/2018	\$0	Title II Part A	Administrative and instructional staff.

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Activity - Reflective Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will engage teacher team in reflective dialogue on a quarterly basis to identify opportunities to deepen work for the purposes next step.	Teacher Collaboration	Tier 1	Monitor	09/01/2015	06/15/2018	\$0	Title II Part A	Administrative and instructional staff.

Activity - Year End Reflective Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the end of the year the Principal will engage teacher team in reflective dialogue utilizing the questions from the program evaluation to identify needed activities for the next year.	Curriculum Development	Tier 1	Evaluate	09/01/2015	06/15/2018	\$0	Title II Part A	Administrative and instructional staff.

Goal 3: All students will be proficient in Reading. (2017-2018)

Measurable Objective 1:

85% of Third, Fourth and Fifth grade students will demonstrate a proficiency on the Spring State Assessment in Reading by 06/21/2024 as measured by Michigan's state assessment.

Strategy 1:

Tier I MTSS (Multi- Tiered Systems of Support) Close and Critical Reading - Staff members will implement the MTSS framework to provide whole group instruction in the

area of comprehension using close and critical reading. Close and Critical Reading focuses on

four steps to help students understand what the text says, how the text says it, what the text

means and how to make real life connections.

Category: English/Language Arts

Research Cited: Anderson, R.C., & Pearson, P.D. (1984). "A Schema-Theoretic View of Basic Processes in Reading

Comprehension." In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), Handbook of Reading

Research (pp.255-291). New York: Longman.

Taylor, B.M. & Beach, R.W. (1984). "The Effects of Text Structure Instruction on Middle-Grade Students'

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Botsford Elementary School

Comprehension and

Production of Expository Text.” Reading Research Quarterly, 19, 134-146.

Gallagher, M., & Pearson, P.D. (1989) “Discussion,

Comprehension, and Knowledge Acquisition in Content Area

Classrooms” (Tech. Rep. No. 480). Urbana, IL: University of Illinois, Center for the Study of Reading.

Garmston, R. J., & Wellman, B. M. (1992). How to make presentations that teach and transform.

Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Close and Critical Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to receive professional learning on Close and Critical Reading model aligned to the Common Core State Standard to increase student comprehension of complex and narrative text.	Getting Ready	Tier 1	Getting Ready	09/02/2014	06/15/2018	\$5000	Title II Part A	All general ed. and special ed. classroom teachers, 31A Intervention teacher, Title I para-educators

Activity - Close and Critical Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use Close and Critical reading strategies to teach summation, text structure, theme and connecting to text.	Implementation	Tier 1	Implement	09/02/2014	06/15/2018	\$0	No Funding Required	All general ed. and special ed. classroom teachers, 31A Intervention teacher, Title I para-educators

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Activity - Close and Critical Lesson Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher lessons will reflect use of Close and Critical Reading Strategies across the curriculum (all grades) with two pieces of student work (grades 1-5 only). Administrators will observe use of Close and Critical Reading strategy for the purpose of monitoring the fidelity of the strategy.	Monitor	Tier 1	Monitor	09/02/2014	06/15/2018	\$0	No Funding Required	All general ed. and special ed. (grades 1-5) classroom teachers, 31A Intervention teacher, Title I para-educators

Activity - Tri-Annual Close and Critical Reading Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will conduct school-wide area pre, mid and post assessments on Close and Critical Reading; results will be analyzed using the Data Dialogue Protocol and implementation of the strategy will be adjusted as needed.	Evaluation	Tier 1	Evaluate	09/02/2014	06/15/2018	\$0	No Funding Required	All general ed. and special ed. (grades 1-5) classroom teachers, 31A Intervention teacher

Strategy 2:

Tier II explicit phonics instruction - • Staff members will work in small groups to deliver explicit phonics instruction.

Category: English/Language Arts

Research Cited: Research Cite: State the research used to support this strategy. (Include HOW you engaged in studying and selecting the research-based strategy.)

According to Richard Allington, “phonics instruction is vital for the 10-20% of students who don’t pick up on phonic awareness without explicit instruction. These kids need specific help.”

“Scientific research has clearly demonstrated that explicit phonics instruction is the single most effective approach for all students.” Dr. Kerry Hempenstall, Department of Psychology and Disability Studies, Royal Melbourne Institute of Technology

“Much of what we know about phonemic awareness (PA) has been acquired in studies with struggling readers, especially kids identified as LD or dyslexic. Back in the 1990’s research showed that many kids with the LD label had deficient PA. That finding led to a sort of mad rush towards developing PA. What kids who have PA can

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do is break words down from the whole word to individual sounds in the word. That is central to teaching decoding and, I believe, central to becoming a reader.”
Richard Allington.

Tier: Tier 2

Activity - TIER II Rewards Intervention (level DRA 28+)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group (no larger than 10:1 ratio), multisyllabic decoding instruction to increase fluency rates and deepen comprehension of information & content area texts. Students participating in the Rewards program will receive instruction at least three days a week, for 40 minutes a day.	Implementation	Tier 2	Implement	09/02/2014	06/15/2018	\$0	No Funding Required	31a Teachers, Title 1 Teachers, Classroom Teachers
Activity - TIER II Readwell K, I, & II Intervention. (level K-5)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Readwell K, I, & II provide small group (no more than 6 children) instruction in basic decoding instruction to increase fluency scores and improve comprehension. Students participating in Readwell I & II will receive instruction at least three days a week, for 40 minutes a day. Students participating in Readwell K will receive instruction at least three days a week, for 20 minutes a day.	Implementation	Tier 2	Implement	09/02/2014	06/15/2018	\$91370	Title I Schoolwide, Section 31a	31a Teachers, Title 1 Teachers, Classroom Teachers, Title 1 Paraeducators
Activity - Tier II Dibels Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will administer Dibels Progress monitoring measures to monitor growth in skills, chart progress, and adjust instruction. Materials used include FSF, PSF, NWF, ORF.	Monitor	Tier 2	Monitor	09/02/2014	06/15/2018	\$0	No Funding Required	Certified Staff
Activity - Tier II Overview to Understand K-5 Progression of Phonics Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to review and understand the currently used phonics programs and their progression across the K-5 continuum.	Getting Ready	Tier 2	Getting Ready	09/02/2014	06/15/2018	\$0	No Funding Required	Certified Staff
Activity - Phonics Instruction Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff members will meet at least three times a year during grade level meetings to discuss the progress of the Tier II students. At these meetings, staff will analyze the data collected for the Tier II students and make changes, if necessary, that need to be made to the Tier II groups. The data analyzed will include, but not be limited to, DRA2, NWEA, DIBELS and other classroom assessments.	Evaluation	Tier 2	Evaluate	09/22/2014	06/15/2018	\$0	No Funding Required	Teachers, paraprofessionals and administration.
Activity - DIBELS Administration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will administer DIBELS Screening test to establish baseline data for Tier II group formation.	Getting Ready	Tier 2	Getting Ready	09/08/2014	06/15/2018	\$0	No Funding Required	Teachers and paraprofessionals.
Activity - Tier 2 Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to learn about the Tier 2 Intervention Program for K-5 Phonics Instruction.	Getting Ready	Tier 2	Getting Ready	10/14/2014	06/15/2018	\$0	No Funding Required	Teachers and administration
Activity - Tier II Student Placement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level meetings will be used to place students in Tier II reading groups 3 times a year.	Getting Ready	Tier 2	Getting Ready	10/20/2014	06/15/2018	\$0	No Funding Required	Teachers, paraprofessionals and administration.
Activity - Tier 2 Reading Intervention Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator will create a 40 minute grade level block for implementation of Tier 2 Reading Phonics programs.	Getting Ready	Tier 2	Getting Ready	09/22/2014	06/15/2018	\$0	No Funding Required	Administrator
Activity - Tier II Funding	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Funds will be used to pay for paraprofessionals and materials for both Readwell and REWARDS programs.	Getting Ready	Tier 2		09/02/2014	06/15/2018	\$91370	Title I Schoolwide	Administration
Activity - Walk Throughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Administration will conduct Walk Throughs to insure the fidelity of the program	Monitor	Tier 2	Monitor	10/22/2014	06/15/2018	\$0	No Funding Required	Administration
Activity - Program Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and administration will use the Program Evaluation diagnostic tool to measure the effectiveness of the program.	Evaluation	Tier 2	Evaluate	05/25/2015	06/15/2018	\$0	No Funding Required	Staff and administration

Strategy 3:

Tier III Small Group/One-on-One Assistance - Tier III Small Group/One-on-One Assistance - Staff members will provide small group or one-on-one assistance for students identified as Tier III. Teachers will provide consistent assistance during a time that fits into their individual schedules (center time, DEAR time, Bellwork, or independent work time). Teachers will screen all students for extensive reading problems at the beginning of the year and regularly monitor the progress of students at risk for developing reading disabilities.

Category: English/Language Arts

Research Cited: Research Cited: Gersten, R., Comton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., et al. (2009a). Assisting students struggling with reading:

Response to intervention and multi-tier intervention in primary grades. Washington, DC: U.S. Department of Education Institute of Educational Sciences.

Tier: Tier 3

Tier: Tier 3

Activity - Tier III Gathering Student Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will be well trained to implement the MTSS (Multi-Tier Support System) framework to provide small group intervention in the area of fluency. Teachers will screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Grade level teams will analyze data and assign student grouping based on need.	Getting Ready	Tier 3	Getting Ready	09/02/2014	06/15/2018	\$0	No Funding Required	Teaching Staff

Activity - Tier III Small Group/One-on-One Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will meet with students identified as Tier III either in a small group or one-on-one depending on the specific needs of students. Staff members will meet with these students 2-4 times per week. Staff members will use grade level appropriate resources, including programs discussed in Tiers I and II, as well classroom resources and books, to assist struggling students who are having issues with phonics, fluency, and/or comprehension.	Implementation	Tier 3	Implement	09/02/2014	06/15/2018	\$0	No Funding Required	Teaching Staff

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Activity - Tier III Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will progress monitor Tier III students at least twice per month. Staff members will use observation, as well as DIBELS, running records, and other appropriate monitoring resources to assist them in progress monitoring.	Monitor	Tier 3	Monitor	09/02/2014	06/15/2018	\$0	No Funding Required	Teaching Staff
Activity - Tier III Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will meet three times per year during grade level meetings to discuss the progress of Tier III students. At these meetings, teachers will analyze the data of Tier III students and discuss changes, if any, that need to be made to Tier III groups. The data analyzed will include, but not be limited to, DRA2, NWEA, DIBELS, and other classroom assessments.	Evaluation	Tier 3	Evaluate	09/02/2014	06/15/2018	\$0	No Funding Required	Teaching Staff, administration
Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Grades K-2 who are in need of more academic support in the area of reading are invited to attend a 4 week, 3 hours per day 4 times a week, summer school program. Free transportation is provided for in-district students.	Implementation	Tier 3	Implement	07/24/2017	08/25/2017	\$9000	Section 31a	Summer school teacher and paraprofessionals
Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 1-5, who qualify under the Section 31a requirements and who are in need to additional support in the area of reading, are invited to attend after school tutoring sessions twice a week for one hour each session. Students are rotated in 6 weeks sessions by grade level.	Implementation	Tier 3	Implement	09/15/2014	05/31/2018	\$8000	Section 31a	Tutorial teachers and paraprofessionals

Strategy 4:

Cultures of Thinking - Staff will use thinking routines to facilitate student thinking and learning throughout the curriculum. Staff will also shape and promote the 8 cultural forces (time, opportunities, routines and structures, language, modeling, interactions and relationships, physical environment, and expectations) noticing how these variables impact student thinking and learning in the school culture.

Category:

Research Cited: -"Making Thinking Visible" Ron Ritchhart and David Perkins. "Making Thinking Visible," Educational Leadership 65, no. 5 (February 2008): 57-61.

-"Uncovering Students' Thinking about Thinking Using Concept Maps"- a paper prepared for the AERA Conference, March 2008.

Cultivating a Culture of Thinking in Museums Ron Ritchhart, "Cultivating a Culture of Thinking in Museums," Journal of Museum Education 32, no. 2 (Summer 2007):

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137-54.

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-Intelligence in the Wild David N. Perkins and others, "Intelligence in the Wild: A Dispositional View of Intellectual Traits," Educational Psychology Review 12, no. 3 (2000): 269–93.

-Why Teach Habits of Mind? Shari Tishman, "Why Teach Habits of Mind?" in Discovering and Exploring Habits of Mind, ed. Arthur -L. Costa and Bena Kallick (Alexandria, VA: ASCD, 2000), 41-52.

-Life in the Mindful Classroom: Nurturing the Disposition of Mindfulness Ron Ritchhart and David N. Perkins, "Life in the Mindful Classroom: Nurturing the Disposition of Mindfulness," Journal of Social Issues 56, no. 1 (2000), 27–47.

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-The object of their attention Shari Tishman. "The object of their attention". Education Leadership, February 2008. 65 (5) pp. 44-46

-Thinking about Thinking: Preservice teachers strengthen their thinking artfully Susan Barahal. "Thinking about Thinking: Preservice teachers strengthen their thinking artfully". Phi Delta Kappan, 90 (4). pp. 298-302

Tier: Tier 1

Activity - Staff Training on Cultures of Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. We will send our principal and five teacher leaders to participate in the 2016-17 foundations seminars through Oakland Schools. 2. We will send additional staff to participate in one or two COT school tours to further our professional learning about the 8 cultural forces.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/15/2018	\$0	Title II Part A	Administrative and Instructional Staff
Activity - Guided Lesson Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For the purposes of impact data, staff will engage in a guided lesson design opportunity to design instruction which is shaped by the principles and research of "Culture of Thinking.	Implementation	Tier 1	Implement	09/01/2015	06/15/2018	\$0	Title II Part A	Administrative and Instructional Staff
Activity - Reflective Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Principal will engage teacher team in reflective dialogue on a quarterly basis to identify opportunities to deepen work for the purposes next steps.	Teacher Collaboration	Tier 1	Monitor	09/01/2015	06/15/2018	\$0	Title II Part A	Administration and Instructional staff
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Activity - Year-End Reflective Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the end of the school year the principal will engage teacher team in reflective dialogue utilizing the questions from the program evaluation to identify needed activities for the next school year.	Curriculum Development	Tier 1	Evaluate	09/01/2015	06/15/2018	\$0	Title II Part A	Administration and Instructional staff

Goal 4: All students will be proficient in Math.(2017-2018)

Measurable Objective 1:

85% of Third, Fourth and Fifth grade students will demonstrate a proficiency on Michigan's state assessment in Mathematics by 06/21/2024 as measured by Michigan's state assessment.

Strategy 1:

Tier 2 MTSS (Multi- Tiered Systems of Support) Small Group Intervention - • Staff members will implement the MTSS framework to provide small group intervention in the area of mathematics. Teachers will screen all students for potential math problems at the beginning of the year and again in the middle of the year. Teachers will regularly monitor the progress of at risk students or students performing below grade level.

Category: Mathematics

Research Cited: Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., et al. (2009a). Assisting students struggling with reading: Response to intervention and multi-tier intervention in primary grades. Washington, DC: U.S. Department of Education Institute of Educational Sciences.

Tier: Tier 2

Activity - Gathering Student Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will be well trained to implement the MTSS framework to provide small group intervention in the area of mathematics. Teachers will screen all students using the NWEA assessment for potential math problems at beginning of the year and again in the middle of the year. Grade level teams will analyze data and assign student grouping based on need.	Getting Ready	Tier 2	Getting Ready	09/02/2014	06/15/2018	\$0	No Funding Required	All general ed. and special ed. classroom teachers, 31A Intervention teacher, Title I para-educators

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Botsford Elementary School

Activity - Gathering Small Group Intervention Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be given time to work together as grade level teams to gather materials and prepare lessons for small group intervention.	Getting Ready	Tier 2	Getting Ready	09/02/2014	06/15/2018	\$0	No Funding Required	All general ed. and special ed. classroom teachers, 31A Intervention teacher, Title I para-educators, Administration
Activity - Small Group Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 teachers will provide students with skill focused interventions 5 days a week for 20 minutes a day. Teachers will use skill appropriate materials to strengthen math skills.	Implementation	Tier 2	Implement	09/02/2014	06/15/2018	\$91370	Section 31a, Title I Schoolwide	All general ed. and special ed. classroom teachers, 31A Intervention teacher, Title I para-educators
Activity - NWEA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor small groups based upon summative group assessments and NWEA results. NWEA will be given three times per year and data will be used twice a year to form, adjust, and guide small group instruction.	Monitor	Tier 2	Monitor	09/02/2014	06/15/2018	\$0	No Funding Required	All general ed. and special ed. classroom teachers, 31A Intervention teacher
Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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Teachers will meet three times per year during grade level meetings. At these meetings, teachers will review NWEA data to evaluate student progress and program effectiveness.	Evaluation	Tier 2	Evaluate	09/02/2014	06/15/2018	\$0	No Funding Required	All general ed. and special ed. classroom teachers, 31A Intervention teacher, Title I para-educators, principal
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Strategy 2:

Tier III: Math Intervention Tier III MTSS (Multi- Tiered Systems of Support) to improve targeted Math skills. - • Staff members will implement the MTSS framework to provide individual and/or small group instruction 3-5 times per week for at risk students based on NWEA RIT Scores. These will be conducted during non-core instructional times.

Category: Mathematics

Research Cited: Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., et al. (2009a). Assisting students struggling with reading: Response to intervention and multi-tier intervention in primary grades. Washington, DC: U.S. Department of Education Institute of Educational Sciences.

Tier: Tier 3

Activity - Tier III: Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will select at risk students for individual and/or small group instruction based on 2016 Spring NWEA RIT Scores and identify targeted learning skills based on Des Carte reports. Groups will be updated after Fall and Winter tests are administered.	Getting Ready	Tier 3	Getting Ready	09/02/2014	06/15/2018	\$100	General Fund	All general ed. and Special ed. teachers

Activity - Tier III: Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will provide Tier III individualized and/or small group targeted instruction 3-5 times a week during non-core instructional time. Specific skills will be determined by student need based on Des Carte report.	Implementation	Tier 3	Implement	09/02/2014	06/15/2018	\$0	No Funding Required	All general ed. and special ed. classroom teachers, 31A Intervention teacher, Title I para-educators

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Activity - Tier III Walk-Throughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will identify their Tier III instructional time in their master schedule. Administrators will conduct walk-throughs to observe the implementation of Tier III Math Interventions.	Monitor	Tier 3	Monitor	09/02/2014	06/15/2018	\$0	No Funding Required	All general ed. and special ed. classroom teachers, 31A Intervention teacher, principal

Activity - Tier III: Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will conduct school-wide pre, mid, and post evaluation of student understanding of Math skills using NWEA test. Results will be analyzed using the Data Dialogue Protocol and implementation of the strategy will be adjusted as needed.	Evaluation	Tier 3	Evaluate	09/02/2014	06/15/2018	\$0	No Funding Required	All general ed. and special ed. classroom teachers, 31A Intervention teacher, principal

Strategy 3:

Tier I MTSS (Multi- Tiered Systems of Support) Close and Critical Reading for Math - • Staff members will implement the MTSS framework to provide whole group instruction in the area of mathematics using close and critical reading geared to help students understand story problems. Close and Critical Reading focuses on four steps to help students understand what the story says, how the story problem says it, what the story problem means and how to make real life connections.

Category:

Research Cited: Robert Marzano's Meta Analysis of Instructional Strategies 2004 to 2008 - Marzano Research Laboratory

Raphael, T.E., & Wonnacott, C.A., & Pearson, P.D. (1983). "Increasing Students' Sensitivity to Sources of Information: An Instructional Study in Question-Answer Relationships" (Tech. Rep. No. 284). Urbana, IL University of Illinois, Center for the Study of Reading.

Pearson, P. David, L.R. Roehler, J.A. Dole, and G.G. Duffy. 1992. "Developing Expertise in Reading Comprehension." In S. Jay Samuels and Alan Farstrup, eds. What Research Has to Say About Reading Instruction, 2nd Edition. Newark, DE: International Reading Association

Tier: Tier 1

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Botsford Elementary School

Activity - Close and Critical Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive professional learning on Close and Critical Reading model aligned to the Common Core State Standard for mathematics to increase student comprehension of story problems.	Getting Ready	Tier 1	Getting Ready	09/02/2014	06/15/2018	\$0	No Funding Required	All general ed. and special ed. classroom teachers, 31A Intervention teacher, Title I para-educators
Activity - Close and Critical Reading Instruction for Mathematics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use Close and Critical reading strategies to teach students to summarize story problems, look for key structures (vocabulary, charts and graphs) and making real life connections to the problem.	Implementation	Tier 1	Implement	09/02/2014	06/15/2018	\$0	No Funding Required	All general ed. and special ed. classroom teachers, 31A Intervention teacher, Title I para-educators
Activity - Close and Critical Lesson Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher lessons will reflect use of Close and Critical Reading Strategies across the curriculum (all grades) with two pieces of student work (grades 1-5 only). Administrators will observe use of Close and Critical Reading strategy for the purpose of monitoring the fidelity of the strategy.	Monitor	Tier 1	Monitor	09/02/2014	06/15/2018	\$0	No Funding Required	All general ed. and special ed. (grades 1-5) classroom teachers, 31A Intervention teacher, Title I para-educators, principal
Activity - Tri-Annual Close and Critical Reading Assessment in Mathematics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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School will conduct school-wide area pre, mid and post assessments on Close and Critical Reading; results will be analyzed using the Data Dialogue Protocol and implementation of the strategy will be adjusted as needed.	Evaluation	Tier 1	Evaluate	09/02/2014	06/15/2018	\$0	No Funding Required	All general ed. and special ed. (grades 1-5) classroom teachers, 31A Intervention teacher
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Strategy 4:

Cultures of Thinking - Staff will use thinking routines to facilitate student thinking and learning throughout the curriculum. Staff will also shape and promote the 8 cultural forces (time, opportunities, routines and structures, language, modeling, interactions and relationships, physical environment, and expectations) noticing how these variables impact student thinking and learning in the school culture.

Category: Mathematics

Research Cited: -"Making Thinking Visible" Ron Ritchhart and David Perkins. "Making Thinking Visible," Educational Leadership 65, no. 5 (February 2008): 57-61.

- "Uncovering Students' Thinking about Thinking Using Concept Maps"- a paper prepared for the AERA Conference, March 2008.

Cultivating a Culture of Thinking in Museums Ron Ritchhart, "Cultivating a Culture of Thinking in Museums," Journal of Museum Education 32, no. 2 (Summer 2007): 137-54.

-Schools Need to Pay More Attention to "Intelligence in the Wild" David N. Perkins, "Schools Need to Pay More Attention to "Intelligence in the Wild," Harvard Education Letter (May/June 2000)

-Intelligence in the Wild David N. Perkins and others, "Intelligence in the Wild: A Dispositional View of Intellectual Traits," Educational Psychology Review 12, no. 3 (2000): 269–93.

-Why Teach Habits of Mind? Shari Tishman, "Why Teach Habits of Mind?" in Discovering and Exploring Habits of Mind, ed. Arthur -L. Costa and Bena Kallick (Alexandria, VA: ASCD, 2000), 41-52.

-Life in the Mindful Classroom: Nurturing the Disposition of Mindfulness Ron Ritchhart and David N. Perkins, "Life in the Mindful Classroom: Nurturing the Disposition of Mindfulness," Journal of Social Issues 56, no. 1 (2000), 27–47.

-Making Thinking Visible David N. Perkins, "Making Thinking Visible," (2003)

-Visible Thinking Shari Tishman and Patricia Palmer, "Visible Thinking," Leadership Compass 2, no. 4 (Summer 2005).

-Works of art are a good thing to think about Shari Tishman & Patricia Palmer. "Works of art are a good thing to think about: A study of the impact of the Artful Thinking program on students' concepts of thinking. In Evaluating the Impact of Arts and Cultural Education. Paris: Centre Pompidou, 89-101.

-The object of their attention Shari Tishman. "The object of their attention". Education Leadership, February 2008. 65 (5) pp. 44-46

-Thinking about Thinking: Preservice teachers strengthen their thinking artfully Susan Barahal. "Thinking about Thinking: Preservice teachers strengthen their thinking artfully". Phi Delta Kappan, 90 (4). pp. 298-302

Tier: Tier 1

School Improvement Plan

Botsford Elementary School

Activity - Staff Training on Cultures of Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. We will send our principal and five teacher leaders to participate in the 2016-17 foundations seminars through Oakland Schools. 2. We will send additional staff to participate in one or two COT school tours to further our professional learning about the 8 cultural forces.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/15/2018	\$0	Title II Part A	Administration and Instructional Staff
Activity - Guided Lesson Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For the purposes of impact data, staff will engage in a guided lesson design opportunity to design instruction which is shaped by the principles and research of "Culture and Thinking".	Curriculum Development	Tier 1	Implement	09/01/2015	06/15/2018	\$0	Title II Part A	Administration and Instructional staff
Activity - Reflective Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will engage teacher team in reflective dialogue on a quarterly basis to identify opportunities to deepen work for the purposes next steps.	Teacher Collaboration	Tier 1	Monitor	09/01/2015	06/15/2018	\$0	Title II Part A	Administration and Instructional staff
Activity - Year-End Reflective Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the end of the school year, the principal will engage teacher team in reflective dialogue utilizing the questions from the program evaluation to identify needed activities for the next school year.	Curriculum Development	Tier 1	Evaluate	09/01/2015	06/15/2018	\$0	Title II Part A	Administration and Instructional staff

Goal 5: All student at Botsford Elementary will become proficient writers.(2017-2018)

Measurable Objective 1:

85% of Third, Fourth and Fifth grade students will demonstrate a proficiency on Michigan's state assessment in Writing by 06/21/2024 as measured by Michigan's state assessment.

Strategy 1:

Tier I MTSS (Multi- Tiered Systems of Support) Close and Critical Reading for Writing - • Staff members will implement the MTSS framework to provide whole group instruction in the area of writing using close and critical reading strategies to help student develop a deeper understanding of their writing skills and of other pieces of writing. Close and Critical Reading focuses on four steps to help students understand what they want to say, how they want to say it, what their writing means and how

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Botsford Elementary School

to make real life connections.

Category: English/Language Arts

Research Cited: Taylor, B.M. & Beach, R.W. (1984). "The Effects of Text Structure Instruction on Middle-Grade Students' Comprehension and Production of Expository Text." Reading Research Quarterly, 19, 134-146.

Gallagher, M., & Pearson, P.D. (1989) "Discussion, Comprehension, and Knowledge Acquisition in Content Area Classrooms" (Tech. Rep. No. 480). Urbana, IL: University of Illinois, Center for the Study of Reading.

Garmston, R. J., & Wellman, B. M. (2009). The adaptive school: A sourcebook for developing collaborative groups (2nd ed.). Norwood, MA: Christopher-Gordon Publishers.

Tier: Tier 1

Activity - Close and Critical Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to receive professional learning on the Close and Critical Reading model aligned to the Common Core State Standard for writing to increase student writing skills.	Getting Ready	Tier 1	Getting Ready	09/02/2014	06/15/2018	\$0	No Funding Required	All general ed. and special ed. classroom teachers, 31A Intervention teacher, Title I para-educators

Activity - Close and Critical Reading Instruction for Writing with a focus on student text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers grades 1-5 will use Close and Critical reading strategies to teach students to understand what their text says, how their text says it, what their text means and how to make real life connections in their text.	Implementation	Tier 1	Implement	09/02/2014	06/15/2018	\$0	No Funding Required	All general ed. and special ed. classroom teachers, 31A Intervention teacher, Title I para-educators

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Activity - Close and Critical Reading Instruction for Writing with a focus on peer evaluating skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers in grades 1-5 will use Close and Critical reading strategies to teach students to understand what peers writing text says, how their text says it, what their text means and how their peer makes real life connections in their text.	Implementation	Tier 1	Implement	09/02/2014	06/15/2018	\$0	No Funding Required	All general ed. and special ed. classroom teachers, 31A Intervention teacher, Title I para-educators

Activity - Close and Critical Reading Lesson Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher lessons will reflect use of Close and Critical Reading Strategies across the curriculum (all grades) with two pieces of student work (grades 1-5 only). Administrators will observe use of Close and Critical Reading strategy for the purpose of monitoring the fidelity of the strategy.	Monitor	Tier 1	Monitor	09/02/2014	06/15/2018	\$0	No Funding Required	All general ed. and special ed. (grades 1-5) classroom teachers, 31A Intervention teacher, administration

Activity - Tri-Annual Close and Critical Reading Assessment in Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will conduct school-wide area pre, mid and post assessments on Close and Critical Reading; results will be analyzed using the Data Dialogue Protocol and implementation of the strategy will be adjusted as needed.	Evaluation	Tier 1	Evaluate	09/02/2014	06/15/2018	\$0	No Funding Required	All general ed. and special ed. (grades 1-5) classroom teachers, 31A Intervention teacher

Strategy 2:

Cultures of Thinking - Staff will use thinking routines to facilitate student thinking and learning throughout the curriculum. Staff will also shape and promote the 8 cultural forces (time, opportunities, routines and structures, language, modeling, interactions and relationships, physical environment, and expectations) noticing how these variables impact student thinking and learning in the school culture.

Category:

SY 2017-2018

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Research Cited: -"Making Thinking Visible" Ron Ritchhart and David Perkins. "Making Thinking Visible," Educational Leadership 65, no. 5 (February 2008): 57-61.

-"Uncovering Students' Thinking about Thinking Using Concept Maps"- a paper prepared for the AERA Conference, March 2008.

Cultivating a Culture of Thinking in Museums Ron Ritchhart, "Cultivating a Culture of Thinking in Museums," Journal of Museum Education 32, no. 2 (Summer 2007): 137-54.

-Schools Need to Pay More Attention to "Intelligence in the Wild" David N. Perkins, "Schools Need to Pay More Attention to "Intelligence in the Wild," Harvard Education Letter (May/June 2000)

-Intelligence in the Wild David N. Perkins and others, "Intelligence in the Wild: A Dispositional View of Intellectual Traits," Educational Psychology Review 12, no. 3 (2000): 269-93.

-Why Teach Habits of Mind? Shari Tishman, "Why Teach Habits of Mind?" in Discovering and Exploring Habits of Mind, ed. Arthur -L. Costa and Bena Kallick (Alexandria, VA: ASCD, 2000), 41-52.

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-Making Thinking Visible David N. Perkins, "Making Thinking Visible," (2003)

-Visible Thinking Shari Tishman and Patricia Palmer, "Visible Thinking," Leadership Compass 2, no. 4 (Summer 2005).

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-Thinking about Thinking: Preservice teachers strengthen their thinking artfully Susan Barahal. "Thinking about Thinking: Preservice teachers strengthen their thinking artfully". Phi Delta Kappan, 90 (4). pp. 298-302

Tier: Tier 1

Activity - Staff Training on Cultures of Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. We will send our principal and five teacher leaders to participate in the 2015-16 foundations seminars through Oakland Schools. 2. We will send additional staff to participate in one or two COT school tours to further our professional learning about the 8 cultural forces.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/15/2018	\$0	Title II Part A	Administration and Instructional Staff

Activity - Guided Lesson Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For the purposes of impact data, staff will engage in a guided lesson design opportunity to design instruction which is shaped by the principles and research of "Culture of Thinking".	Curriculum Development	Tier 1	Implement	09/01/2015	06/15/2018	\$0	Title II Part A	Administration and Instructional Staff

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Activity - Reflective Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will engage teacher team in reflective dialogue on a quarterly basis to identify opportunities to deepen work for the purposes next steps.	Teacher Collaboration	Tier 1	Monitor	09/01/2015	06/15/2018	\$0	Title II Part A	Administrative and Instructional Staff

Activity - Year End Reflective Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the end of the school year the Principal will engage teacher team in reflective dialogue utilizing the questions from the program evaluation to identify needed activities for the next school year.	Curriculum Development	Tier 1	Evaluate	09/01/2015	06/15/2018	\$0	Title II Part A	Administrative and instructional staff.

Goal 6: All students will feel safe and engaged in their school community.

Measurable Objective 1:

85% of All Students will demonstrate a behavior students will be able to recognize and regulate their social-emotional development and understand how it impacts their academic progress and daily life. in Practical Living by 06/15/2018 as measured by student survey and behavior referrals.

Strategy 1:

RULER Approach - RULER teaches students the anchors of emotional intelligence to enhance their ability to understand and regulate their own emotions while considering and empathizing with how others are feeling. Students will meet at least once per month in K-5 groups with a mentor teacher. Each month a different aspect of RULER will be taught and put into practice.

Category: School Culture

Research Cited: Rivers, S.E. Brackett M.A., Reyes, M.R., Elbertson, N.A. and Salovey, P. (2012) "Improving the Social and Emotional Climate of Classrooms: A Clustered Randomized Controlled Trial Testing the RULER Approach".

Reyes, M.R., Brackett M.A., Rivers, S.E., M.R., Elbertson, N.A. and Salovey, P. (2012) "The Interaction Effects of Program Training, Dosage, and Implementation Quality on Targeted Student Outcomes for the RULER Approach to Social and Emotional Learning".

Tier: Tier 1

Activity - Professional Development Phase 1	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Starting in the 2016-2017 school year, several staff members are being trained at Oakland Schools in the RULER Approach. In turn, those staff members come back to school and lead staff meetings to pass along the training to all staff members.	Getting Ready	Tier 1	Getting Ready	09/12/2016	06/15/2018	\$1000	Title II Part A	Building Principal and committee members
Activity - Monthly Botsford Den Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students attend a monthly meeting of K-5 students and designated staff member. During each meeting, students are introduced to an aspect of the RULER Approach to discuss and apply in real world applications.	Implementation	Tier 1	Implement	10/03/2016	06/15/2018	\$1000	Title II Part A	building administration and all staff members
Activity - Reflective Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At designated staff meetings, staff members will engage in reflective dialogue to identify opportunities to deepen work for the purposes of identifying next steps.	Monitor	Tier 1	Monitor	10/09/2017	06/15/2018	\$1000	Title II Part A	building administration and all staff members
Activity - Student Survey	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in a survey to assess their level of social-emotional awareness.	Evaluation	Tier 1	Evaluate	10/02/2017	06/15/2018	\$1000	Title II Part A	building administration and all staff members
Activity - Building Discipline Referrals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building principals will monitor the amount of discipline referrals using MiStar student data system.	Evaluation	Tier 1	Evaluate	10/10/2016	06/15/2018	\$1000	Title II Part A	building administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier II Funding	Funds will be used to pay for paraprofessionals and materials for both Readwell and REWARDS programs.	Getting Ready	Tier 2		09/02/2014	06/15/2018	\$91370	Administration
Small Group Intervention	All K-5 teachers will provide students with skill focused interventions 5 days a week for 20 minutes a day. Teachers will use skill appropriate materials to strengthen math skills.	Implementation	Tier 2	Implement	09/02/2014	06/15/2018	\$46370	All general ed. and special ed. classroom teachers, 31A Intervention teacher, Title I para-educators
TIER II Readwell K, I, & II Intervention. (level K-5)	Readwell K, I , & II provide small group (no more than 6 children) instruction in basic decoding instruction to increase fluency scores and improve comprehension. Students participating in Readwell I & II will receive instruction at least three days a week, for 40 minutes a day. Students participating in Readwell K will receive instruction at least three days a week, for 20 minutes a day.	Implementation	Tier 2	Implement	09/02/2014	06/15/2018	\$46370	31a Teachers, Title 1 Teachers, Classroom Teachers, Title 1 Paraeducators

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier III: Math Intervention	Staff members will select at risk students for individual and/or small group instruction based on 2016 Spring NWEA RIT Scores and identify targeted learning skills based on Des Carte reports. Groups will be updated after Fall and Winter tests are administered.	Getting Ready	Tier 3	Getting Ready	09/02/2014	06/15/2018	\$100	All general ed. and Special ed. teachers

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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Close and Critical Reading Instruction	All teachers will use Close and Critical reading strategies to teach summation, text structure, theme and connecting to text.	Implementation	Tier 1	Implement	09/02/2014	06/15/2018	\$0	All general ed. and special ed. classroom teachers, 31A Intervention teacher, Title I para-educators
Walk Throughs	Administration will conduct Walk Throughs to insure the fidelity of the program	Monitor	Tier 2	Monitor	10/22/2014	06/15/2018	\$0	Administration
Grade Level Meetings	Teachers will meet three times per year during grade level meetings. At these meetings, teachers will review NWEA data to evaluate student progress and program effectiveness.	Evaluation	Tier 2	Evaluate	09/02/2014	06/15/2018	\$0	All general ed. and special ed. classroom teachers, 31A Intervention teacher, Title I para-educators, principal
Tier III Small Group/One-on-One Assistance	Staff members will meet with students identified as Tier III either in a small group or one-on-one depending on the specific needs of students. Staff members will meet with these students 2-4 times per week. Staff members will use grade level appropriate resources, including programs discussed in Tiers I and II, as well classroom resources and books, to assist struggling students who are having issues with phonics, fluency, and/or comprehension.	Implementation	Tier 3	Implement	09/02/2014	06/15/2018	\$0	Teaching Staff
Close and Critical Professional Learning	Staff will continue to receive professional learning on the Close and Critical Reading model aligned to the Common Core State Standard for writing to increase student writing skills.	Getting Ready	Tier 1	Getting Ready	09/02/2014	06/15/2018	\$0	All general ed. and special ed. classroom teachers, 31A Intervention teacher, Title I para-educators

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DIBELS Administration	Teachers and paraprofessionals will administer DIBELS Screening test to establish baseline data for Tier II group formation.	Getting Ready	Tier 2	Getting Ready	09/08/2014	06/15/2018	\$0	Teachers and paraprofessionals.
Close and Critical Reading Instruction for Writing with a focus on student text	All teachers grades 1-5 will use Close and Critical reading strategies to teach students to understand what their text says, how their text says it, what their text means and how to make real life connections in their text.	Implementation	Tier 1	Implement	09/02/2014	06/15/2018	\$0	All general ed. and special ed. classroom teachers, 31A Intervention teacher, Title I para-educators
Tier 2 Parent Involvement	Parents will be invited to learn about the Tier 2 Intervention Program for K-5 Phonics Instruction.	Getting Ready	Tier 2	Getting Ready	10/14/2014	06/15/2018	\$0	Teachers and administration
Tier III: Math Intervention	All teachers will provide Tier III individualized and/or small group targeted instruction 3-5 times a week during non-core instructional time. Specific skills will be determined by student need based on Des Carte report.	Implementation	Tier 3	Implement	09/02/2014	06/15/2018	\$0	All general ed. and special ed. classroom teachers, 31A Intervention teacher, Title I para-educators
Tri-Annual Close and Critical Reading Assessment in Science	School will conduct school-wide area pre, mid and post assessments on Close and Critical Reading; results will be analyzed using the Data Dialogue Protocol and implementation of the strategy will be adjusted as needed.	Evaluation	Tier 1	Evaluate	09/02/2014	06/15/2018	\$0	All general ed. and special ed. (grades 1-5) classroom teachers, 31A Intervention teacher
NWEA	Teachers will monitor small groups based upon summative group assessments and NWEA results. NWEA will be given three times per year and data will be used twice a year to form, adjust, and guide small group instruction.	Monitor	Tier 2	Monitor	09/02/2014	06/15/2018	\$0	All general ed. and special ed. classroom teachers, 31A Intervention teacher

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TIER II Rewards Intervention (level DRA 28+)	Small group (no larger than 10:1 ratio), multisyllabic decoding instruction to increase fluency rates and deepen comprehension of information & content area texts. Students participating in the Rewards program will receive instruction at least three days a week, for 40 minutes a day.	Implementation	Tier 2	Implement	09/02/2014	06/15/2018	\$0	31a Teachers, Title 1 Teachers, Classroom Teachers
Close and Critical Professional Learning	Staff will receive professional learning on Close and Critical Reading model aligned to the Common Core State Standard for mathematics to increase student comprehension of story problems.	Getting Ready	Tier 1	Getting Ready	09/02/2014	06/15/2018	\$0	All general ed. and special ed. classroom teachers, 31A Intervention teacher, Title I para-educators
Program Evaluation	Staff and administration will use the Program Evaluation diagnostic tool to measure the effectiveness of the program.	Evaluation	Tier 2	Evaluate	05/25/2015	06/15/2018	\$0	Staff and administration
Tier II Student Placement	Grade level meetings will be used to place students in Tier II reading groups 3 times a year.	Getting Ready	Tier 2	Getting Ready	10/20/2014	06/15/2018	\$0	Teachers, paraprofessionals and administration.
Gathering Student Data	Staff members will be well trained to implement the MTSS framework to provide small group intervention in the area of mathematics. Teachers will screen all students using the NWEA assessment for potential math problems at beginning of the year and again in the middle of the year. Grade level teams will analyze data and assign student grouping based on need.	Getting Ready	Tier 2	Getting Ready	09/02/2014	06/15/2018	\$0	All general ed. and special ed. classroom teachers, 31A Intervention teacher, Title I para-educators
Phonics Instruction Evaluation	Staff members will meet at least three times a year during grade level meetings to discuss the progress of the Tier II students. At these meetings, staff will analyze the data collected for the Tier II students and make changes, if necessary, that need to be made to the Tier II groups. The data analyzed will include, but not be limited to, DRA2, NWEA, DIBELS and other classroom assessments.	Evaluation	Tier 2	Evaluate	09/22/2014	06/15/2018	\$0	Teachers, paraprofessionals and administration.

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Tier III Gathering Student Data	Staff members will be well trained to implement the MTSS (Multi-Tier Support System) framework to provide small group intervention in the area of fluency. Teachers will screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Grade level teams will analyze data and assign student grouping based on need.	Getting Ready	Tier 3	Getting Ready	09/02/2014	06/15/2018	\$0	Teaching Staff
Close and Critical Reading Instruction for Mathematics	All teachers will use Close and Critical reading strategies to teach students to summarize story problems, look for key structures (vocabulary, charts and graphs) and making real life connections to the problem.	Implementation	Tier 1	Implement	09/02/2014	06/15/2018	\$0	All general ed. and special ed. classroom teachers, 31A Intervention teacher, Title I para-educators
Close and Critical Lesson Collection	Teacher lessons will reflect use of Close and Critical Reading Strategies across the curriculum (all grades) with two pieces of student work (grades 1-5 only). Administrators will observe use of Close and Critical Reading strategy for the purpose of monitoring the fidelity of the strategy.	Monitor	Tier 1	Monitor	09/02/2014	06/15/2018	\$0	All general ed. and special ed. (grades 1-5) classroom teachers, 31A Intervention teacher, Title I para-educators
Close and Critical Reading Lesson Collection	Teacher lessons will reflect use of Close and Critical Reading Strategies across the curriculum (all grades) with two pieces of student work (grades 1-5 only). Administrators will observe use of Close and Critical Reading strategy for the purpose of monitoring the fidelity of the strategy.	Monitor	Tier 1	Monitor	09/02/2014	06/15/2018	\$0	All general ed. and special ed. (grades 1-5) classroom teachers, 31A Intervention teacher, Title I para-educators, principal

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Tri-Annual Close and Critical Reading Assessment in Social Studies	School will conduct school-wide area pre, mid and post assessments on Close and Critical Reading; results will be analyzed using the Data Dialogue Protocol and implementation of the strategy will be adjusted as needed.	Evaluation	Tier 1	Evaluate	09/02/2014	06/15/2018	\$0	All general ed. and special ed. (grades 1-5) classroom teachers, 31A Intervention teacher, Administration
Close and Critical Reading Instruction for Science	All teachers will use Close and Critical reading strategies for students to grasp science concepts by developing an understanding of what the text says, how the text says it, what the text means and how to make real life connections to the text.	Implementation	Tier 1	Implement	09/02/2014	06/15/2018	\$0	All general ed. and special ed. classroom teachers, 31A Intervention teacher, Title I para-educators
Close and Critical Professional Learning	Staff received professional learning on the Close and Critical Reading model aligned to the Common Core State Standard for science to help students gain a better understanding of science concepts.	Getting Ready	Tier 1	Getting Ready	09/02/2014	06/15/2018	\$0	All general ed. and special ed. classroom teachers, 31A Intervention teacher, Title I para-educators
Tier III Walk-Throughs	Staff will identify their Tier III instructional time in their master schedule. Administrators will conduct walk-throughs to observe the implementation of Tier III Math Interventions.	Monitor	Tier 3	Monitor	09/02/2014	06/15/2018	\$0	All general ed. and special ed. classroom teachers, 31A Intervention teacher, principal

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Close and Critical Lesson Collection	Teacher lessons will reflect use of Close and Critical Reading Strategies across the curriculum (all grades) with two pieces of student work (grades 1-5 only). Administrators will observe use of Close and Critical Reading strategy for the purpose of monitoring the fidelity of the strategy.	Monitor	Tier 1	Monitor	09/02/2014	06/15/2018	\$0	All general ed. and special ed. (grades 1-5) classroom teachers, 31A Intervention teacher, Title I para-educators, principal
Tri-Annual Close and Critical Reading Assessment in Writing	School will conduct school-wide area pre, mid and post assessments on Close and Critical Reading; results will be analyzed using the Data Dialogue Protocol and implementation of the strategy will be adjusted as needed.	Evaluation	Tier 1	Evaluate	09/02/2014	06/15/2018	\$0	All general ed. and special ed. (grades 1-5) classroom teachers, 31A Intervention teacher
Close and Critical Reading Instruction for Social Studies	All teachers will use Close and Critical reading strategies for students to grasp social studies concepts by developing an understanding of what the text says, how the text says it, what the text means and how to make real life connections to the text.	Implementa tion	Tier 1	Implement	09/02/2014	06/15/2018	\$0	All general ed. and special ed. classroom teachers, 31A Intervention teacher, Title I para-educators
Tier II Overview to Understand K-5 Progression of Phonics Instruction	Teachers will continue to review and understand the currently used phonics programs and their progression across the K-5 continuum.	Getting Ready	Tier 2	Getting Ready	09/02/2014	06/15/2018	\$0	Certified Staff
Close and Critical Reading Lesson Collection	Teacher lessons will reflect use of Close and Critical Reading Strategies across the curriculum (all grades) with two pieces of student work (grades 1-5 only). Administrators will observe use of Close and Critical Reading strategy for the purpose of monitoring the fidelity of the strategy.	Monitor	Tier 1	Monitor	09/02/2014	06/15/2018	\$0	All general ed. and special ed. (grades 1-5) classroom teachers, 31A Intervention teacher, ad ministration

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Close and Critical Reading Instruction for Writing with a focus on peer evaluating skills	All teachers in grades 1-5 will use Close and Critical reading strategies to teach students to understand what peers writing text says, how their text says it, what their text means and how their peer makes real life connections in their text.	Implementation	Tier 1	Implement	09/02/2014	06/15/2018	\$0	All general ed. and special ed. classroom teachers, 31A Intervention teacher, Title I para-educators
Tier III: Math Intervention	Staff will conduct school-wide pre, mid, and post evaluation of student understanding of Math skills using NWEA test. Results will be analyzed using the Data Dialogue Protocol and implementation of the strategy will be adjusted as needed.	Evaluation	Tier 3	Evaluate	09/02/2014	06/15/2018	\$0	All general ed. and special ed. classroom teachers, 31A Intervention teacher, principal
Tri-Annual Close and Critical Reading Assessment	School will conduct school-wide area pre, mid and post assessments on Close and Critical Reading; results will be analyzed using the Data Dialogue Protocol and implementation of the strategy will be adjusted as needed.	Evaluation	Tier 1	Evaluate	09/02/2014	06/15/2018	\$0	All general ed. and special ed. (grades 1-5) classroom teachers, 31A Intervention teacher
Close and Critical Professional Learning	Staff will continue to receive professional learning on the Close and Critical Reading model aligned to the Common Core State Standard for social studies to help students gain a better understanding of science concepts.	Getting Ready	Tier 1	Getting Ready	09/02/2014	06/15/2018	\$0	All general ed. and special ed. classroom teachers, 31A Intervention teacher, Title I para-educators, Administration
Tier II Dibels Progress Monitoring	Teacher will administer Dibels Progress monitoring measures to monitor growth in skills, chart progress, and adjust instruction. Materials used include FSF, PSF, NWF, ORF.	Monitor	Tier 2	Monitor	09/02/2014	06/15/2018	\$0	Certified Staff

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Tri-Annual Close and Critical Reading Assessment in Mathematics	School will conduct school-wide area pre, mid and post assessments on Close and Critical Reading; results will be analyzed using the Data Dialogue Protocol and implementation of the strategy will be adjusted as needed.	Evaluation	Tier 1	Evaluate	09/02/2014	06/15/2018	\$0	All general ed. and special ed. (grades 1-5) classroom teachers, 31A Intervention teacher
Tier III Progress Monitoring	Staff members will progress monitor Tier III students at least twice per month. Staff members will use observation, as well as DIBELS, running records, and other appropriate monitoring resources to assist them in progress monitoring.	Monitor	Tier 3	Monitor	09/02/2014	06/15/2018	\$0	Teaching Staff
Gathering Small Group Intervention Materials	All teachers will be given time to work together as grade level teams to gather materials and prepare lessons for small group intervention.	Getting Ready	Tier 2	Getting Ready	09/02/2014	06/15/2018	\$0	All general ed. and special ed. classroom teachers, 31A Intervention teacher, Title I para-educators, Administration
Tier 2 Reading Intervention Schedule	Administrator will create a 40 minute grade level block for implementation of Tier 2 Reading Phonics programs.	Getting Ready	Tier 2	Getting Ready	09/22/2014	06/15/2018	\$0	Administrator
Close and Critical Lesson Collection	Teacher lessons will reflect use of Close and Critical Reading Strategies (all grades) in social studies with two pieces of student work (grades 1-5 only). Administrators will observe use of Close and Critical Reading strategy for the purpose of monitoring the fidelity of the strategy.	Monitor	Tier 1	Monitor	09/02/2014	06/15/2018	\$0	All general ed. and special ed. (grades 1-5) classroom teachers, 31A Intervention teacher, Administration

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Tier III Grade Level Meetings	Staff members will meet three times per year during grade level meetings to discuss the progress of Tier III students. At these meetings, teachers will analyze the data of Tier III students and discuss changes, if any, that need to be made to Tier III groups. The data analyzed will include, but not be limited to, DRA2, NWEA, DIBELS, and other classroom assessments.	Evaluation	Tier 3	Evaluate	09/02/2014	06/15/2018	\$0	Teaching Staff, administration
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group Intervention	All K-5 teachers will provide students with skill focused interventions 5 days a week for 20 minutes a day. Teachers will use skill appropriate materials to strengthen math skills.	Implementation	Tier 2	Implement	09/02/2014	06/15/2018	\$45000	All general ed. and special ed. classroom teachers, 31A Intervention teacher, Title I para-educators
Summer School	Students in Grades K-2 who are in need of more academic support in the area of reading are invited to attend a 4 week, 3 hours per day 4 times a week, summer school program. Free transportation is provided for in-district students.	Implementation	Tier 3	Implement	07/24/2017	08/25/2017	\$9000	Summer school teacher and paraprofessionals
After School Tutoring	Students in grades 1-5, who qualify under the Section 31a requirements and who are in need to additional support in the area of reading, are invited to attend after school tutoring sessions twice a week for one hour each session. Students are rotated in 6 weeks sessions by grade level.	Implementation	Tier 3	Implement	09/15/2014	05/31/2018	\$8000	Tutorial teachers and paraprofessionals
TIER II Readwell K, I, & II Intervention. (level K-5)	Readwell K, I, & II provide small group (no more than 6 children) instruction in basic decoding instruction to increase fluency scores and improve comprehension. Students participating in Readwell I & II will receive instruction at least three days a week, for 40 minutes a day. Students participating in Readwell K will receive instruction at least three days a week, for 20 minutes a day.	Implementation	Tier 2	Implement	09/02/2014	06/15/2018	\$45000	31a Teachers, Title 1 Teachers, Classroom Teachers, Title 1 Paraeducators

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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Guided Lesson Design	For the purposes of impact data, staff will engage in a guided lesson design opportunity to design instruction which is shaped by the principles and research of "Culture and Thinking".	Curriculum Development	Tier 1	Implement	09/01/2015	06/15/2018	\$0	Administration and Instructional staff
Year End Reflective Dialogue	At the end of the year the Principal will engage teacher team in reflective dialogue utilizing the questions from the program evaluation to identify needed activities for the next year.	Curriculum Development	Tier 1	Evaluate	09/01/2015	06/15/2018	\$0	Administrative and instructional staff.
Student Survey	All students will participate in a survey to assess their level of social-emotional awareness.	Evaluation	Tier 1	Evaluate	10/02/2017	06/15/2018	\$1000	building administration and all staff members
Professional Development Phase 1	Starting in the 2016-2017 school year, several staff members are being trained at Oakland Schools in the RULER Approach. In turn, those staff members come back to school and lead staff meetings to pass along the training to all staff members.	Getting Ready	Tier 1	Getting Ready	09/12/2016	06/15/2018	\$1000	Building Principal and committee members
Staff Training on Cultures of Thinking	1. We will send our principal and five teacher leaders to participate in the 2016-2017 foundations seminars through Oakland Schools. 2. We will send additional staff to participate in one or two COT school tours to further our professional learning about the 8 cultural forces.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/15/2018	\$0	Administration and Instructional Staff
Year-End Reflective Dialogue	At the end of the school year the principal will engage teacher team in reflective dialogue utilizing the questions from the program evaluation to identify needed activities for the next school year.	Curriculum Development	Tier 1	Evaluate	09/01/2015	06/15/2018	\$0	Administration and Instructional staff
Reflective Dialogue	At designated staff meetings, staff members will engage in reflective dialogue to identify opportunities to deepen work for the purposes of identifying next steps.	Monitor	Tier 1	Monitor	10/09/2017	06/15/2018	\$1000	building administration and all staff members
Monthly Botsford Den Meetings	Students attend a monthly meeting of K-5 students and designated staff member. During each meeting, students are introduced to an aspect of the RULER Approach to discuss and apply in real world applications.	Implementation	Tier 1	Implement	10/03/2016	06/15/2018	\$1000	building administration and all staff members

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Staff Training on Cultures of Thinking	1. We will send our principal and five teacher leaders to participate in the 2015-16 foundations seminars through Oakland Schools. 2. We will send additional staff to participate in one or two COT school tours to further our professional learning about the 8 cultural forces.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/15/2018	\$0	Administrative and Instructional Staff
Close and Critical Professional Learning	Staff will continue to receive professional learning on Close and Critical Reading model aligned to the Common Core State Standard to increase student comprehension of complex and narrative text.	Getting Ready	Tier 1	Getting Ready	09/02/2014	06/15/2018	\$5000	All general ed. and special ed. classroom teachers, 31A Intervention teacher, Title I para-educators
Staff Training on Cultures of Thinking	1. We will send our principal and five teacher leaders to participate in the 2016-17 foundations seminars through Oakland Schools. 2. We will send additional staff to participate in one or two COT school tours to further our professional learning about the 8 cultural forces.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/15/2018	\$0	Administrative and Instructional Staff
Guided Lesson Design	For the purpose of impact data, staff will engage in a guided lesson design opportunity to design instruction which is shaped by the principals and research of "Culture of Thinking."	Curriculum Development	Tier 1	Implement	09/01/2015	06/15/2018	\$0	Administrative and teaching staff.
Reflective Dialogue	Principal will engage teacher team in reflective dialogue on a quarterly basis to identify opportunities to deepen work for the purposes next step.	Teacher Collaboration	Tier 1	Monitor	09/01/2015	06/15/2018	\$0	Administrative and instructional staff.
Staff Training on Cultures of Thinking	1. We will send our principal and five teacher leaders to participate in the 2016-17 foundations seminars through Oakland Schools. 2. We will send additional staff to participate in one or two COT school tours to further our professional learning about the 8 cultural forces.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/15/2018	\$0	Administrative and Instructional Staff
Guided Lesson Design	For the purposes of impact data, staff will engage in a guided lesson design opportunity to design instruction which is shaped by the principles and research of "Culture of Thinking".	Curriculum Development	Tier 1	Implement	09/01/2015	06/15/2018	\$0	Administrative and Instructional Staff
Guided Lesson Design	For the purposes of impact data, staff will engage in a guided lesson design opportunity to design instruction which is shaped by the principles and research of "Culture of Thinking."	Curriculum Development	Tier 1	Implement	09/01/2015	06/01/2018	\$0	Administrative and instructional staff.

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Staff Training on Cultures of Thinking	1. We will send our principal and five teacher leaders to participate in the 2016-17 foundations seminars through Oakland Schools. 2. We will send additional staff to participate in one or two COT school tours to further our professional learning about the 8 cultural forces.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/15/2018	\$0	Administrative and Instructional Staff
Reflective Dialogue	Principal will engage teacher team in reflective dialogue on a quarterly basis to identify opportunities to deepen work for the purposes next steps.	Teacher Collaboration	Tier 1	Monitor	09/01/2015	06/15/2018	\$0	Administrative and Instructional staff
Guided Lesson Design	For the purposes of impact data, staff will engage in a guided lesson design opportunity to design instruction which is shaped by the principles and research of "Culture of Thinking."	Implementation	Tier 1	Implement	09/01/2015	06/15/2018	\$0	Administrative and Instructional Staff
Reflective Dialogue	Principal will engage teacher team in reflective dialogue on a quarterly basis to identify opportunities to deepen work for the purposes next steps.	Teacher Collaboration	Tier 1	Monitor	09/01/2015	06/15/2018	\$0	Administrative and Instructional staff.
Reflective Dialogue	Principal will engage teacher team in reflective dialogue on a quarterly basis to identify opportunities to deepen work for the purposes next steps.	Teacher Collaboration	Tier 1	Monitor	09/01/2015	06/15/2018	\$0	Administrative and Instructional staff
Year-End Reflective Dialogue	At the end of the school year, the principal will engage teacher team in reflective dialogue utilizing the questions from the program evaluation to identify needed activities for the next school year.	Curriculum Development	Tier 1	Evaluate	09/01/2015	06/15/2018	\$0	Administrative and Instructional staff
Reflective Dialogue	Principal will engage teacher team in reflective dialogue on a quarterly basis to identify opportunities to deepen work for the purposes next steps.	Teacher Collaboration	Tier 1	Monitor	09/01/2015	06/15/2018	\$0	Administrative and Instructional Staff
Year End Reflective Dialogue	At the end of the school year the Principal will engage teacher team in reflective dialogue utilizing the questions from the program evaluation to identify needed activities for the next year.	Curriculum Development	Tier 1	Evaluate	09/01/2015	06/15/2018	\$0	Administrative and Instructional staff.
Year End Reflective Dialogue	At the end of the school year the Principal will engage teacher team in reflective dialogue utilizing the questions from the program evaluation to identify needed activities for the next school year.	Curriculum Development	Tier 1	Evaluate	09/01/2015	06/15/2018	\$0	Administrative and Instructional staff.
Building Discipline Referrals	Building principals will monitor the amount of discipline referrals using MiStar student data system.	Evaluation	Tier 1	Evaluate	10/10/2016	06/15/2018	\$1000	building administration