

SIP 2018-2019

Musson Elementary School

Rochester Community Schools

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Overview

Plan Name

SIP 2018-2019

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will improve in writing instruction.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1000
2	All students will improve in math proficiency and overall math performance.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$1500
3	All students will improve in reading proficiency.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$3000

Goal 1: All students will improve in writing instruction.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in Writing in English Language Arts by 06/01/2018 as measured by state assessments & RCS Quarterly Writing scores..

Strategy 1:

Best practices for writing instruction - Teachers will continue to research best practice around writing instruction. In addition to Lucy Calkins model of writing instruction, a focus still needs to be on writing to a prompt, comparing/contrasting, and critiquing others' writing. Teachers will continue to collaborate to ensure consistency of scoring the student writing samples using the MLPP writing rubric, while beginning to explore the Writers' College Rubric. Increased emphasis will be made on collaboration between general and special education staff.

Category:

Research Cited: "Firsthand: Units of Study for Primary Writing." Firsthand: Units of Study for Primary Writing. N.p., n.d. Web. 28 May 2013.

"The Art of Teaching Writing [Hardcover]." Amazon.com: The Art of Teaching Writing (9780435088170): Lucy McCormick Calkins: Books. N.p., n.d. Web. 28 May 2013.

Tier: Tier 1

Activity - Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level colleagues will score quarterly RCS common writing assessment writing samples together to ensure consistency with the rubrics. At grade level collaboration meetings, teachers will discuss best practices in writing. Teachers will identify up to 4 times during the school year to write to a prompt and score as a team during meetings and/or professional development. We will continue to explore investing in mentor texts, review book lists in PLC meetings, and release time to score writing and reflect upon data.	Professional Learning	Tier 1	Monitor	09/02/2014	06/14/2019	\$1000	General Fund	all teaching staff

Goal 2: All students will improve in math proficiency and overall math performance.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in basic math facts and overall math performance in Mathematics by 06/14/2019 as measured by EM4, iReady, & state assessments.

Strategy 1:

Concept development - Teachers will continue to research and implement Marzano's Research Based Strategies as they relate to learning basic math facts and concepts. Each grade level will focus on the facts and concepts required at their grade level and targeted instruction on CCSS in need of remediation. Quarterly data

will be collected that will assist in goal setting and drive instruction.

Category: Mathematics

Research Cited: Marzano, Robert J. Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement. Alexandria: McREL, 2001

Tier: Tier 1

Activity - Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will continue to integrate the research based process of goal setting in our collaborative meetings. This includes documenting targeted standards based on the area(s) of weakness revealed in multiple sources of data, the pre and post common assessment to monitor growth, the research based instructional strategy to provide an instructional solution, the time frame in order to instruct and reassess, and any instructional adjustments and/or interventions that may be needed. We will focus on students that are not proficient (in the red) in Illuminate and iReady. We will progress monitor with frequent fluency checks by grade level. Our math intervention para will provide support at Tier 2.	Professional Learning	Tier 1	Evaluate	09/05/2018	06/14/2019	\$1500	General Fund	All classroom teachers, support staff and administration

Strategy 2:

math concepts - Students that are in need of additional math support will receive targeted intervention on math concepts in our math lab.

Category: Mathematics

Tier: Tier 2

Activity - Math intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
math intervention lab - targeted support for students based on identified needs	Direct Instruction, Academic Support Program, Technology	Tier 2	Monitor	09/05/2018	06/14/2019	\$0	No Funding Required	Math para, Learning Consultant, Teachers and Principal

Goal 3: All students will improve in reading proficiency.

Measurable Objective 1:

95% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency increase in grade level reading skills/levels in Reading by 06/01/2018 as measured by the annual state assessment reading scores for grades 3-5, Fountas and Pinnell Fluency or Comprehension Assessment for Grades K-5, and MLPP.

Strategy 1:

Best Practices Collaboration - Teachers will research best practices around reading instruction that focuses on differentiating instruction for targeted groups, especially students below benchmark expectations. Teachers will incorporate the following best practices such as collaboration among grade level teachers, regular and special education staff, and sharing of strategies and results from common assessments. Learning consultants will also provide Tier 2 intervention to small groups of students significantly below benchmark expectations (6 months - 1 year) using the Leveled Literacy Intervention program.

Category: English/Language Arts

Research Cited: DuFour, Richard, Robert E. Eaker, and Rebecca Burnette. DuFour. On Common Ground: The Power of Professional Learning Communities.

Bloomington, IN: National Educational Service, 2005. Print.

Tier: Tier 1

Activity - Readers Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Readers' Workshop, Fountas & Pinnel Leveled Literacy Instruction, Pyramid of Intervention, Small Guided Reading Groups at instructional reading level, grade level book study: "The Differentiated Classroom" by Tomlinson & "CAFE", Making Meaning, Research teams to address students with concurrent social/emotional needs, students receiving special education and/or intervention services, Literacy Lockdown built into classroom/school schedule	Direct Instruction	Tier 1	Evaluate	09/05/2018	06/14/2019	\$2000	General Fund	all instructional staff
Activity - Walk throughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
• The administrator will conduct, at a minimum monthly, walkthroughs to monitor implementation of the strategy.	Monitor	Tier 1		09/05/2018	06/14/2019	\$0	No Funding Required	Principal
Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will participate in professional learning specific to Reader's Workshop on the identified district professional development days.	Professional Learning	Tier 1	Implement	08/28/2018	06/14/2019	\$0	No Funding Required	Literacy Team

Strategy 2:

LC: LLI - Learning consultants and ELA para will also provide Tier 2 intervention to small groups of students significantly below benchmark expectations (6 months - 1 year) using the Leveled Literacy Intervention program.

Category:

Research Cited: Fountas, Irene C., and Gay Su. Pinnell. Fountas & Pinnell Leveled Literacy Intervention: Lesson Guide, Volume 1 Orange System : Lessons 1-30.

Portsmouth, NH: Heinemann, 2009. Print.

Tier: Tier 2

Activity - LLI Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LC will continue to monitor the use of LLI within the LC schedule in addition to, not in place of, guided reading instruction at Tier 1.	Academic Support Program	Tier 2	Monitor	09/05/2018	06/14/2019	\$1000	General Fund	LC, LC Para and Classroom Teachers
Activity - LLI Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LC will continue to evaluate the progress of students within the LLI program.	Academic Support Program	Tier 2	Evaluate	09/05/2018	06/14/2019	\$0	General Fund	LC, LC Paras, Classroom Teachers and Principal
Activity - LLI Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LLI program will be implemented with fidelity per the guidelines of the program.	Academic Support Program	Tier 2	Implement	09/05/2018	06/14/2019	\$0	No Funding Required	LC, LC Paras, Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
LLI Implementation	LLI program will be implemented with fidelity per the guidelines of the program.	Academic Support Program	Tier 2	Implement	09/05/2018	06/14/2019	\$0	LC, LC Paras, Principal
Walk throughs	• The administrator will conduct, at a minimum monthly, walkthroughs to monitor implementation of the strategy.	Monitor	Tier 1		09/05/2018	06/14/2019	\$0	Principal
Professional Learning	Instructional staff will participate in professional learning specific to Reader's Workshop on the identified district professional development days.	Professional Learning	Tier 1	Implement	08/28/2018	06/14/2019	\$0	Literacy Team
Math intervention	math intervention lab - targeted support for students based on identified needs	Direct Instruction, Academic Support Program, Technology	Tier 2	Monitor	09/05/2018	06/14/2019	\$0	Math para, Learning Consultant, Teachers and Principal

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Readers Workshop	Readers' Workshop, Fountas & Pinnel Leveled Literacy Instruction, Pyramid of Intervention, Small Guided Reading Groups at instructional reading level, grade level book study: "The Differentiated Classroom" by Tomlinson & "CAFE", Making Meaning, Research teams to address students with concurrent social/emotional needs, students receiving special education and/or intervention services, Literacy Lockdown built into classroom/school schedule	Direct Instruction	Tier 1	Evaluate	09/05/2018	06/14/2019	\$2000	all instructional staff
LLI Monitoring	LC will continue to monitor the use of LLI within the LC schedule in addition to, not in place of, guided reading instruction at Tier 1.	Academic Support Program	Tier 2	Monitor	09/05/2018	06/14/2019	\$1000	LC, LC Para and Classroom Teachers

Writing	Grade level colleagues will score quarterly RCS common writing assessment writing samples together to ensure consistency with the rubrics. At grade level collaboration meetings, teachers will discuss best practices in writing. Teachers will identify up to 4 times during the school year to write to a prompt and score as a team during meetings and/or professional development. We will continue to explore investing in mentor texts, review book lists in PLC meetings, and release time to score writing and reflect upon data.	Professional Learning	Tier 1	Monitor	09/02/2014	06/14/2019	\$1000	all teaching staff
Collaboration	We will continue to integrate the research based process of goal setting in our collaborative meetings. This includes documenting targeted standards based on the area(s) of weakness revealed in multiple sources of data, the pre and post common assessment to monitor growth, the research based instructional strategy to provide an instructional solution, the time frame in order to instruct and reassess, and any instructional adjustments and/or interventions that may be needed. We will focus on students that are not proficient (in the red) in Illuminate and iReady. We will progress monitor with frequent fluency checks by grade level. Our math intervention para will provide support at Tier 2.	Professional Learning	Tier 1	Evaluate	09/05/2018	06/14/2019	\$1500	All classroom teachers, support staff and administration
LLI Evaluation	LC will continue to evaluate the progress of students within the LLI program.	Academic Support Program	Tier 2	Evaluate	09/05/2018	06/14/2019	\$0	LC, LC Paras, Classroom Teachers and Principal