

MBE School Improvement Plan 2018 - 2019

Meadow Brook Elementary School
Rochester Community Schools

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Overview

Plan Name

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Plan Description

This plan represents the ongoing school improvement goals of the Meadow Brook school community in our mission to provide a safe and joyful, world-class education for the kids we serve!

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Meadow Brook will increase proficiency in reading as measured by district assessments or instructional program outcomes.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$1400
2	All students at Meadow Brook will increase proficiency in writing as measured by district assessments or instructional program outcomes.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$200
3	All students wil increase proficiencney in Math as determined by common building and district assessments or instructional program outcomes.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$200

Goal 1: All students at Meadow Brook will increase proficiency in reading as measured by district assessments or instructional program outcomes.

Measurable Objective 1:

70% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in developmental levels in Reading by 06/15/2018 as measured by district grade level assessments or instructional program outcomes..

Strategy 1:

Multi-Tiered Systems of Support - Teachers will collaborate on professional development and learning regarding best instructional practices. They will implement best practices as the first tier of our comprehensive tiered intervention system. Our building TEAM will consult with teachers as needed for enrichment and intervention possibilities for individual students at Tier 2 and Tier 3 levels of support. Among various other tools and activities we will focus on workshop models, Cultures of Thinking, individualized differentiation and a formative data collection model of instructional planning and implementation.

Category: Learning Support Systems

Research Cited: Good to Great Teaching by Mary Howard.

Differentiated Instruction by Carol Anne Tomlinson

Making Thinking Visible by Ron Richhart

8 Cultural Forces by Ron Richhart

Guided Reading by Fountas & Pinnell

The Next Step in Guided Reading by Jan Richardson

Using the Environment to Support Literacy Skills by Ruth A. Wilson, PhD.

The Benefits of Teacher Collaboration: Essentials on Education Data and Research Analysis by Carla Thomas McClure

Tier:

Activity - Classroom Libraries	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will develop a classroom library of leveled readers, for additional reading at independent level and utilize the building guided reading library.	Direct Instruction	Tier 1		09/01/2015	01/15/2019	\$1000	Other	Classroom Teachers, Principal and Learning Consultant
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Activity - Reading Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a system to support the increased time spent reading (reading in the content areas, guided reading, independent reading.	Direct Instruction	Tier 1		09/01/2015	06/15/2018	\$0	No Funding Required	Classroom Teachers,

Activity - LLI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Consultant will use the Leveled Literacy Intervention Kit (LLIK for grades K-4) by Fountas and Pinnell for Tier 2 & Tier 3 levels of support..	Direct Instruction	Tier 2	Monitor	09/01/2015	06/15/2018	\$0	No Funding Required	Learning Consultant

Activity - Grade Level Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Grade level team will meet multiple times per year to analyze data, determine the focus of instruction, increase teacher expertise in analyzing assessments and enhance the understanding of the reading process.	Curriculum Development, Behavioral Support Program, Supplemental Materials, Academic Support Program, Professional Learning, Teacher Collaboration, Policy and Process, Technology, Materials, Other			09/01/2015	06/15/2018	\$0	No Funding Required	Classroom teachers, Learning Consultant, Principal, Ancillary Staff
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Activity - Building TEAM	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring of at risk students and special needs groups by the use of formal and informal assessments and data, PBIS, and curriculum instruction..	Behavioral Support Program, Academic Support Program, Policy and Process, Other			09/01/2015	06/15/2018	\$0	No Funding Required	Learning Consultant, all teaching staff, ancillary staff, building principal.

Activity - Cultures of Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will use thinking routines to engage students to foster deep connections to literature and to one another in regards to their literacy learning.	Direct Instruction, Behavioral Support Program, Academic Support Program			09/01/2015	06/15/2018	\$400	Other	All ancillary, teaching and support staff, principal and learning consultant.
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Strategy 2:

Positive Behavior Intervention Systems (PBIS) - Through a series of events, activities and group collaborations we will work to establish and maintain a well defined culture of teaching and learning based on shared core values.

Category:

Research Cited: PBIS.org

Tier:

Activity - Building TEAM	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring of at risk students and special needs groups by the use of formal and informal assessments and data, PBIS, and curriculum instruction.	Behavioral Support Program, Academic Support Program, Policy and Process, Other		Monitor	09/01/2015	06/15/2018	\$0	No Funding Required	Building administrator, Learning Consultant, ancillary staff, special education teacher, general education teacher

Goal 2: All students at Meadow Brook will increase proficiency in writing as measured by district assessments or instructional program outcomes.

Measurable Objective 1:

70% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency scores in Writing by 06/15/2018 as measured by district assessments and instructional program outcomes..

Strategy 1:

Multi-Tiered Systems of Support - Teachers will collaborate on professional development and learning regarding best instructional practices. They will implement best practices as the first tier of our comprehensive tiered intervention system. Our building TEAM will consult with teachers as needed for enrichment and intervention possibilities for individual students at Tier 2 and Tier 3 levels of support. Among various other tools and activities we will focus on workshop models, Cultures of Thinking, individualized differentiation and a formative data collection model of instructional planning and implementation.

Category: Learning Support Systems

Research Cited: Good to Great Teaching by Mary Howard.

Differentiated Instruction by Carol Anne Tomlinson

Being a Writer by Lucy Calkins

Making Thinking Visible by Ron Richhart

8 Cultural Forces by Ron Richhart

Oakland Schools Writing Units of Study (MEASA)

Lucy Caulkins (Unites of Study and Writing Pathways Assessment Guide)

Being a Writer Program - Developmental Studies Center

Tier:

Activity - WritingWorkshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue a system to support the increase time spent writing in RCS Units of Study	Direct Instruction	Tier 1	Monitor	09/01/2015	06/15/2018	\$0	No Funding Required	Teaching Staff, Building Principal, Learning Consultant

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Activity - Grade Level Collaboartion and Common Language	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level and cross grade level teams will meet multiple times a year to analyze assessment data and determine the focus of instruction, to include the development and refinement of common language in all curricular areas, supporting the differentiation of instruction for all students.	Direct Instruction, Teacher Collaboration		Getting Ready	09/01/2015	06/15/2018	\$0	No Funding Required	Teaching Staff, Building Principal, Learning Consultant

Activity - Building TEAM	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring of at risk students and special needs groups by the use of formal and informal assessments and data, PBIS, and curriculum instruction..	Behavioral Support Program, Academic Support Program		Monitor	09/01/2015	06/15/2018	\$0	No Funding Required	Teaching staff, building principal, learning consultant, ancillary staff

Activity - Cultures of Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use thinking routines to engage students to foster deep connections to literature and to one another in regards to their literacy learning.	Behavioral Support Program, Academic Support Program, Professional Learning, Teacher Collaboration		Implement	08/31/2015	06/15/2018	\$200	Other	Teaching staff, building principal, learning consultant, ancillary staff

Strategy 2:

Positive Behavior Intervention System(PBIS) - Through a series of events, activities and group collaborations we will work to establish and maintain a well defined culture of teaching and learning based on shared core values.

Category:

Research Cited: PBIS.org

Tier:

Activity - M2M Learning and Leadership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level learning and leadership events during which students engage in a variety of activities to foster growth in understanding and applying core values along with various other school wide assemblies for this purpose.	Behavioral Support Program, Academic Support Program, Other		Implement	08/31/2015	06/15/2018	\$0	No Funding Required	Principal and staff

Activity - School of Excellence Parent Team (SOE)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Shared learning and leadership initiative with parents.	Parent Involvement		Implement	08/31/2015	06/15/2018	\$0	No Funding Required	Principal and staff as needed

Goal 3: All students wil increase proficiency in Math as determined by common building and district assessments or instructional program outcomes.

Measurable Objective 1:

75% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in scores in Mathematics by 06/15/2018 as measured by grade level and district assessments or instructional program outcomes..

Strategy 1:

Multi-Tiered Systems of Support - Teachers will collaborate on professional development and learning regarding best instructional practices. They will implement best practices as the first tier of our comprehensive tiered intervention system. Our building TEAM will consult with teachers as needed for enrichment and intervention possibilities for individual students at Tier 2 and Tier 3 levels of support. Among various other tools and activities we will focus on workshop models, Cultures of Thinking, individualized differentiation and a formative data collection model of instructional planning and implementation.

Category:

Research Cited: Good to Great Teaching by Mary Howard.

Differentiated Instruction by Carol Anne Tomlinson

Making Thinking Visible by Ron Richhart

8 Cultural Forces by Ron Richhart

University of Chicago Everyday Mathematics Program <http://everydaymath.uchicago.edu/>

Tier:

Activity - Staff Communication & Common Language	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development focused on techniques to address the need for communication and collaboration within and across grade levels. To develop and implement common math language that all students understand and follow within the classroom, and on district and state assessments.	Curriculum Development, Professional Learning, Teacher Collaboration			09/01/2015	06/15/2018	\$0	No Funding Required	Teaching Staff, Learning Consultant, Building Principal

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Activity - Building TEAM	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring of at risk students and special needs groups by the use of formal and informal assessments and data, PBIS, and curriculum instruction..	Behavioral Support Program, Academic Support Program, Policy and Process			08/31/2015	06/15/2018	\$0	No Funding Required	Learning Consultant, all teaching staff, ancillary staff, building principal.

Activity - Cultures of Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use thinking routines to engage students to foster deep connections to literature and to one another in regards to their literacy learning.	Direct Instruction, Behavioral Support Program, Academic Support Program			08/31/2015	06/15/2018	\$200	Other	All ancillary, teaching and support staff, principal and learning consultant.

Activity - Curriculum Support and Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Professional development focused on curriculum and activities to support and extend student learning to include the district math curriculum (EDM4, iReady), workshop model, resource programs (Touch Math), fact fluency practice, games, manipulatives, technology enhanced activities.	Curriculum Development, Direct Instruction, Supplemental Materials, Academic Support Program, Professional Learning, Policy and Process, Materials		Implement	09/01/2015	06/15/2018	\$0	Other	Teaching staff, learning consultant, principal
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Strategy 2:

Positive Behavior Intervention Systems (PBIS) - Through a series of events, activities and group collaborations we will work to establish and maintain a well defined culture of teaching and learning based on shared core values.

Category:

Research Cited: www.pbis.org

Tier:

Activity - MBUILT	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional leadership team that meets bi-weekly to collaborate on curriculum, professional development, building needs, etc. by analyzing student focused outcomes for benefits and potential adaptations along with various other school wide assemblies for this purpose.	Teacher Collaboration		Monitor	08/31/2015	06/15/2018	\$0	No Funding Required	All building personnel

Activity - M2M Leadership and Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Grade level learning and leadership events during which students engage in a variety of activities to foster growth in understanding and applying core values.	Behavioral Support Program, Academic Support Program, Other	Tier 1	Implement	08/31/2015	06/15/2018	\$0	No Funding Required	Principal and staff as needed
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Activity - School of Excellence Parent Team (SOE)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Shared learning and leadership initiative with parents.	Parent Involvement	Tier 1	Implement	08/31/2015	06/15/2018	\$0	No Funding Required	Principal and staff as needed

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
Grade Level Collaboration and Common Language	Grade level and cross grade level teams will meet multiple times a year to analyze assessment data and determine the focus of instruction, to include the development and refinement of common language in all curricular areas, supporting the differentiation of instruction for all students.	Direct Instruction, Teacher Collaboration		Getting Ready	09/01/2015	06/15/2018	\$0	Teaching Staff, Building Principal, Learning Consultant
Grade Level Collaboration	Grade level team will meet multiple times per year to analyze data, determine the focus of instruction, increase teacher expertise in analyzing assessments and enhance the understanding of the reading process.	Curriculum Development, Behavioral Support Program, Supplemental Materials, Academic Support Program, Professional Learning, Teacher Collaboration, Policy and Process, Technology, Materials, Other			09/01/2015	06/15/2018	\$0	Classroom teachers, Learning Consultant, Principal, Ancillary Staff
LLI	Learning Consultant will use the Leveled Literacy Intervention Kit (LLIK for grades K-4) by Fountas and Pinnell for Tier 2 & Tier 3 levels of support..	Direct Instruction	Tier 2	Monitor	09/01/2015	06/15/2018	\$0	Learning Consultant

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Building TEAM	Monitoring of at risk students and special needs groups by the use of formal and informal assessments and data, PBIS, and curriculum instruction..	Behavioral Support Program, Academic Support Program		Monitor	09/01/2015	06/15/2018	\$0	Teaching staff, building principal, learning consultant, ancillary staff
MBUILT	Instructional leadership team that meets bi-weekly to collaborate on curriculum, professional development, building needs, etc. by analyzing student focused outcomes for benefits and potential adaptations along with various other school wide assemblies for this purpose.	Teacher Collaboration		Monitor	08/31/2015	06/15/2018	\$0	All building personel
Building TEAM	Monitoring of at risk students and special needs groups by the use of formal and informal assessments and data, PBIS, and curriculum instruction..	Behavioral Support Program, Academic Support Program, Policy and Process, Other			09/01/2015	06/15/2018	\$0	Learning Consultant, all teaching staff, ancillary staff, building principal.
M2M Leadership and Learning	Grade level learning and leadership events during which students engage in a variety of activities to foster growth in understanding and applying core values.	Behavioral Support Program, Academic Support Program, Other	Tier 1	Implement	08/31/2015	06/15/2018	\$0	Principal and staff as needed
Building TEAM	Monitoring of at risk students and special needs groups by the use of formal and informal assessments and data, PBIS, and curriculum instruction..	Behavioral Support Program, Academic Support Program, Policy and Process			08/31/2015	06/15/2018	\$0	Learning Consultant, all teaching staff, ancillary staff, building principal.
Staff Communication & Common Language	Professional development focused on techniques to address the need for communication and collaboration within and across grade levels. To develop and implement common math language that all students understand and follow within the classroom, and on district and state assessments.	Curriculum Development, Professional Learning, Teacher Collaboration			09/01/2015	06/15/2018	\$0	Teaching Staff, Learning Consultant, Building Principal

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M2M Learning and Leadership	Grade level learning and leadership events during which students engage in a variety of activities to foster growth in understanding and applying core values along with various other school wide assemblies for this purpose.	Behavioral Support Program, Academic Support Program, Other		Implement	08/31/2015	06/15/2018	\$0	Principal and staff
Reading Workshop	Develop a system to support the increased time spent reading (reading in the content areas, guided reading, independent reading.	Direct Instruction	Tier 1		09/01/2015	06/15/2018	\$0	Classroom Teachers,
School of Excellence Parent Team (SOE)	Shared learning and leadership initiative with parents.	Parent Involvement		Implement	08/31/2015	06/15/2018	\$0	Principal and staff as needed
Writing Workshop	Continue a system to support the increase time spent writing in RCS Units of Study	Direct Instruction	Tier 1	Monitor	09/01/2015	06/15/2018	\$0	Teaching Staff, Building Principal, Learning Consultant
Building TEAM	Monitoring of at risk students and special needs groups by the use of formal and informal assessments and data, PBIS, and curriculum instruction.	Behavioral Support Program, Academic Support Program, Policy and Process, Other		Monitor	09/01/2015	06/15/2018	\$0	Building administrator, Learning Consultant, ancillary staff, special education teacher, general education teacher
School of Excellence Parent Team (SOE)	Shared learning and leadership initiative with parents.	Parent Involvement	Tier 1	Implement	08/31/2015	06/15/2018	\$0	Principal and staff as needed

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Curriculum Support and Practices	Professional development focused on curriculum and activities to support and extend student learning to include the district math curriculum (EDM4, iReady), workshop model, resource programs (Touch Math), fact fluency practice, games, manipulatives, technology enhanced activities.	Curriculum Development, Direct Instruction, Supplemental Materials, Academic Support Program, Professional Learning, Policy and Process, Materials		Implement	09/01/2015	06/15/2018	\$0	Teaching staff, learning consultant, principal
Classroom Libraries	Staff will develop a classroom library of leveled readers, for additional reading at independent level and utilize the building guided reading library.	Direct Instruction	Tier 1		09/01/2015	01/15/2019	\$1000	Classroom Teachers, Principal and Learning Consultant
Cultures of Thinking	Staff will use thinking routines to engage students to foster deep connections to literature and to one another in regards to their literacy learning.	Behavioral Support Program, Academic Support Program, Professional Learning, Teacher Collaboration		Implement	08/31/2015	06/15/2018	\$200	Teaching staff, building principal, learning consultant, ancillary staff
Cultures of Thinking	Staff will use thinking routines to engage students to foster deep connections to literature and to one another in regards to their literacy learning.	Direct Instruction, Behavioral Support Program, Academic Support Program			09/01/2015	06/15/2018	\$400	All ancillary, teaching and support staff, principal and learning consultant.
Cultures of Thinking	Staff will use thinking routines to engage students to foster deep connections to literature and to one another in regards to their literacy learning.	Direct Instruction, Behavioral Support Program, Academic Support Program			08/31/2015	06/15/2018	\$200	All ancillary, teaching and support staff, principal and learning consultant.