



School Improvement Plan

Richardson Elementary School

Oscoda Area Schools

Mr. Eric Allshouse, Principal
3630 River Road
Oscoda, MI 48750

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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.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Richardson Elementary School is within the Oscoda Area Schools (OAS) and located in northeastern lower Michigan in a rural community that is still recovering from an Air Force base closure in 1993. While it is a beautiful area, it is struggling economically and has a very transient population. Currently Iosco County has the highest level of poverty in the state for students K-5 as reported to the Iosco Regional Education Service Agency (IRESA) by the Michigan Department of Education (MDE). The high number of students qualifying for free and reduced lunch (64.17%) has made OAS eligible for programs such as Universal Free Breakfast K-12 and free lunch for all students K-6.

Oscoda's location near beautiful Lake Huron as well as national forest has resulted in a high number of retired residents as well as seasonal home owners. These residents are willing to support millages, and have been very supportive of our needy population. Programs such as the Backpack Program (food given to students for weekend consumption), Community Food Giveaway (food given monthly to families in need), Baby Pantry (local resource for families with infants), and FISH (interdenominational local food pantry) are very valuable resources that touch the lives of many of our students. Also, the Lions Club offers hearing, vision, and other assistance for OAS families.

Many of the families in the Oscoda school district live in Multi-generational homes, and as a result the homeless population is over 5 % by federal definition. The district is geographically large amassing a total of approximately 435 square miles, much of which includes the Huron National Forest which is sparsely populated. As a result, it becomes challenging for students and parents to be involved in the school and its activities. To address this issue, a parent outreach liaison has been hired. The responsibility of this person is to diligently pursue avenues to incorporate parental participation into all facets of the district.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

At Oscoda Area Schools, we believe that:

- Everyone can learn and contribute
- All employees and volunteers are partners in learning
- Families share in the responsibility of educating the child
- Everyone should have respect for self and others
- Community support and involvement are essential to the success of our school

To that end, our mission is:

The mission of Oscoda Area Schools, through partnership with home and community, is to deliver comprehensive and challenging learning experiences, preparing all students to become productive, responsible members of society.

To accomplish this mission, we established the overarching vision of "Students First." We believe that the impact any decision or action has upon students should be of utmost concern and analyzed carefully. Our staff is committed to identifying the needs of students individually and collectively in an effort to provide children with the most appropriate and effective educational experience possible.

To optimally educate a student at Oscoda Area Schools, we believe that full engagement of students, parents, and the school is imperative. Each plays an integral part in the successful education of our students. The mission and vision was reaffirmed by the Board of Education in January 2015.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Oscoda Area Schools has been working very hard to develop a teacher evaluation program that results in improved teacher performance and, therefore, better student learning. The evaluation program developed is based on the Charlotte Danielson rubric and is tied directly to student data. The student data is a mixture of local and state assessment data as well as students' performance on a nationally normed test. The evaluation program is differentiated to accommodate various grade levels and types of teaching positions. OAS has contracted with Zimco, in conjunction with Saginaw Valley State University, to make this evaluation program electronic and easier to implement. OAS has also entered into an agreement to share this evaluation tool with other districts.

Careful analysis of the data collected reveals considerable growth as students progress through OAS. Historically, many students enter the district almost a full academic year behind students in other districts in the area. However, OAS has worked hard to close this gap by creating a culture where students strive to exceed the expected growth for a year.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Richardson Elementary School has instituted several initiatives that are designed to improve student performance:

- The Enrichment program at the elementary level ties core subjects to the electives traditionally taught. For example, students are taught the science or math of physical education as they engage in games of strategy and fitness. Many aspects of Social Studies are linked to Art projects.
- Kindergarten through sixth grade students in Oscoda are tested tri-annually using the nationally norm test created by the Northwest Evaluation Association (NWEA). Teachers work individually with students to set goals and assess results, noting areas of success and areas that need improvement. The data obtained by the teachers is used diagnostically to differentiate lessons to meet students' needs.
- The Intervention program at Richardson Elementary involves screening students as well as analyzing assessment data. Students deemed as having the highest need, specifically those in the lowest 30% on NWEA, are targeted with interventions. We utilize the three tier, RTI model of intervention. Tier one includes interventions within the classroom that are initiated by the teacher. In the event that the student has greater needs, tier two interventions including the Read Naturally lab or small group instruction are initiated. Only after all other interventions are exhausted is the student referred to Child Find and tier three interventions. Students are progress monitored on a regular basis and move fluidly through the levels as needed. The Read Naturally program is a differentiated program that primarily addresses fluency. Students work independently while being closely monitored by certified staff at about a 6 to 1 ratio. Activities on the web-based program combine teacher modeling, repeated reading, and retelling. Intervention teachers are able to easily track student progress and adjust levels as necessary.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Our school engages stakeholders in a variety of ways. Our PTO provides volunteer opportunities, and the regular meeting agenda includes monthly updates from the SIP and DIP committees. In addition, local public safety organizations provide annual classroom and on-site presentations. Local businesses participate by providing community exposure opportunities for students. One method of stakeholder selection is the use of the parent-volunteer form. Another stakeholder invitation is made through meeting notices posted on our community marquis as well as our Community Calendar, through the Chamber of Commerce. Additional notices are posted on the school's website, and through our school Observer. Meeting times have been adjusted to effectively accommodate participation of stakeholders.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Our stakeholders include:

- Principal
- Superintendent
- Content Coach
- Directory of Student Services
- Teachers
- Parent Liaison
- Consultant
- School Success Worker
- PTO President
- Parents
- Transportation Director

Responsibilities Include:

- Regular meetings to develop SIP
- Research as needed
- Communication with staff and public
- Adherence to rules and regulations
- Assessing outcomes

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Plan is provided online via school website and reviewed at PTO meetings, District and School Improvement Meetings. It was presented to staff at our Welcome Back Professional Development day in August 2016. The SIT also distributed a flyer with SIP summary at Open House in August 2016.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

As student enrollment has maintained, staffing has also maintained. There is a direct correlation between enrollment trends and staffing trends.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

When enrollment declines, recruitment declines. When enrollment increases, staffing recruitment also increases. There is a direct correlation between the enrollment and the staff recruitment.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Declining enrollment equates to less money per pupil, reducing the overall budget of the school. On the other hand, increasing enrollment adds to our budget as we obtain the added per pupil funding.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

Our largest demographic challenge is the socioeconomic status of our students and their lack of resources. In order to meet the challenges our students face on daily basis and best prepare them for educational success, we provide the following interventions:

- Free Universal Breakfast
- Backpack Food Program
- Lunch Academic Workshop
- After School Workshop & Transportation
- School Success Program
- PBIS Activities
- Parent Liaison & Parent Education

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

As our district maintains leadership positions, our students benefit a great deal. While leadership becomes more knowledgeable of programs and processes, staff will more effectively implement them. The more experience that is gained each year, the more effectively decisions can be made from a leadership perspective. Students will receive a better education as the consistency and growth of school leaders increases.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

As teachers gain more years of teaching experience, the level of mastery of curriculum and pedagogy increases therefore increasing the effectiveness of instruction. On the other hand, new teachers often bring new ideas and the latest practices to help improve student learning instruction.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

Due to processes that have been established by school leaders, there is minimal impact on student learning while the school leaders are absent. However, discipline issues without a school leader present, tend to hinder those students from reaching their full learning potential.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Teacher absences have a profound impact on student learning. While professional development often increases the teacher's skill set, consecutive absences tend to hinder student growth. This is also the trend with prolonged illness or leaves of absence.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

In order to have a positive effect on student learning, we offer teacher attendance incentives through merit pay. Teacher attendance is also included in our teacher evaluation process. Furthermore, the ability to maintain teachers and teacher assignments increases the opportunity to gain mastery of instruction and specific curriculum.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

The strands that stand out on our Self Assessment as our strengths are the following:

1. Reviewing and analyzing multiple sources of data and using it to drive our instruction, curriculum and assessments
2. Engaging and informing parents in their student's educational process.
3. Appropriate instructional time, materials and fiscal resources are sufficient to support the purpose and direction of the school.
4. The school establishes and maintains a clearly defined and comprehensive student assessment system.
5. Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.
6. Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

The strands that appear to be our challenges based on the Interim Self-Assessment are as follows:

1. The school operates under governance and leadership that promote and support student performance and school effectiveness.
2. The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

12. How might these challenges impact student achievement?

All staff must have high expectations for all students. While all staff have the best intentions in mind, we need to assume all students can learn and be careful not to limit their potential.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

The actions that can be taken to address high expectations for all students consist of:

1. Utilizing content coaches and defining content expectations
2. Increased collaboration through PLC's
3. Attending teacher conferences

4. Increase involvement of parents and students in the learning process
5. Increasing opportunities for communication and defining shared values among stakeholders

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Our school maintains a inclusion model to ensure that all students are exposed to all services and intervention programs. Every student who is enrolled in our building is diagnostically tested to identify underlining needs. Every student is then provided the appropriate services regardless of disabilities. These programs includes: ASW, Small group reading instruction (K-1) Reading Intervention (Read Naturally), Summer School, social group with the School Success Liaison.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

ASW- After School Workshop is available to students in grade levels (K-6). This program is for an hour and a half, four days a week.

Students are provided academic help in all subjects by highly qualified instructors.

Small group reading instruction (K-1) In small group reading instruction, children in lower elementary receive direct instruction in basis reading foundations.

Reading Intervention (Read Naturally) Students in grade levels 2-6 practice reading comprehension and fluency via online technology daily.

Summer School - half day summer school is offered to grade levels K-6, for a total of 13 days.

School Success - Identified students receive intervention from an outside agency (NEMSCA) to help with areas such as attendance, behavior issues, academic concerns, social, physical and emotional issues. Students may also receive intervention based on a crisis that the family may be dealing with.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Parents are notified about extended day learning opportunities through our school website, parent newsletters, parent conferences, and PTO. Students are identified for extended day learning opportunities through diagnostic testing, along with parent and teacher recommendations.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Our district is currently in the process of creating and improving our evidence of implementing standards with fidelity. Currently our district is working on curriculum mapping, common assessments, pacing guides and defining our power standards.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

N/A

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Our strengths as a building in reading are highly attributed to our defined RTI process. Students in our building are identified sooner through diagnostic testing and as a result students' overall achievement in reading has improved. Students are getting their needs met sooner and as a result we have fewer students being identified for intervention. In addition to intervention, students as a rule have increased their M-Step reading data.

19b. Reading- Challenges

Our current problems faced by the district in reading would center around the challenge of maintaining and improving our schedule for RTI, in addition to the students that we service. Students in our district commonly enter kindergarten well below grade level expectations, which keeps us playing catch up.

19c. Reading- Trends

In general we noticed that the reading scores in our building have improved across the grade levels for M-Step. Students in the current sixth grade class are the only grade level that shows a decline, according to our data.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Any challenges faced in reading are being constantly monitored and reviewed. As a school improvement team, we are currently evaluating our intervention program: Read Naturally. Information from that results from this evaluation will be used to modify our current program to more effectively meet the needs of our students.

20a. Writing- Strengths

Our students show that they have made gains as a cohort, based on the school wide pre test and post test for writing.

20b. Writing- Challenges

Our challenges in writing include an inconsistency in writing instruction and delivery, along with the inconsistency among staff as far as professional development and content knowledge.

20c. Writing- Trends

Our students show that they have made gains as a cohort, based on the school wide pre test and post test for writing.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The challenges in writing within our building such as lack of content knowledge, consistent curriculum and instruction delivery are being addresses through our current writing plan.

21a. Math- Strengths

Connections to math and real world situations tends to be the strength across our school's data.

21b. Math- Challenges

The challenge that our students face across grade levels are fractions and decimals.

21c. Math- Trends

Based on NWEA scores, students at Richardson elementary School are improving in the area of Math.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

By reevaluating our math series and updating to the newest edition, as well as focusing on fractions and decimals in summer school, we hope to see an increase in our data.

22a. Science- Strengths

While there are no stand-out strengths in science data, life science tends to be slightly higher than the rest.

22b. Science- Challenges

Earth science scores are the lowest for our students and seems to be the most difficult for our students to conceptualize. In addition to this, the lack of resources and information reading in science tends to prohibit our students.

22c. Science- Trends

In general, science scores across the state are low. Our students typically scores slightly above the state average score.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

By utilizing Study Island and familiarizing students with information text and its features, we hope to improve our students' scientific knowledge.

23a. Social Studies- Strengths

Civics, economics, geography, and history scores nearly equal each year. Our scores overall in fifth grade social studies are above state average.

23b. Social Studies- Challenges

Knowledge, process, and skills tend to be our school's weakness.

23c. Social Studies- Trends

Our students tend to score slightly above state average in social studies.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no

challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

In order to address our challenges in social studies, our plan is to increase the amount of information text our students are exposed to. We will increase this by utilizing Study Island, increasing the exposure within classrooms, and through our computer-based intervention program, Read Naturally. Students will improve prior-knowledge and reading strategies in order to gain a greater sense of social studies content.
(Knowledge, skills and processes)

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

The area that indicated the highest overall satisfaction among students was our purpose and direction under standard one.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

The area that scored the lowest among students was standard three, which related to teaching and assessing students.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

In order to address this challenge, our plan is to increase the amount of student/teacher conferencing. Students know that their score account for their flexible grouping with in our intervention programs.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

The area that scored the highest among our parents survey was standard three, teaching and assessing students.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

The overall lowest satisfaction among parents was standard two, governance and leadership.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

In order to address our parent dissatisfaction with regards to lunch and breakfast, our plan is to communicate information to our dietary director and staff. In addition to this, we plan to continue to educate students on the importance of healthy eating habits. Also, we will inform our technology director of the low perception associated with our school's website.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

The area the staff scored highest for overall satisfaction is standard one, purpose and direction.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

The lowest overall score for satisfaction among staff was standard three, teaching and assessing.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

In order to address the low perception of standard three, we plan to continue professional development in the areas of teaching and assessing students. This would include professional development in NWEA, Studyisland, M-STEP, Skyward, and our writing plan.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

The area that holds the highest perception among stakeholders was teaching and assessing. This perception is evident through the recent passing and support of the school millage.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

The lowest support among our stakeholders was standard two, governance and leadership.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

The lowest perception of the community under standard three, was related to our school website and communication. We are addressing this through collaboration with our technology director.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Overall, our perception among ALL stakeholders was encouraging. We plan to continue to improve this perception by increasing our communication at all levels.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

The challenges identified in the demographic, process, and perception data impacts student achievement by cultivating a disconnected culture. By addressing the challenges, we create a collaborative atmosphere that encourages stakeholder buy-in, and overall positively impacts student achievement.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

These challenges will be addressed through our School Improvement Plan in the realm of professional development and parent involvement.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	NWEA M-Step Rigby DIBELs Classroom Assessments	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	No	Per MDE this is not needed at this time as we await M-Step results.	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	We do not have 8th grade students at Richardson Elementary School. The district's 8th grade students attend Oscoda High School and they do complete their EDPs there.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	EDPs are reviewed by the Oscoda High School Principal.	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	Our staff participates in annual Safe School training.	

School Improvement Plan

Richardson Elementary School

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Charlie Negro, Title Director - 3550 River Road, Oscoda MI 48750 - 989-739-2033 Janice Lavigne, Director of Human Resource - 3550 River Road, Oscoda, MI 48750 - 989-739-2033	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	http://www.neola.com/oscoda-mi/	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	This is located in the student handbook.	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

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?

Demographic Data Summary:

Demographic data for students, staff, and community was collected by the RES School Improvement team, between January and April 2016. We used Data Warehouse. We also gathered data directly from teachers, students and parents through on-line and hard copy surveys.

Perception Data Summary:

The school improvement team used the AdvancEd surveys for staff, students, and parents in November. This data was collected in late November, at parent-teacher conferences using an on-line survey. Staff and students also completed on-line surveys in November. A second survey was sent home to parents at the end of April. All surveys were tallied and reviewed by SIT Team.

School Program/Process Data:

The school improvement team completed the Self-Assessment in November and received staff feedback.

Student Achievement Data:

RES School Improvement team gathered data for NWEA, District Benchmark Tests, DIBELS and Rigby from Data Warehouse and DIBELS Management System. This data was reviewed by the school improvement team and the team determined goals/objectives/strategies/activities. Parents/Community members reviewed and gave input on the development of goals in May.

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?

Student Achievement:

The 2016 Spring NWEA results show that 69.6% of the students are proficient in Reading, 46.5% of the students are proficient in Math.

Over the last two NWEA testing years, the percent of students proficient in Reading has increased 4% and the percent proficient in Math has increased 1%.

Demographic Data:

Richardson Elementary School has had a slight decrease in their enrollment over the last three years (less than 4%). The demographics show that RES has approximately 70% Economically Disadvantage.

Perception Data:

According to the parent survey, parents are very satisfied with the direction of the school. Every category scored at least a 4 out of 5 with parents the most satisfied with the fact that the teachers are using a variety of teaching strategies and learning activities.

According to the staff survey, teachers are very satisfied with the direction of our school. All categories scored above 3. The teachers' lowest scoring area was in teaching and assessing; scoring 3.3 out of 5. This number correlates to challenges and concerns faced in
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switching to Common Core and new state testing. Based on the survey results it is clear that change to the Common Core and new on-line M-step needs to be addressed in the future at both grade level and departmental PLCs. As the staff becomes more familiar and comfortable with the newer curriculum and tests they will update curriculum guides and resources related to the Common Core and M-Step.

According to the student survey, students are very satisfied with the purpose and direction of the school, with a score of 2.9 out of 3. The lowest area scored was 2.68 in the area of governance and leadership based on 3rd through 6th grade results. The Kindergarten through 2nd grades lowest score was 2.5 out of 3 in the area teaching and assessing for learning.

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.

Our school goals are directly connected to our priority needs assessment process. After analyzing our school data in each content area we compiled the students biggest gaps and focused on ways to help improve the areas of concern for all students; especially those in our sub categories. We used MEAP, Northwest Educational Assessments, Dibels testing, Rigby, Readiness Tests, and local classroom assessments.

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?

Our school goals are comprehensive, to include all students, parents, staff, and community members involvement in the growth of each child. We expect all our students to achieve at least one year's growth on both state and NWEA assessments. We meet the needs of disadvantaged students by providing individualized Intervention Plans for all students. We have also added a School Success worker to help accommodate the needs of our students. We continue to provide After School Workshop with certified staff to help all students that need the extra support. Behavioral issues are being addressed through Positive Behavior Intervention System, with weekly and marking period awards.

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 have all of our students set personal goals based on their Fall NWEA scores. We have implemented common K-6 reading and writing programs to guide uniform instruction. Students are becoming more aware of the importance of meeting the state standards in order to be career and college ready in the future.

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).

Writing: In the article Teaching Elementary School Students to be Effective Writers from the What Works Clearinghouse (WWC), explicit development of the writing process is emphasized. The research supports many of the component parts of Writer's Workshop including peer editing and revising starting in first grade, peer sharing, and gradually releasing the responsibility from the teacher to the student. In addition, the research promotes an engaged community of writers and time to write on a daily basis. This additional time will be provided through the Treasures program and Writer's Workshop. The National Commission on Writing (2003) and Berninger et al. (2006) found that the provision of additional time for writing increased student performance. These studies are cited in the article from the WWC. Within that article, it is recommended that students have one hour daily dedicated to writing beginning in first grade. Although we have dedicated 45 minutes, additional writing time will be incorporated within the content areas. In addition, the WWC article Assisting Students Struggling with reading: RtI and Multi-Tier Intervention in the Primary Grades promotes increasing the time allotted for reading instruction to include explicit reading instruction. This research also supports differentiated instruction which is built into the Treasure series through leveled readers and spelling.

Science and Social Studies: The New Generation Science Standards call for practices that engage students in scientific investigation. To that end, we are striving to develop a program that includes hands-on scientific investigation and exploration. This is supported by Marzano's research that promotes kinesthetic activities in order to assimilate knowledge.

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

Richardson Elementary teachers participate in assessment decisions on several levels:

Grade Level: The RES staff utilizes grade level meetings to determine the individual needs of their students based on common assessments. Classroom teachers decide which assessments will be utilized to formulate data to monitor student growth. Classroom and intervention instruction is often monitored and adapted to continue to meet the needs that are identified during testing. Teachers meet regularly before school to revise or create classroom assessments on which instruction is based.

School Level: RES teaching staff selects specific assessments based on the students' individual needs within a curricular area. In math and language arts, assessments are created by teachers based upon units of instruction within specific grade levels and classrooms. We make

our assessments based on the CCSS type of learning.

Students take NWEA subject area tests in the fall, winter, and spring to gauge whether or not students are reaching the CCSS. To determine qualification for targeted intervention, students who score in the 30th percentile and lower on the NWEA in combination with Dibels scores are identified. Students are then divided into one of two groups by the classroom, intervention, and special education teacher based on teacher input which could involve teacher observation. Our Intervention Program consists of Intensive Support generally 2.5 hours per week in small groups with progress monitoring using the Dibels every 10 visits. Strategic Support consists of 1.5 hours per week with progress monitoring. RTI is used to increase achievement in reading and writing. Decisions regarding the ongoing level of support needed is made by classroom teacher and intervention teachers based on student growth.

OAS District Level: OAS has specific assessments that have been used to assess student achievement. Teachers from individual buildings have the opportunity to help create and select assessments that will be used district-wide. These assessments include, but are not limited to the following: assessments such as Rigby, Dibels, Building 6 +1 Traits of Writing, MEAP (M-Step) Rubric as well as Math and Language Arts assessments per grade level.

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.

Richardson Elementary School has developed a variety of initiatives to provide additional assistance for students who are having difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level. Students are identified through NWEA, MEAP, Rigby/Dibels, and teacher observation. If students are below grade level on one of these assessments, they are placed into Tier I. If they are below grade level on two of these assessments they are placed into Tier II. Student progress is monitored and adjusted every two weeks.

Tier I Intervention: (differentiation within the classroom)

Reading:

Guided Reading Groups-Students are grouped according to ability level (data taken from assessments).Groups are fluid, changing as student levels progress. Leveled books are available to all teachers for use with guided reading groups. Teachers send home books for students to read aloud to parents several times a week.

Writing:

Writer's Workshop - Writer's workshop is done daily. Students have mini-lessons and time to write. Teachers differentiate their instruction based on data collected from assessments given. During writing workshop, teachers meet with students individually, or in small groups, to conference with them about their writing. Groups are fluid, changing as student levels progress.

Math:

Students are taught as a whole. Manipulatives are used whenever possible to assist children with their learning. Math games are also utilized as much as possible for reinforcing skills taught. Scheduled remediation or enrichment time is included to assist students who are "at risk" or achieving above expected level.

Science and Social Studies:

Struggling students are given access to the online textbook that reads the text aloud. These students may also have access to a person that will scribe their answers. This allows the students efforts to be directed toward understanding the subject content and not on reading and

writing.

Tier II Intervention:

Reading/Writing: Identified students are placed in a small group (2-6) students. Groups have varying schedules. During small group instruction, a variety of programs are used. Students are taught using Read Naturally, Reading Triumphs, program based on Orton-Gillingham (S.P.I.R.E.). Paraprofessionals work in classrooms an hour each day, targeting the "at risk" students.

Math, Science, and Social Studies: Students that continue to struggle with Science and Social Studies are brought to the Child Study team to review where the difficulty is. Outcomes consist of, but are not limited to: Adult or peer mentor, help with organization, After School Workshop, Summer School, extended time, help from the teacher at lunch, and the use of assisted technology to make sure that the student is improving. After two rounds of progress monitoring, if the student isn't making the appropriate growth, the team reconvenes and adjusts the plan.

On an individual basis, teachers also provide: daily planner communication; modified instruction and/or assignments; discipline/behavior plan; small group instruction; one-on-one instruction; re-teaching of concepts; cross-grade level peer tutoring; Child Study Team referral; modified grading, parent conferences; preferential seating; extra time for class work, assignments, and tests; simplified directions; scribing; give tests orally; teacher proximity; School Success worker assistance; Book Adventure; Study Island; computer generated games; 6-traits writing; 504 plans; and differentiated classroom instruction. In addition, before and after school workshop and summer school are also offered.

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

If the needs of the students are met, they will be on track to be proficient at the end of the school year. All students are monitored three times a year for NWEA and Dibels. Students who are identified as at risk are progress monitored on a more frequent basis using Read Naturally and Dibels data. Students are progress monitored on a monthly basis using Dibels and on a weekly basis in Read Naturally. Data meetings occur with the administrative team and the intervention teachers to look at the data to see who can exit and enter intervention. Classroom teacher input is also taken into account during this process. This group uses NWEA percentages, Dibels, Read Naturally, grade level assessments, and classroom teacher input to determine the movement of students in and out of the intervention programs.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes	All staff members are highly qualified.	

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes	All staff members are highly qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

We experienced very little turnover this year. We have three teacher (7% turnover rate) out of forty one teachers that are leaving the building; and this is due to retirement/years of service.

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

There is a diverse level of experience at RES. We have 41 teachers total. 4 teachers have 0-4 years of teaching. 9 teachers have 5-10 years of teaching. 7 teachers have 11-15 years of teaching. 21 teachers have 15 years or more of teaching experience.

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

Oscoda Area Schools offer a competitive salary and benefits package for the staff. Whenever there is a posting, OAS makes sure that it is not only posted locally, but also across the state on multiple websites. Once a teacher is hired, they are assigned a mentor to help them through their probationary period.

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

Oscoda Area Schools offer a competitive salary and benefits package for the staff. Whenever there is a posting, OAS makes sure that it is not only posted locally, but also across the state on multiple websites. Once a teacher is hired, they are assigned a mentor to help them through their probationary period. The district and the school both have low teacher turnover rates.

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?

Our school is not currently experiencing a high turn-over 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.

The staff will receive continued professional development in i3 Training for Middle Grades Leadership Development, Writing Workshop, Edmodo Training for incorporating technology, Everyday Math training, and MSTEP Training for future practice and changes in student assessments, NWEA Training for updated MAPS testing, reports, and resources, Skyward Training for the added features to our on-line grading and communications system, Study Island Training for newly added resources for teachers and students.

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

The professional learning is sustained and ongoing based on the grants to provide for continuous training throughout the year. The upper grade level staff will receive continued professional development in i3 Training for Middle Grades Leadership Development and Edmodo Training. This is training that has occurred this year and will continue to occur next year as well. When it comes to Writing Workshop we have collaborated with the Institute of Excellence to work on our writing this year and we have a writing expert that comes in and works with teachers on a monthly basis to improve our writing scores. We will continue to have a Writing Coach next year as well to continue to try to improve the growth of our writing. Teachers have been using Everyday Math and collaborate with one another to improve the assessments and to benefit students. Next year staff will be retrained in this program to ensure that all staff members are on the same page when it comes to Math. Teachers have also been trained on the new state assessment, MSTEP and teachers will continue to be given information and training on this test during scheduled professional development meetings. We have created a calendar with meeting times and dates scheduled. All meetings include a sign-in sheet, agenda, and minutes to document the training content, attendance, action list, and outcomes.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		

Component 6: Strategies to Increase Parental Involvement

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

We are committed to using the results from our Parent Survey to drive our school wide plan. Parents are also welcome to attend the monthly Parent Teacher Organization (PTO) meetings, which includes SIT members, to share ideas and give input on events and programs taking place in our building. All parents and community members are invited to attend our School Improvement Team and SIT Planning meetings and the District School Improvement Team meetings scheduled monthly. Future surveys and meetings will be conducted as we continuously monitor our progress.

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

Richardson Elementary School encouraged parental input in the design of our Title-I School-Wide Parental Involvement Plan. Parents were strongly encouraged to attend the development meetings by personal invitations including notes sent home and our monthly newsletter from the principal which included meeting dates, times, and encouraged parents to attend. In addition, all meeting dates and times were listed on the school website and posted to township marquee. To foster the best parental response, meetings were held in a location and during a time that was convenient for the families we serve. Parental involvement in the design was not only welcomed but appreciated. Parental input received the strongest consideration and was fully integrated into the design of our schoolwide plan. Our intent is to continue to invite and welcome parent and community input. Our PTO and Parent Liaison help to promote, inform, and invite parent and community support on a regular basis through organizational meetings, newsletters, and use our Community Calendar to reach a larger portion of our parents, community members, businesses, and other non-profit organizations.

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

The parental involvement of the schoolwide plan will be evaluated on an on-going basis. The schoolwide plan will be shared with parents in the fall of each school year at the annual Open House. As the plan is shared, parental feedback will be encouraged. Parents may submit their concerns/suggestions in writing or by appointment with the school principal. The school principal will bring the concerns/suggestions to the following monthly School Improvement team meeting where the recommendation will be reviewed. The principal will encourage the recommending parent to attend the School Improvement meeting. The School Improvement Team will then determine if the recommendation will be adopted into the schoolwide plan. In addition, a formal evaluation will be completed annually by RES staff and parents. The evaluation will be performed in the form of an online survey. Low scoring areas will be the focus of a Schoolwide Improvement Meeting. It will be the goal of the School Improvement Team to increase success in low performing areas and maintain success in areas identified as high performers. If the schoolwide plan is considered to be not satisfactory to the parents of participating children, we will take the suggestions to the School Improvement Team for possible modifications.

School Improvement Plan

Richardson Elementary School

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		

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

Requirements of Section 1118

(e) Building Capacity for Involvement

(1) The leaders and staff of Richardson Elementary School (RES) recognize the importance of parental involvement through the educational process. Parents are considered valuable partners in the OAS mission to build life-long learners and productive citizens. RES provides parents many opportunities to become and remain informed of not only their child's academic abilities, but also the local and state wide standards and assessments for students. This requirement is met in the following ways:

Parents are provided with curriculum guides based on the state standards and framework, student academic achievement standards, state and local academic assessments, and the requirements related to coursework. Students are monitored by staff and every child's progress is reported at conferences and through additional communication channels. Parent/Teacher conferences are scheduled at a minimum of twice a year, with additional conferences available upon request. Grade level assessment information and CCSS information will be shared with parents during these conference times. All students considered "at-risk" are placed in our intervention program. The intervention program allows the student to be monitored closely. The details of the student's progress is reported to the teacher and parents on an on-going basis. Parents are encouraged to participate in school sponsored activities such as our online grading program*, Study Island*, Everyday Math Online*, open house, parent-teacher conferences, classroom volunteering and activities, school improvement meetings, math/science nights, fine arts festivals and athletic events.

(2) Oscoda Area Schools is vulnerable to a low level of parental involvement. This is caused by a gap in parental knowledge and skill-set and their comfort level with getting involved. We will combat this vulnerability by providing parental training in the following areas: literacy, technology and proficient study skills.

(3) Teachers, pupil services personnel, principals, and other staff are regularly trained in the importance of parental assistance, parental communication, and the importance of building ties between the parents and the school. This training is done in two ways, first, through the input and involvement of the PTO and secondly, through professional development opportunities provided to the staff of RES. The PTO provides parents with the opportunities to share their opinions on parent to teacher involvement, teacher to parent involvement, deficiencies and best practices. Specific deficiencies discussed within the PTO will be addressed. The leaders of RES are committed to providing the necessary training to eliminate the deficiency and promote greater value in the parent/school relationship. In addition, the best practices will be shared among the teachers of RES to foster greater success among all staff.

4) Richardson Elementary School is partners with Iosco County Poverty Summit, NEMCSA Head Start, Mothers of Preschoolers (MOPS) and the Oscoda Area Schools PTO which encourage and support parents in more fully participating in the education of their children. In addition, RES has a resource library of material specifically designed to encourage parents to participate in their child's education by providing support, training, and knowledge in a variety of areas that parents may feel incompetent to assist their children. Parental access to the resource library is available regularly through the Parent Outreach Liaison as well as during events such as parent enrichment nights and parent-teacher conferences.

5.) Richardson Elementary School staff is dedicated to promoting and increasing communication between families and the school. All correspondence, both written and verbal will be created and conducted in a format and language that parents can understand. We will also

strive to promote open, positive communication so that should a lack of understanding arise, parents will feel comfortable seeking out clarification and greater understanding. To reduce possible confusion, all correspondence will be provided in a timely manner, allowing time for questions, concerns and misunderstandings to be thoroughly addressed.

(14) Richardson Elementary School will strive to meet parental and pupil needs by promoting and encouraging feedback. In our efforts to receive parental involvement, we have found that child care must be provided, using that finding, we will provide child care for all parental involvement activities to generate the greatest parental attendance. We will make every effort to address and/or accommodate the needs of the families we serve. As needs arise and/or change, we will adjust and accommodate to satisfy them in order to maintain a high level of parental involvement.

(f) Accessibility-In an effort to fulfill our desire of increasing and promoting parental involvement, we will make every effort to assist all parents with the educational needs of their children. Parents with limited English proficiency, parents with disabilities, and parents with migratory children will first and foremost be treated respectfully. The staff of RES will be sensitive to identifying and meeting the needs such parents may have. In addition, the staff of RES will work faithfully to support parents enduring these specific challenges by providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

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

A formal evaluation of the parental involvement component of the schoolwide plan will be performed annually. The schoolwide improvement team will review the plan and evaluations to determine where we have experienced success in implementing and maintaining parental involvement as well as where parental involvement has suffered. Appropriate measures will be put in place to maintain parental involvement where we have seen success and improvements will be discussed and implemented in low responding areas.

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

As survey results are received, the information will be used to ensure that future events are appropriate and valuable to the families we serve. Results will be shared with all stakeholders in our school community. Areas needing improvement will be discussed and appropriate modifications or improvements will be agreed upon during the Schoolwide Parental Involvement monthly meetings.

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

Richardson Elementary School has adopted a Student/School/Family Compact. This compact was developed and designed to braid the relationship between the pupil, the educator, and parents. This compact was created with the coordination of school staff and the parents of the children we serve. Parental involvement was solicited and integrated in the design and creation of the compact. Together, parents and staff were able to agree on the importance of developing a formal commitment to each other and the students of Richardson Elementary. The compact specifically aligns with the mission of Oscoda Area Schools by focusing on the partnership between the home, the school, and the community. It is our top priority to work together as partners to accomplish the mission of OAS. The compact is a written, signed document that is presented annually to all RES students and parents during the annual Open House. The agreement is discussed at the Open House and follow-up conversations are held during parent-teacher conferences and during other times of staff/parent conversations. At the elementary level, we believe the compact is a tool which fosters conversations between staff and parents to align their desires for the student's education. For the parents of our youngest learners, it is the first impression they receive of our district, and we believe that it is

important to get off on the right foot, for the parents to understand that we have their child's best interest at heart and to provide them with a list of ways we are specifically invested in their child. The compact is a jumping off point for conversations and it allows the teachers and parents to understand that they each take the role of educating this student seriously and are committed to doing their part to ensure success. We fully embrace the idea that education is a 24/7 process and encouraging and receiving parental involvement is a step in the right direction. To meet the ever changing needs of educating our students and to ensure academic success, the Student/School/Family Compact is reviewed annually by parents and staff for updates and changes as needed. Finally, to keep the spirit of the compact alive, the details of the compact are reinforced in our Staff & Student Pledge; Be Respectful, Be Responsible, Be Safe.

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

At the elementary level, we believe the compact is a tool which fosters conversations between staff and parents to align their desires for the student's education. For the parents of our youngest learners, it is the first impression they receive of our district, and we believe that it is important to get off on the right foot, for the parents to understand that we have their child's best interest at heart and to provide them with a list of ways we are specifically invested in their child. The compact is a jumping off point for conversations and it allows the teachers and parents to understand that they each take the role of educating this student seriously and are committed to doing their part to ensure success.

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

N/A

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

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

RES staff members understand that standardized test results are and can be difficult to read. To ensure parental understanding of their child's results, the staff discusses the results in a manner that is easily understood. The staff takes time to break down the results using simple terms and simple measuring tools. For instance, when a child scores in the 67th percentile, the teacher will use multiple ways to describe what that means for their child using both verbal descriptions and images (graphs, etc.). If the teacher gets the sense that the parent does not fully understand, the teacher will continue to explain the results until they are reassured and certain that the parent comfortably understands their child's results. Parents of children who participate in academic assessments required by Section 1111(b)(3) will be provided with accurate results in a language the parents can understand. Richardson Elementary School staff strives to provide all parents with student academic assessment results. Teachers provide an explanation to the Common Core State Standards (CCSS) to the parents upon request. During parent teacher conferences, each parent is given a data sheet on their child. During this time, each student's reading, math, language, science, and social studies progress and assessment results are explained to parents individually. Skyward (on-line data system) provides additional information daily. Every effort is made to make sure parents are informed of their child's progress in the classroom. RES offers individual conferences by appointments, phone calls, e-mails, and notes to ensure that this happens. In addition, all students take NWEA, which measures growth in one year. Parents are distributed this information at parent-teacher conferences with a guide SY 2016-2017

of what the results mean. Further, parents have access to and have an opportunity to discuss this at length.

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?

Oscoda Area Schools offer incoming preschool students and their parents several opportunities to help with transition into Richardson Elementary School. Starting in April/May we offer an "Information Night/Sign Up" at RES. At this event, the Kindergarten teachers are present to meet students and their families, give tours, and teach the parents about the daily procedures, the Common Core Standards as well as activities that they can do to prepare their children for kindergarten. Also in the spring, preschool classes visit the kindergarten classes to facilitate the transition to kindergarten the next year. Then, at the start of the school year, the Kindergarten teachers meet individually with all of the families that are entering into Kindergarten. At these meetings the teachers screen the students to gather baseline data, tour the building with the family, and review the daily schedule/expectations with the parents and student. Throughout the school year, preschool students attend assemblies with the elementary students and use the same facilities to make the transition as smooth as possible. In the fall, a reading activity occurs with preschool students visiting kindergarten classrooms to help with the transition into kindergarten.

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?

Preschool teachers employed by Oscoda Area Schools are in-serviced by and with kindergarten teachers through regularly scheduled Professional Development Meetings. NEMCSA teachers are in-serviced regularly through their program and kindergarten teachers work with NEMCSA leaders to plan appropriate training or meet directly with their staff. The preschool teacher in both programs give parents information to assist them with ways they can help their child transition into kindergarten. Information about other community resource programs are also readily available and sent home to preschool families.

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?

Grade Level: The RES staff utilizes grade level meetings to determine the individual needs of their students based on common assessments. Classroom teachers decide which assessments will be utilized to formulate data to monitor student growth. Classroom and intervention instruction is monitored on a regular basis and adapted to continue to meet the needs that are identified during testing. Teachers meet regularly before school to revise or create classroom assessments on which instruction is based.

School Level: RES teaching staff selects specific assessments based on the students' individual needs within a curricular area. In math and language arts, assessments are created by teachers based upon units of instruction within specific grade levels and classrooms. The assessments are geared toward the CCSS. Students take NWEA subject area tests in the fall, winter, and spring to gauge whether or not students are reaching the CCSS. To determine qualification for targeted intervention, students who score in the 30th percentile and lower on the NWEA in combination with Dibels scores are identified. Students are then divided into one of two groups by the classroom, intervention, and special education teacher based on teacher input which could involve teacher observation. Our Intervention Program consists of Intensive Support generally 2.5 hours per week in small groups with progress monitoring using the Dibels every 10 visits. Strategic Support consists of 1.5 hours per week with progress monitoring. RTI is used to increase achievement in reading and writing. Decisions regarding the ongoing level of support needed is made by classroom teacher and intervention teachers based on student growth.

OAS District Level: OAS has specific assessments that have been used to assess student achievement. Teachers from individual buildings have the opportunity to help create and select assessments that will be used district-wide. These assessments include, but are not limited to the following: Rigby, Dibels, Building 6 +1 Traits of Writing, as well as Math and Language Arts assessments per grade level.

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

On a regular basis, teachers gather in grade level teams to discuss and analyze current and relevant student data. This data guides the instruction that will occur in the classroom and also helps to identify students who are "at risk", "close to proficient" and "proficient". This data is also used for differentiation purposes. Teachers utilize data cycles, such as the NWEA Goal Sheet and Conference Data Sheets so they may effectively assess their research based strategies over a set period of time. This purpose is so teachers have a clear understanding of where to focus student instruction.

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.

The assessments used include MSTEP, NWEA, Rigby, Dibels, common grade level assessments, oral reading records, Six Traits +1 Writing Rubric and common assessments. Based on the assessments listed, when a student is not performing at the expected level, they are placed in the appropriate tier of intervention. The student is then progress monitored every 2-3 weeks. This applies to every subject area. Students enter the intervention program when they fall below the proficient level and are able to exit when they get to that proficient level.

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?

Richardson Elementary School has developed a variety of initiatives to provide additional assistance for students who are having difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level. Students are identified through NWEA, MSTEP, Rigby/Dibels, and teacher observation. If students are below grade level on one of these assessments, they are placed into Tier I. If they are below grade level on two of these assessments they are placed into Tier II. Student progress is monitored and adjusted every two weeks.

Tier I Intervention: (differentiation within the classroom)

Reading:

Guided Reading Groups-Students are grouped according to ability level (data taken from assessments). Groups are fluid, changing as student levels progress. Leveled books are available to all teachers for use with guided reading groups. Teachers send home books for students to read aloud to parents several times a week.

Writing:

Writer's Workshop - Writer's workshop is done daily. Students have mini-lessons and time to write. Teachers differentiate their instruction based on data collected from assessments given. During writing workshop, teachers meet with students individually, or in small groups, to conference with them about their writing. Groups are fluid, changing as student levels progress.

Math:

Students are taught as a whole. Manipulatives are used whenever possible to assist children with their learning. Math games are also utilized as much as possible for reinforcing skills taught. Scheduled remediation or enrichment time is included to assist students who are "at risk" or achieving above expected level.

Science and Social Studies:

Struggling students are given access to the online textbook that reads the text aloud. These students may also have access to a person that will scribe their answers. This allows the students efforts to be directed toward understanding the subject content and not on reading and writing.

Tier II Intervention:

Reading/Writing: Identified students are placed in a small group (2-6) students. Groups have varying schedules. During small group instruction, a variety of programs are used. Students are taught using Read Naturally, Reading Triumphs, program based on Orton-Gillingham (S.P.I.R.E.).

Math, Science, and Social Studies: Students that continue to struggle with Math, Science or Social Studies are brought to the Child Study team to review where the difficulty is. Outcomes consist of, but are not limited to: Adult or peer mentor, help with organization, After School Workshop, Summer School, extended time, help from the teacher at lunch, and the use of assisted technology to make sure that the student is improving. After two rounds of progress monitoring, if the student isn't making the appropriate growth, the team reconvenes and adjusts the plan.

On an individual basis, teachers also provide: daily planner communication; modified instruction and/or assignments; discipline/behavior plan; small group instruction; one-on-one instruction; re-teaching of concepts; cross-grade level peer tutoring; Child Study Team referral; modified grading, parent conferences; preferential seating; extra time for class work, assignments, and tests; simplified directions; scribing; give tests orally; teacher proximity; School Success worker assistance; Book Adventure; Study Island; computer generated games; 6-traits writing; 504 plans; and differentiated classroom instruction. In addition, before and after school workshop and summer school are also offered.

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

Tier I Intervention: (differentiation within the classroom)

Reading:

Guided Reading Groups-Students are grouped according to ability level (data taken from assessments). Groups are fluid, changing as student levels progress. Leveled books are available to all teachers for use with guided reading groups. Teachers send home books for students to read aloud to parents several times a week.

Writing:

Writer's Workshop - Writer's workshop is done daily. Students have mini-lessons and time to write. Teachers differentiate their instruction based on data collected from assessments given. During writing workshop, teachers meet with students individually, or in small groups, to conference with them about their writing. Groups are fluid, changing as student levels progress.

Math:

Students are taught as a whole. Manipulatives are used whenever possible to assist children with their learning. Math games are also utilized as much as possible for reinforcing skills taught. Scheduled remediation or enrichment time is included to assist students who are "at risk" or achieving above expected level.

Science and Social Studies:

Struggling students are given access to the online textbook that reads the text aloud. These students may also have access to a person that will scribe their answers. This allows the students efforts to be directed toward understanding the subject content and not on reading and writing.

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.

Coordination of Federal, State, and local programs is a priority for RES. We have worked with the following groups and organizations;

- Alcona County Court Juvenile Delinquency Prevention
- Iosco County Probation and Court Services
- Michigan State Police
- Alcona County Health Services
- Oscoda Township
- FEMA
- Michigan Department of Education
- US Department of Education

Federal resources: Title Ia, Title IIa, Title VI

State resources: 31a

Local resources:

- General funds-funding
- District bond funds-funding
- PTO-activities, encourages parent/teacher relationships
- School fundraising-funding to activities
- Ausable Valley-Community Mental Health-counseling services and school support
- MOPS-provide support to families of younger students

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.

- 1 - NWEA - General fund-Assessment Decisions
- 2 - ELA program - professional development & materials - Title IIa & Title VI
- 3 - Hire instructional staff - General fund-attract and retain highly qualified staff
- 4 - Content coach - Title IIa-highly qualified staff
- 5 - Professional development - Title IIa/General fund
- 6 - Parental involvement - Parent Liaison - Title
- 7 - Preschool - Young Owls - 31a-preschool transition
- 8 - Teachers participation - comprehensive needs assessment - Title IIa
- 9 - Timely assistance and Coordination and integration of federal, state, and local resources- Intervention teachers & after school workshop, summer school, study island, paraprofessionals - Title VI & 31a

10. School success worker-schoolwide reform

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.

Richardson students receive universal breakfast and lunch. This program supplements the nutrition education that takes place in the classrooms. Our Positive Behavior System (PBS) and universal meals, helps eliminate many of the barriers to learning that have limited students in the past.

Evaluation:

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

Annually our school looks at the goals we set for our students in our school improvement plan. We look for how well our students performed within a variety of assessment tools including MSTEP, NWEA, district assessments, and classroom assessments. We use this data to determine if we need to change our goals and strategies and to decide how best to help all students succeed. We make sure the parents are aware of their child's data and keep them knowledgeable about the strategies we are using to best educate their child.

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.

We look for how well our students performed within a variety of assessment tools including MSTEP, NWEA, district assessments and classroom assessments. We use this data to determine if we need to change our goals and strategies and to decide how best to help all students succeed. We are also evaluating our Read Naturally intervention program to see if this program is effective in assisting our targeted students increase their reading growth. The data is showing that this is a program that we should continue with to increase reading scores.

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.

The school improvement team looks at all students, but pays special attention to our lowest performing subgroup, the special education population. We will use the MSTEP results, as well as NWEA, district and classroom assessments to determine gaps and work together to determine strategies to best help this section of our student population reach the standards.

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?

Each year the school improvement team completes a comprehensive needs assessment that takes into account all areas of learning and determines how to revise our plan/goals to help all students succeed. During the school year, data meetings are scheduled after testing cycles to determine strengths and weaknesses. Recommendations are discussed and modifications occur after analysis of data and approved by all stakeholders.

Richardson Elementary School Improvement Plan 2016-2017

Overview

Plan Name

Richardson Elementary School Improvement Plan 2016-2017

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Richardson Elementary will meet or exceed grade level Mathematics Expectations.	Objectives: 2 Strategies: 2 Activities: 11	Academic	\$241000
2	All students at Richardson Elementary School will meet or exceed grade level expectations in reading and writing.	Objectives: 4 Strategies: 3 Activities: 14	Academic	\$313000
3	All students at Richardson Elementary School will meet or exceed grade level expectations in Science.	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$14600
4	All students at Richardson Elementary School will meet or exceed grade level expectations in Social Studies.	Objectives: 2 Strategies: 2 Activities: 6	Academic	\$15400
5	All students at Richardson Elementary School will have a positive attitude and behave appropriately at school.	Objectives: 2 Strategies: 1 Activities: 3	Organizational	\$84000

Goal 1: All students at Richardson Elementary will meet or exceed grade level Mathematics Expectations.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase of 13% in Mathematics by 06/16/2017 as measured by NWEA, state, and local assessments.

Strategy 1:

Everyday Math K-5, Connected Math 6th - During the 2016-2017 school year, staff will continue to develop and implement best practice strategies to support student success using Everyday Math and Connected Math.

Category: Mathematics

Research Cited: Marzano, R., Pickering, D., & Pollock, J.E. (2001). Classroom Instruction That Works. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. (2007). The Art and Science of Teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

Carpenter, T. (2003). Thinking Mathematically: Integrating Arithmetic and Algebra in Elementary School. Portsmouth, NH: Heinemann.

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborative meetings to focus on best practices for student success (Afterschool PLC's)	Professional Learning	Tier 1	Monitor	08/29/2016	06/23/2017	\$1000	General Fund	All staff, principals

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The position of content coach is an attempt to improve teaching and learning in math and language arts K-12 in Oscoda Area Schools. Work with the coach will be sustained, intensive, and classroom focused. The coach will work with administrators, teachers, and support staff in the following areas: implementation of the Common Core State Standards (CCSS), data driven instruction, classroom management, effective instructional strategies, mentoring new teachers, integration of technology, intervention and parental involvement.	Professional Learning	Tier 1	Monitor	08/29/2016	06/23/2017	\$44000	Title II Part A	Building administration, content coach, teaching staff

School Improvement Plan

Richardson Elementary School

Activity - Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With the help of the content coach and building administrators, teachers will receive professional development on Marzano's nine high-yield instructional strategies and the research that supports it. Marzano, R., Pickering, D., & Pollock, J.E (2001). Classroom Instruction That Works. Alexandria, VA: Associatin for Supervision and Curriculum Development.	Professional Learning	Tier 1	Monitor	08/29/2016	06/23/2017	\$0	No Funding Required	Teaching staff, Building administrators and Content coach
Activity - NWEA Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take math assessments three times a year, paying particular attention to the special education subgroup. They will use the results to alter individual student's plans.	Evaluation	Tier 1	Monitor	08/29/2016	06/23/2017	\$10000	General Fund	All staff, principal
Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate the use of Study Island and other web-based technologies into instruction to increase student understanding and proficiency.	Technology	Tier 1	Monitor	08/29/2016	06/23/2017	\$4000	Title II Part A	teaching staff, building principals
Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to participate in their child's education experience. We will have a activity where the parents will learn to play current math games that their student plays in class. These are games from the Everyday Math curriculum. Parents and students will also get to take a copy of these games/materials home with them at the end of the event.	Parent Involvement	Tier 1	Implement	08/29/2016	06/23/2017	\$2000	Title I Part A	Principal and Title Director.

Measurable Objective 2:

100% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency for one year's growth in Mathematics by 06/23/2017 as measured by the NWEA.

Strategy 1:

Differentiated Instruction - Teaching staff will differentiate instruction based on data from both formative and summative assessments. Working in teams, staff at RES will use collaborative inquiry to fully implement Connected Math Project and Everyday Learning Mathematics, research-based programs, to improve math instruction. They will focus on differentiating instruction for our targeted group of students and provide clear expectations of the curriculum for all of our students.

Category: Mathematics

School Improvement Plan

Richardson Elementary School

Research Cited: Marzano, R., Pickering, D., & Pollock, J.E. (2001). Classroom Instruction That Works. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. (2007). The Art and Science of Teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

Carpenter, T. (2003). Thinking Mathematically: Integrating Arithmetic and Algebra in Elementary School. Portsmouth, NH: Heinemann.

Tier: Tier 1

Activity - All teachers will differentiate instruction.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement differentiated math instruction for all students.	Academic Support Program	Tier 1	Monitor	08/29/2016	06/23/2017	\$10000	Title II Part A	all staff members
Activity - In-School Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All identified students may have access to academic math support from a mathematics support person to help improve math scores.	Academic Support Program	Tier 1	Monitor	08/29/2016	06/23/2017	\$80000	Title I Part A	building administration, math support person, teaching staff
Activity - Title 1/At-Risk Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will identify eligible students for math re-teaching to improve upon the basic fundamentals of mathematics.	Academic Support Program	Tier 2	Implement	08/22/2016	06/23/2017	\$80000	Title I Part A	staff, title 1 teacher, administration
Activity - Afterschool and Lunch Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school teaching staff will provide sessions for academic support during the school year.	Academic Support Program	Tier 2	Monitor	08/29/2016	06/23/2017	\$10000	Title I Part A	administration, all staff
Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Richardson Elementary School

Support Program for students to get them caught up and/or prepare them for the next school year.	Academic Support Program	Tier 2	Monitor	06/19/2017	08/25/2017	\$0	Title I Part A	Teachers
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Goal 2: All students at Richardson Elementary School will meet or exceed grade level expectations in reading and writing.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase of 10% in reading in English Language Arts by 06/23/2017 as measured by NWEA, DIBELS, Rigby, and state and local assessments.

Strategy 1:

Treasures/MAISA Genre Units - Treasures, by McGraw Hill Company and the MAISA Genre Units are comprehensive, research-based reading curriculums designed to engage students and enhance reading proficiency. These curriculums are to be administered five days a week. They provide instruction in the five essential elements of early literacy and offer differentiated instruction for students who are approaching, on, or beyond grade-level reading skills.

Category: English/Language Arts

Research Cited: Daniels, H. & Harvey, S. (2009). *Comprehension & Collaboration: Inquiry Circles in Action*. NH: Heinemann.

Marzano, R., Pickering D., & Pollock, J.E. (2001). *Classroom Instruction That Works*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. (2007). *The Art and Science of Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide an instructional coach who is responsible for modeling, coaching, providing feedback and supporting teachers with data-driven instruction, best practices, lesson planning and curriculum implementation.	Professional Learning	Tier 1	Implement	08/29/2016	06/23/2017	\$44000	Title II Part A	Building administration, content coach, teaching staff

School Improvement Plan

Richardson Elementary School

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development for school staff in Read Naturally and Dibels testing for intervention teachers; McGraw Hill training for English Language Arts staff.	Professional Learning	Tier 1	Monitor	08/29/2016	06/23/2017	\$1000	General Fund	All staff, principals
Activity - Reading Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take reading assessments three times this year, paying particular attention to the economically disadvantaged subgroup.	Monitor	Tier 1	Monitor	08/22/2016	06/23/2017	\$12000	General Fund	all staff, principals
Activity - Web-Based Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use web-based programs such as Starfall, Basic Skills, Kidspiration, and Study Island.	Technology	Tier 1	Monitor	08/29/2016	06/23/2017	\$0	No Funding Required	instructional staff, building principal
Activity - Book Adventure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use the Book Adventure program to assess student comprehension levels.	Academic Support Program	Tier 1	Monitor	08/29/2016	06/23/2017	\$5000	General Fund	instructional staff, principal

Measurable Objective 2:

100% of Economically Disadvantaged students will demonstrate a proficiency for one year's growth in reading in English Language Arts by 06/23/2017 as measured by NWEA, DIBELS, and Rigby.

Strategy 1:

Differentiated Instruction - Teaching staff will differentiate instruction based on data from both formative and summative assessments. Working in teams, staff at RES will use collaborative inquiry to fully implement Treasures Reading Program and MAISA Writing Genres, which are research based programs, to improve reading instruction. They will focus on differentiating instruction for a targeted group of students and provide clear expectations of the curriculum for all of our students.

Category: English/Language Arts

Research Cited: Daniels, H. & Harvey, S. (2009). *Comprehension & Collaboration: Inquiry Circles in Action*. NH: Heinemann.

Marzano, R., Pickering D., & Pollock, J.E. (2001). *Classroom Instruction That Works*. Alexandria, VA:

Association for Supervision and Curriculum Development.

Marzano, R. (2007). *The Art and Science of Teaching*. Alexandria, VA: Association for Supervision and

School Improvement Plan

Richardson Elementary School

Curriculum Development.

Tier: Tier 1

Activity - Young Owls	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The young owls program (3 half days a week) will have a literacy focus that develops writing communication skills. Students are read to them from a variety of sources; adults use language and strategies which enhance children's language and critical thinking.	Academic Support Program	Tier 1	Monitor	08/29/2016	06/23/2017	\$12000	General Fund	Young Owl Teacher, Principal, Paraprofessional
Activity - Drop Everything and Read (DEAR) Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DEAR time of 15 - 30 minutes will be built into the daily schedule for every grade level. Students will be required to select reading material and read for this time each day.	Other	Tier 1	Monitor	08/22/2016	06/23/2017	\$0	No Funding Required	instructional staff, building principal
Activity - Intervention Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Regular prescribed reading instruction based on individual student needs. The intervention teachers will use Read Naturally (2-6), Triumphs and Road to Reading - Intervention for Struggling Learners(K-1 and special needs students).	Academic Support Program	Tier 2	Monitor	08/29/2016	06/23/2017	\$200000	Title I Part A	staff, title 1 teachers, administration
Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Plan and implement engaging parental involvement activities that promote reading fluency and comprehension skills, building awareness for families.	Parent Involvement	Tier 1	Implement	08/29/2016	06/23/2017	\$15000	Title I Part A	Parent Liaison, administration, teachers
Activity - Afterschool and Lunch Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school and lunch teaching staff will provide sessions for academic support during the school year.	Academic Support Program	Tier 2	Monitor	08/29/2016	06/23/2017	\$10000	Title I Part A	administration, all staff

School Improvement Plan

Richardson Elementary School

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A four week academic summer school program for high-needs students with emphasis on ELA.	Academic Support Program	Tier 2	Implement	06/23/2017	08/25/2017	\$10000	Title I Part A	instructional summer school staff, building principal

Measurable Objective 3:

100% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase of 10% in writing in English Language Arts by 06/05/2015 as measured by State and local assessments.

(shared) Strategy 1:

Writer's Workshop - Working in teams, staff at RES will use collaborative inquiry to learn the 6-Traits writing program, Writing Workshop, and research-based best practices to improve writing instruction in all areas of the curriculum. We will focus on differentiating instruction for our targeted group of economically disadvantaged students and provide clear expectations for all of our students. Staff will continue to collect and analyze data with the expectation that the data will be used to devise result-driven strategies to allow ALL students at RES to be successful.

Category: English/Language Arts

Research Cited: Michigan Department of Education Best Practices Website

Calkins, L. (2005). Writing Workshop K-2. NH: Heinemann.

Calkins, L. (2006). Writing Workshop 3-5. NH: Heinemann.

Tier: Tier 1

Activity - Scored Student Writing Samples	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level staff will submit student writings three times per year to be scored. This information will be disseminated to the teachers and will impact student and teacher learning.	Monitor	Tier 1	Monitor	08/29/2016	06/23/2017	\$0	No Funding Required	all teachers, building principal

Activity - Writing Workshop Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Richardson Elementary School

K-5 staff will use the Treasures Writing program and the 6th grade staff will use the MAISA Writing Program, which are programs based on the research-based Lucy Calkins Writing Workshop program with fidelity to improve student writing, paying special attention to the economically disadvantaged populations.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/23/2017	\$4000	General Fund	all staff, principal
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Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborative meetings to focus on best practices for student success.	Professional Learning	Tier 1	Monitor	08/29/2016	06/23/2017	\$0	No Funding Required	all staff, building principal

Measurable Objective 4:

100% of Economically Disadvantaged students will demonstrate a proficiency of grade level expectations in writing based on the grade level writing rubric in English Language Arts by 06/05/2015 as measured by common grade level writing assessments.

(shared) Strategy 1:

Writer's Workshop - Working in teams, staff at RES will use collaborative inquiry to learn the 6-Traits writing program, Writing Workshop, and research-based best practices to improve writing instruction in all areas of the curriculum. We will focus on differentiating instruction for our targeted group of economically disadvantaged students and provide clear expectations for all of our students. Staff will continue to collect and analyze data with the expectation that the data will be used to devise result-driven strategies to allow ALL students at RES to be successful.

Category: English/Language Arts

Research Cited: Michigan Department of Education Best Practices Website

Calkins, L. (2005). Writing Workshop K-2. NH: Heinemann.

Calkins, L. (2006). Writing Workshop 3-5. NH: Heinemann.

Tier: Tier 1

Activity - Scored Student Writing Samples	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level staff will submit student writings three times per year to be scored. This information will be disseminated to the teachers and will impact student and teacher learning.	Monitor	Tier 1	Monitor	08/29/2016	06/23/2017	\$0	No Funding Required	all teachers, building principal

Activity - Writing Workshop Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Richardson Elementary School

K-5 staff will use the Treasures Writing program and the 6th grade staff will use the MAISA Writing Program, which are programs based on the research-based Lucy Calkins Writing Workshop program with fidelity to improve student writing, paying special attention to the economically disadvantaged populations.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/23/2017	\$4000	General Fund	all staff, principal
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborative meetings to focus on best practices for student success.	Professional Learning	Tier 1	Monitor	08/29/2016	06/23/2017	\$0	No Funding Required	all staff, building principal

Goal 3: All students at Richardson Elementary School will meet or exceed grade level expectations in Science.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase of 16% in Science by 06/23/2017 as measured by NWEA, state and local assessments.

Strategy 1:

Increase Student Proficiency in Science Processes - Teachers will use inquiry-based learning strategies to increase student proficiency in science processes.

Category: Science

Research Cited: Marzano, R. (2007). The Art and Science of Teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. & Pickering, D. (2005). Building Academy Vocabulary. Alexandria, VA: Association for Supervision and Curriculum Development.

Harvey, S. & Goudvis, A. (2007). Strategies That Work: Teaching Comprehension to Understanding. ME: Stenhouse.

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Richardson Elementary School

Teachers will work in grade level teams to enhance their professional learning of the scientific processes and they will work collaboratively together to plan activities to reinforce these processes with the students.	Professional Learning	Tier 1	Monitor	08/29/2016	06/23/2017	\$0	No Funding Required	all staff, principal
Activity - Hands on Scientific Investigations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide opportunities for hands-on scientific investigation and exploration.	Academic Support Program	Tier 1	Monitor	08/29/2016	06/23/2017	\$500	General Fund	all staff, principal
Activity - Warm Ups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use warm-ups which include Study Island items, including charts and graphs, and other technology components.	Getting Ready	Tier 1	Monitor	08/29/2016	06/23/2017	\$100	General Fund	all staff, principal, technology department

Measurable Objective 2:

100% of Economically Disadvantaged students will demonstrate a proficiency of one year's growth in Science by 06/23/2017 as measured by NWEA, state and local assessments.

Strategy 1:

Science Comprehension - Teachers will use inquiry-based learning strategies to increase student proficiency in science processes.

Category:

Research Cited: Marzano, R. (2007). The Art and Science of Teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. & Pickering, D. (2005). Building Academy Vocabulary. Alexandria, VA: Association for Supervision and Curriculum Development.

Harvey, S. & Goudvis, A. (2007). Strategies That Work: Teaching Comprehension to Understanding. ME: Stenhouse.

Tier: Tier 1

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate the use of Study Island and other web-based technologies into instruction to increase student understanding and proficiency.	Technology	Tier 1	Monitor	08/29/2016	06/23/2017	\$4000	Title II Part A	teaching staff, principal

School Improvement Plan

Richardson Elementary School

Activity - Afterschool and Lunch Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Afterschool teaching staff will provide sessions for academic support during the school year.	Academic Support Program	Tier 2		08/29/2016	06/23/2017	\$10000	Title I Part A	teachers, principal

Goal 4: All students at Richardson Elementary School will meet or exceed grade level expectations in Social Studies.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase of 18% in Social Studies by 06/23/2017 as measured by NWEA, state, and local assessments and MEAP.

Strategy 1:

Teaching Reading through Social Studies - Teaching staff will teach reading through social studies instruction. Staff will collaborate during professional development before the school day begins, do warmups that involve reading and writing, make use of study island software and use online books to improve fluency.

Category:

Research Cited: Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J.(2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027).

Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education

Sciences, U.S. Department of

Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend collaborative meetings to focus on best practices in cross curricular reading.	Professional Learning	Tier 1	Monitor	08/29/2016	06/23/2017	\$0	No Funding Required	teachers, building principal

Activity - Warm Ups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will use warm-ups which include Study Island items including charts and graphs, and other technology components.	Getting Ready	Tier 1	Monitor	08/29/2016	06/23/2017	\$0	General Fund	teachers, principal
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Measurable Objective 2:

100% of Economically Disadvantaged students will demonstrate a proficiency in grade level expectations in Social Studies by 06/23/2017 as measured by State and local assessments.

Strategy 1:

Social Studies Comprehension - Teaching staff will teach reading through social studies instruction. Staff will collaborate during professional development before the school day begins, do warmups that involve reading and writing, make use of study island software and use online books to improve fluency.

Category:

Research Cited: Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J.(2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027).

Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education

Sciences, U.S. Department of

Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

Tier: Tier 1

Activity - Online Textbook Version	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The textbooks used in 4th through 6th grade social studies are available on-line. Students and parents have access to the books which includes the following features to help all readers, particularly struggling readers: spotlight videos, current events and interactive timeline, multilingual glossary that is accessed by clicking on selected words, vocabulary e-Flashcards, and audio versions of the textbooks. (6th-Exploring Our World published by Glencoe, 5th- Timelinks: United States The Early Years, 4th- Timelinks Our Country and Its Regions published by MacMillan/McGraw-Hill.	Technology	Tier 1	Monitor	08/29/2016	06/23/2017	\$0	No Funding Required	teachers, principal

Activity - Read Naturally	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Read Naturally is designed to improve reading fluency using computer software. This program includes repeated reading of text for developing oral reading fluency, and systematic monitoring of student progress by the students themselves and by teachers. Students work at a reading level appropriate for their achievement level and progress through the program at their own rate. The reading in this program is primarily informational text. Reading of informational text has proven problematic for our students, especially in the area of social studies. Identified students will work with the Read Naturally program a minimum of three times per week for a minimum of one half hour. The ratio of teachers to students will be approximately one to six.	Technology	Tier 2	Monitor	08/29/2016	06/23/2017	\$2400	Other	teachers, administrators, intervention teachers, content coach
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Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island will be utilized within all social studies classes at Richardson Elementary. The program will allow teachers to track student progress in both reading and social studies as well as differentiate instruction. The program has built-in remediation that will help raise individual student achievement.	Technology	Tier 1	Monitor	08/29/2016	06/23/2017	\$3000	Other	teachers, principal

Activity - Afterschool and Lunch Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school and lunch time teaching staff will provide sessions for academic support during the school year.	Academic Support Program	Tier 1	Monitor	08/29/2016	06/23/2017	\$10000	Title I Part A	teachers, principal

Goal 5: All students at Richardson Elementary School will have a positive attitude and behave appropriately at school.

Measurable Objective 1:

demonstrate a behavior of following school rules at all times by 06/23/2017 as measured by fewer than 10% of students earning repeat disciplinary referrals.

(shared) Strategy 1:

Positive Behavior Intervention Strategies - Staff will provide clear behavior expectations while meeting the needs of all students. Students will be rewarded for showing positive behavior in the school.

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Richardson Elementary School

Category:

Research Cited: Reducing Behavior Problems in the Elementary School Classroom. (2008) IES Practice Guide. What Works Clearinghouse. US Department of Education.

Marzano, R., Pickering, D., & Pollock, J.E. (2001). Classroom Instruction That Works. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to focus on student behavior improvement.	Professional Learning	Tier 1	Implement	08/29/2016	06/23/2017	\$0	No Funding Required	All staff and principal
Activity - Positive Reward System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom and/or grade level teams will develop positive reward systems for the students. There is also a school wide PBS system where students can be awarded for positive behavior.	Other	Tier 2	Monitor	08/29/2016	06/23/2017	\$5000	General Fund	All staff and principal
Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the data collected (detention and suspension slips), staff and parents will monitor, support, and encourage students to have a positive attitude, using timely interventions for students, through research-based strategies found in Reducing Behavior Problems in the Elementary School Classroom. (2008) IES Practice Guide. What Works Clearinghouse. US Department of Education.	Other	Tier 2	Monitor	08/29/2016	06/23/2017	\$79000	Title II Part A, General Fund	All staff, principal, parents

Measurable Objective 2:

collaborate to get all students in our targeted subgroup of economically disadvantaged students to meet behavior expectations of the school district by 06/23/2017 as measured by attendance and discipline referrals.

(shared) Strategy 1:

Positive Behavior Intervention Strategies - Staff will provide clear behavior expectations while meeting the needs of all students. Students will be rewarded for showing positive behavior in the school.

Category:

Research Cited: Reducing Behavior Problems in the Elementary School Classroom. (2008) IES Practice Guide. What Works Clearinghouse. US Department of Education.

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Marzano, R., Pickering, D., & Pollock, J.E. (2001). Classroom Instruction That Works. Alexandria, VA:

Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to focus on student behavior improvement.	Professional Learning	Tier 1	Implement	08/29/2016	06/23/2017	\$0	No Funding Required	All staff and principal
Activity - Positive Reward System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom and/or grade level teams will develop positive reward systems for the students. There is also a school wide PBS system where students can be awarded for positive behavior.	Other	Tier 2	Monitor	08/29/2016	06/23/2017	\$5000	General Fund	All staff and principal
Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the data collected (detention and suspension slips), staff and parents will monitor, support, and encourage students to have a positive attitude, using timely interventions for students, through research-based strategies found in Reducing Behavior Problems in the Elementary School Classroom. (2008) IES Practice Guide. What Works Clearinghouse. US Department of Education.	Other	Tier 2	Monitor	08/29/2016	06/23/2017	\$79000	General Fund, Title II Part A	All staff, principal, parents

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
In-School Support	All identified students may have access to academic math support from a mathematics support person to help improve math scores.	Academic Support Program	Tier 1	Monitor	08/29/2016	06/23/2017	\$80000	building administration, math support person, teaching staff
Afterschool and Lunch Workshop	After school teaching staff will provide sessions for academic support during the school year.	Academic Support Program	Tier 2	Monitor	08/29/2016	06/23/2017	\$10000	administration, all staff
Summer School	Support Program for students to get them caught up and/or prepare them for the next school year.	Academic Support Program	Tier 2	Monitor	06/19/2017	08/25/2017	\$0	Teachers
Afterschool and Lunch Workshop	After school and lunch teaching staff will provide sessions for academic support during the school year.	Academic Support Program	Tier 2	Monitor	08/29/2016	06/23/2017	\$10000	administration, all staff
Intervention Teachers	Regular prescribed reading instruction based on individual student needs. The intervention teachers will use Read Naturally (2-6), Triumphs and Road to Reading - Intervention for Struggling Learners(K-1 and special needs students).	Academic Support Program	Tier 2	Monitor	08/29/2016	06/23/2017	\$200000	staff, title 1 teachers, administration
Summer School	A four week academic summer school program for high-needs students with emphasis on ELA.	Academic Support Program	Tier 2	Implement	06/23/2017	08/25/2017	\$10000	instructional summer school staff, building principal
Parent Involvement	Parents will be invited to participate in their child's education experience. We will have a activity where the parents will learn to play current math games that their student plays in class. These are games from the Everyday Math curriculum. Parents and students will also get to take a copy of these games/materials home with them at the end of the event.	Parent Involvement	Tier 1	Implement	08/29/2016	06/23/2017	\$2000	Principal and Title Director.

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Title 1/At-Risk Math Instruction	Classroom teachers will identify eligible students for math re-teaching to improve upon the basic fundamentals of mathematics.	Academic Support Program	Tier 2	Implement	08/22/2016	06/23/2017	\$80000	staff, title 1 teacher, administration
Afterschool and Lunch Workshop	After school and lunch time teaching staff will provide sessions for academic support during the school year.	Academic Support Program	Tier 1	Monitor	08/29/2016	06/23/2017	\$10000	teachers, principal
Afterschool and Lunch Workshop	Afterschool teaching staff will provide sessions for academic support during the school year.	Academic Support Program	Tier 2		08/29/2016	06/23/2017	\$10000	teachers, principal
Parental Involvement	Plan and implement engaging parental involvement activities that promote reading fluency and comprehension skills, building awareness for families.	Parent Involvement	Tier 1	Implement	08/29/2016	06/23/2017	\$15000	Parent Liaison, administration, teachers

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Read Naturally	Read Naturally is designed to improve reading fluency using computer software. This program includes repeated reading of text for developing oral reading fluency, and systematic monitoring of student progress by the students themselves and by teachers. Students work at a reading level appropriate for their achievement level and progress through the program at their own rate. The reading in this program is primarily informational text. Reading of informational text has proven problematic for our students, especially in the area of social studies. Identified students will work with the Read Naturally program a minimum of three times per week for a minimum of one half hour. The ratio of teachers to students will be approximately one to six.	Technology	Tier 2	Monitor	08/29/2016	06/23/2017	\$2400	teachers, administrators, intervention teachers, content coach
Study Island	Study Island will be utilized within all social studies classes at Richardson Elementary. The program will allow teachers to track student progress in both reading and social studies as well as differentiate instruction. The program has built-in remediation that will help raise individual student achievement.	Technology	Tier 1	Monitor	08/29/2016	06/23/2017	\$3000	teachers, principal

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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Online Textbook Version	The textbooks used in 4th through 6th grade social studies are available on-line. Students and parents have access to the books which includes the following features to help all readers, particularly struggling readers: spotlight videos, current events and interactive timeline, multilingual glossary that is accessed by clicking on selected words, vocabulary e-Flashcards, and audio versions of the textbooks. (6th-Exploring Our World published by Glencoe, 5th- Timelinks: United States The Early Years, 4th- Timelinks Our Country and Its Regions published by MacMillan/McGraw-Hill.	Technology	Tier 1	Monitor	08/29/2016	06/23/2017	\$0	teachers, principal
Professional Learning Communities	Collaborative meetings to focus on best practices for student success.	Professional Learning	Tier 1	Monitor	08/29/2016	06/23/2017	\$0	all staff, building principal
Drop Everything and Read (DEAR) Time	DEAR time of 15 - 30 minutes will be built into the daily schedule for every grade level. Students will be required to select reading material and read for this time each day.	Other	Tier 1	Monitor	08/22/2016	06/23/2017	\$0	instructional staff, building principal
Professional Learning Communities	Teachers will attend collaborative meetings to focus on best practices in cross curricular reading.	Professional Learning	Tier 1	Monitor	08/29/2016	06/23/2017	\$0	teachers, building principal
Scored Student Writing Samples	Grade level staff will submit student writings three times per year to be scored. This information will be disseminated to the teachers and will impact student and teacher learning.	Monitor	Tier 1	Monitor	08/29/2016	06/23/2017	\$0	all teachers, building principal
Instructional Strategies	With the help of the content coach and building administrators, teachers will receive professional development on Marzano's nine high-yield instructional strategies and the research that supports it. Marzano, R., Pickering, D., & Pollock, J.E (2001). Classroom Instruction That Works. Alexandria, VA: Association for Supervision and Curriculum Development.	Professional Learning	Tier 1	Monitor	08/29/2016	06/23/2017	\$0	Teaching staff, Building administrators and Content coach
Professional Learning Communities	Teachers will meet weekly to focus on student behavior improvement.	Professional Learning	Tier 1	Implement	08/29/2016	06/23/2017	\$0	All staff and principal
Web-Based Programs	Use web-based programs such as Starfall, Basic Skills, Kidspiration, and Study Island.	Technology	Tier 1	Monitor	08/29/2016	06/23/2017	\$0	instructional staff, building principal

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Professional Learning Communities	Teachers will work in grade level teams to enhance their professional learning of the scientific processes and they will work collaboratively together to plan activities to reinforce these processes with the students.	Professional Learning	Tier 1	Monitor	08/29/2016	06/23/2017	\$0	all staff, principal
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Communities	Provide professional development for school staff in Read Naturally and Dibels testing for intervention teachers; McGraw Hill training for English Language Arts staff.	Professional Learning	Tier 1	Monitor	08/29/2016	06/23/2017	\$1000	All staff, principals
Intervention	Using the data collected (detention and suspension slips), staff and parents will monitor, support, and encourage students to have a positive attitude, using timely interventions for students, through research-based strategies found in Reducing Behavior Problems in the Elementary School Classroom. (2008) IES Practice Guide. What Works Clearinghouse. US Department of Education.	Other	Tier 2	Monitor	08/29/2016	06/23/2017	\$75000	All staff, principal, parents
Book Adventure	Use the Book Adventure program to assess student comprehension levels.	Academic Support Program	Tier 1	Monitor	08/29/2016	06/23/2017	\$5000	instructional staff, principal
Warm Ups	Staff will use warm-ups which include Study Island items including charts and graphs, and other technology components.	Getting Ready	Tier 1	Monitor	08/29/2016	06/23/2017	\$0	teachers, principal
Positive Reward System	Classroom and/or grade level teams will develop positive reward systems for the students. There is also a school wide PBS system where students can be awarded for positive behavior.	Other	Tier 2	Monitor	08/29/2016	06/23/2017	\$5000	All staff and principal
Reading Assessments	Students will take reading assessments three times this year, paying particular attention to the economically disadvantaged subgroup.	Monitor	Tier 1	Monitor	08/22/2016	06/23/2017	\$12000	all staff, principals
Hands on Scientific Investigations	Staff will provide opportunities for hands-on scientific investigation and exploration.	Academic Support Program	Tier 1	Monitor	08/29/2016	06/23/2017	\$500	all staff, principal
Professional Learning Communities	Collaborative meetings to focus on best practices for student success (Afterschool PLC's)	Professional Learning	Tier 1	Monitor	08/29/2016	06/23/2017	\$1000	All staff, principals
NWEA Testing	Students will take math assessments three times a year, paying particular attention to the special education subgroup. They will use the results to alter individual student's plans.	Evaluation	Tier 1	Monitor	08/29/2016	06/23/2017	\$10000	All staff, principal

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Writing Workshop Program	K-5 staff will use the Treasures Writing program and the 6th grade staff will use the MAISA Writing Program, which are programs based on the research-based Lucy Calkins Writing Workshop program with fidelity to improve student writing, paying special attention to the economically disadvantaged populations.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/23/2017	\$4000	all staff, principal
Warm Ups	Staff will use warm-ups which include Study Island items, including charts and graphs, and other technology components.	Getting Ready	Tier 1	Monitor	08/29/2016	06/23/2017	\$100	all staff, principal, technology department
Young Owls	The young owls program (3 half days a week) will have a literacy focus that develops writing communication skills. Students are read to them from a variety of sources; adults use language and strategies which enhance children's language and critical thinking.	Academic Support Program	Tier 1	Monitor	08/29/2016	06/23/2017	\$12000	Young Owl Teacher, Principal, Paraprofessional

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Coach	The position of content coach is an attempt to improve teaching and learning in math and language arts K-12 in Oscoda Area Schools. Work with the coach will be sustained, intensive, and classroom focused. The coach will work with administrators, teachers, and support staff in the following areas: implementation of the Common Core State Standards (CCSS), data driven instruction, classroom management, effective instructional strategies, mentoring new teachers, integration of technology, intervention and parental involvement.	Professional Learning	Tier 1	Monitor	08/29/2016	06/23/2017	\$44000	Building administration, content coach, teaching staff
Study Island	Teachers will integrate the use of Study Island and other web-based technologies into instruction to increase student understanding and proficiency.	Technology	Tier 1	Monitor	08/29/2016	06/23/2017	\$4000	teaching staff, building principals
Study Island	Teachers will integrate the use of Study Island and other web-based technologies into instruction to increase student understanding and proficiency.	Technology	Tier 1	Monitor	08/29/2016	06/23/2017	\$4000	teaching staff, principal

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Intervention	Using the data collected (detention and suspension slips), staff and parents will monitor, support, and encourage students to have a positive attitude, using timely interventions for students, through research-based strategies found in Reducing Behavior Problems in the Elementary School Classroom. (2008) IES Practice Guide. What Works Clearinghouse. US Department of Education.	Other	Tier 2	Monitor	08/29/2016	06/23/2017	\$4000	All staff, principal, parents
All teachers will differentiate instruction.	Teachers will implement differentiated math instruction for all students.	Academic Support Program	Tier 1	Monitor	08/29/2016	06/23/2017	\$10000	all staff members
Instructional Coach	Provide an instructional coach who is responsible for modeling, coaching, providing feedback and supporting teachers with data-driven instruction, best practices, lesson planning and curriculum implementation.	Professional Learning	Tier 1	Implement	08/29/2016	06/23/2017	\$44000	Building administration, content coach, teaching staff