

2018-2019 School Improvement Plan

Turrill Elementary School

Lapeer Community Schools

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Overview

Plan Name

2018-2019 School Improvement Plan

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 Turrill Elementary School will become proficient in READING.	Objectives: 2 Strategies: 5 Activities: 17	Academic	\$0
2	All students at Turrill Elementary School will become proficient in WRITING.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$0
3	All students at Turrill Elementary School will become proficient in MATHEMATICS.	Objectives: 1 Strategies: 4 Activities: 11	Academic	\$0
4	All students at Turrill Elementary School will become proficient in SCIENCE.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0
5	All staff and students will strive to develop a POSITIVE SCHOOL CULTURE AND CLIMATE	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0

Goal 1: All students at Turrill Elementary School will become proficient in READING.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in English Language Arts in Reading by 06/30/2022 as measured by state level assessments, where an annual increase will be monitored using the "Annual Measurable Objective" determined by the State..

Strategy 1:

Student Engagement Through Quality Instruction - All teachers will be trained in essential instructional practices in literacy to include increasing student engagement through quality instruction. K-12 teachers will fully implement the best practices of Reader's Workshop into their daily classroom instruction. Components of content relevant strategies will include whole group and small group instruction as well as one-on-one conferring and progress monitoring to meet the individual needs of all students. Training on the effectiveness of increased student engagement in relation to effectively being facilitators of student centered learning as evidenced by walk through documentation and lesson plans aligned to Danielson Model Domains 1 and 3.

Category: English/Language Arts

Research Cited: Allington, R. & Johnston, P. H. (2002). Reading to learn: Lessons from exemplary fourth-grade classrooms. New York: Guilford.

Buffam, A., et al. (2008). The collaborative administrator: Working together as a professional learning community. Bloomington IN: Solution-Tree. Erkens, C., et al. (2008).

Reeves, D. (2010). Transforming professional learning into student results. Alexandria: Association for Supervision and Curriculum Development (ASCD).

Hewitt, C., Niego, J., & Van Ryn, S. (1996). Improving Low Reading Skills Through the Use of Reader's Workshop. Saint Xavier.

Pinnell, G. S. & Fountas, I. (2008). When readers struggle: Teaching that works. Portsmouth, NH: Heinemann.

Burns, M. & Gibbons, K. (2012). Implementing response-to-intervention in elementary and secondary schools: Procedures to assure scientific based practices. New York, NY: Routledge

Bianco, S. D. (2010). Improving Student Outcomes: Data-driven Instruction and Fidelity of Implementation in a Response to Intervention (RTI) Model Improving Student Outcomes: Data-driven Instruction and Fi- Model, 6(5).

Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly, W. D. (2009). Assisting Students Struggling with Reading: Response to Intervention (Rtl) and Multi-Tier Intervention in the Primary Grades. What Works Clearinghouse (Vol. 190). Washington D.C. doi:10.1016/j.jhazmat.2011.04.026

Dorn, L. J, & Soffos, C. (2005). Teaching for deep comprehension: A reading workshop approach. Portland, ME: Stenhouse Publishers.

City, E. A., Elmore, R. F., Fiarman, S. E., & Teitel, L. (2010). Instructional rounds in education: A network approach to improving teaching and learning. Cambridge, MA: Harvard Education Press.

DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, IN: Solution Tree.

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Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving Reading Comprehension in Kindergarten Through 3rd Grad. What Works Clearinghouse. Washington D.C. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readingcomp_pg_092810.pdf#page=16

Dorn, L. J, & Soffos, C. (2005). Teaching for deep comprehension: A reading workshop approach. Portland, ME: Stenhouse Publishers.

Tier: Tier 1

Activity - Teacher training on collaborative structures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will learn and implement effective collaboration practices such as learning labs, lesson study, and instructional rounds. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Teacher Collaboration, Walkthrough, Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/28/2019	\$0	Section 31a	Department of instruction; K-12 principals; Learning Coaches; Department Chairs, Teachers

Activity - Cross Curricular Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide students with opportunities for reading across the curriculum outside of daily workshop to include science and social studies concepts and common core alignment. This will also include materials necessary to implement this activity, including but not limited to technological resources.	Supplemental Materials, Teacher Collaboration, Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/28/2019	\$0	Section 31a	All certified teachers and administrators

Activity - Implementation of MTSS and Student Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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K-7 will assess students 3 times per year with the first time being within the first 30 days of school. Teachers will identify students who exhibit reading deficiencies using MTSS criteria. Teachers will create individualized reading plans for at risk students within the first 30 days. Progress monitoring tools will be identified such as running records and comprehension interview. Guided reading and strategy groups will be a form of reading intervention. Teachers will be trained on Jan Richardson's guided reading model, running records and strategy groups.	Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/28/2019	\$0	Section 31a	All certified teachers and administrators
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Activity - Learning Coach Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Coaches, as part of their coaching plan with a teacher, will set indicators of progress toward the coaching goal focused on Tier 1 quality instruction, Tier 2 and 3 interventions. Using cognitive coaching practices, coaches will co-construct student-centered measurable goals with teachers aligned to building learning coach plans. Principals will monitor the impact of coaching through walk through and student achievement data in relation to the coaching cycle goal.	Professional Learning	Tier 1	Implement	08/01/2016	06/28/2019	\$0	Section 31a	All administrative and teaching staff

Activity - Teacher training on components of reading workshop, AP and Springboard	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to implement reading workshop as a model of reading instruction for all students. Components will include mini lessons, independent/guided practice, strategy groups, conferring and conclude with sharing or reflection. Lessons include demonstrations and opportunities to apply comprehension strategies. Students will read books at their independent or instructional level with teacher providing quality conferring. Specific emphasis will be placed on navigating close and critical reading/text dependent analysis. This will also include training and materials necessary to implement AP and Springboard.	Professional Learning	Tier 1	Implement	08/01/2016	06/28/2019	\$0	Section 31a	All administrative and teaching staff

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Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified staff will screen first grade students identified by teacher recommendation and kindergarten exit scores using the observation survey to identify Reading Recovery students. Reading Recovery teachers will deliver daily one-on-one thirty minute lessons to four students for a period of 12 to 20 weeks. Reading Recovery teachers will communicate with first grade classroom teachers on progress of Reading Recovery students. In addition, Reading Recovery trained teachers will provide professional development for early elementary teachers on applying best practice reading recovery and essential literacy strategies in the classroom. This will also include required training and materials necessary to implement this activity, including but not limited to technology resources.	Academic Support Program	Tier 3	Implement	08/01/2016	06/28/2019	\$0	Section 31a	Reading Recovery trained teachers, K-3rd grade teachers, learning coaches, and administrators

Activity - Super Summer Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-9 students will receive books at the end of the school year for our take home reading program. There will be opportunities over summer vacation within the community to exchange books and participate in events with storytellers, authors, and or book talks. This will also include any materials necessary to implement this activity.	Academic Support Program, Technology	Tier 1	Implement	06/24/2016	06/28/2019	\$0	Section 31a	Grant funded staff

Activity - Homeless services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide service to homeless students in order to remove barriers to learning.	Supplemental Materials, Academic Support Program	Tier 2	Implement	06/12/2017	06/28/2019	\$0	Title I Part A	All staff

Strategy 2:

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Increase Parent Involvement with the Support of Reading - Families will be invited to extended day events to support literacy taking part in the general and special education classrooms. During the extended day events families will receive information on the importance of spending time reading materials that are at their child's level to support the work going on in all certified teachers' classrooms. Parents will also receive helpful resources for comprehension strategies, home support, and supports being offered to the students in school. Families will also be given dinner, resources, ideas, and information to support students in all tiers from the at-risk to the enrichment.

Category: English/Language Arts

Research Cited: Slavin,R.E., Lake,C. Davis,S. Madden,N.(2009). Effective Programs for Struggling Readers: A Best Evidence Synthesis. Baltimore: John Hopkins University, Center for Data-Driven Reform in Education.

Herrena, Carla, Sipe, Cynthia L., and McClanahan, Wendy S., "Mentoring School-age Children: Relationship Development in Community-based and School-based Programs.", 2000

Harvey, Stephanie and Goudvis, Anne, "Strategies That Work: Teaching Comprehension for Understanding and Engagement, Edition 2", 2007

Miller, Debbie, "Reading with Meaning: Teaching Comprehension in the Primary Grades", 2002

Gove, A. and P. Cvelich. 2011. Early Reading: Igniting Education for All. A report by the Early Grade Learning Community of Practice. Revised Edition. Research Triangle Park, NC: ResearchTriangle Institute. Crow, Sherry R.Exploring the Experiences of Upper Elementary School Children Who Are Intrinsically Motivated to Seek Information. School Library Media Research, v14 2011.

Lenters, Kim.FROM STORYBOOKS TO GAMES, COMICS,BANDS, AND CHAPTER BOOKS: A YOUNG BOY'S APPROPRIATION OF LITERACY PRACTICES. Canadian Journal of Education, v30 n1 p113-136 2007.

Tier: Tier 1

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>All certified staff will support the application and support of Readers Workshop on the key components of workshop, reading strategies, and resources to support all readers at home. Families will be invited to take part in events to support the grade level essential learnings within readers workshop taking part in general and special education classrooms. During evening dinner events families will receive information on the importance of spending time reading materials that are at their child's level to support the work going on in all classrooms. Parents will also receive helpful resources for comprehension strategies, home support, and supports being offered to the students in school. Families will be given resources, strategies, and information to support students in all tiers from the at-risk to the enrichment. This will also include any materials necessary to implement this activity, including but not limited to technological resources.</p>	<p>Community Engagement</p>	<p>Tier 1</p>		<p>07/29/2014</p>	<p>06/28/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>All certified staff including classroom teachers, special education teachers, administration, and interventionists</p>
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Strategy 3:

Use of formative assessment and quality feedback - Teachers will utilize formative assessments to monitor student learning and provide feedback to students. Students will be aware of the criteria and performance standards by which their work will be evaluated. Teachers will monitor the progress of students (groups and individual) regarding their understanding and make use of the information for next steps in instruction, though the use of student data analysis software to analyze and improve instruction.

Category: English/Language Arts

Research Cited: Ainsworth, L. (2007). Common formative assessments: The centerpiece of an integrated standards-based assessment system. In D. Reeves (Ed.), *Ahead of the curve: The power of assessment to transform teaching and learning* (pp 79-101). Bloomington, IN: Solution-Tree.

Boudett, K. P., City, E. A., & Murnane, R. J. (2014). *Data wise: A step-by-step guide to using assessment results to improve teaching and learning*. Cambridge, MA: Harvard Education Press.

Johnston, P. H. (2012). *Choice words: How our language affects children's learning*. Portland, Me: Stenhouse.

Fisher, D. & Frey, N. (2014). *Checking for understanding: Formative assessment techniques for your classroom*. Alexandria, VA: ASCD.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge.

Johnston, P. (2004). *Opening Minds: Using Language to Change Lives*. Portland, Me. Stenhouse.

Marzano, R. (2003). *What works in schools: Translating research into action*. Alexandria: Association for Supervision and Curriculum Development (ASCD)

Tier: Tier 1

Activity - Teacher training on embedding formative assessments and feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teacher training will be provided on implementing formative strategies in the classroom to include the involvement of students in the process by linking the strategies to learning outcomes, student success criteria, student evidence, and formative assessment tools. Data warehouse system, Illuminate, will be used to create and share common formative assessments aligned to quality curriculum.	Professional Learning	Tier 1		06/24/2016	06/28/2019	\$0	Section 31a	Administrative and teaching staff
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Activity - Data analysis and collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Within and across grade level and department team data analysis days will involve teacher teams to analyze formative assessment and/or progress monitoring data for all tier 2 and 3 students indicating regular monitoring of essential checklists to determine progress and next needs.	Teacher Collaboration	Tier 1	Implement	06/24/2016	06/28/2019	\$0	Section 31a	Administrative and teaching staff

Activity - MTSS and supplementary support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and 3 students will receive intervention in small group settings or individual. Analyzing progress monitoring data and formative assessments will determine next steps in instruction. Tools to support intervention including but not limited to technological resources.	Academic Support Program, Technology	Tier 2	Getting Ready	08/01/2016	06/28/2019	\$0	Section 31a	All teaching and support staff

Strategy 4:

Improve Student Learning through Setting Instructional Outcomes - Staff will develop outcomes representing high expectations and rigor that are connected to a sequence of learning. Outcomes will be written in the form of student learning KUD (what students need to know, understand and be able to do), permit viable methods of assessment, and reflect different types of learning.

Category: English/Language Arts

Research Cited: Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge.

Marzano, R. J. The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: Association for Supervision and Curriculum Development.

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Marzano, R. J. (2001). Classroom instruction that works. Research based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G. P., McTighe, J., Kiernan, L. J., Frost, F., & Association for Supervision and Curriculum Development. (1998). Understanding by design. Alexandria, Va: Association for Supervision and Curriculum Development
Ainsworth, L. (2007).

Common formative assessments : The centerpiece of an integrated standards-based assessment system. In D. Reeves (Ed.), Ahead of the curve: The power of assessment to transform teaching and learning (pp 79-101). Bloomington, IN: Solution-Tree.

Bernhardt, V. L., & Hebert, C. L. (2011). Response to Intervention & Continuous School Improvement. Larchmont, NY: Eye on Education.

Popham, W. J. (2006). Content standards: The unindicted co-conspirator. Educational Leadership, 64(1), 87-88.

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge.

Tier: Tier 1

Activity - KUD unit development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes, aligned to standards, for what students will need to know, understand and be able to do be established. Staff will also identify gaps and methods of formative assessment and student success criteria based on KUD development.	Curriculum Development, Professional Learning	Tier 1	Implement	08/28/2012	06/28/2019	\$0	Section 31a	All teaching and administrative staff

Activity - Teacher training for improving instructional outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided training on best practice instructional strategies. Preschool teachers will be included as appropriate. This will also include training and materials necessary to implement AP and Springboard.	Professional Learning	Tier 1	Implement	06/24/2016	06/28/2019	\$0	Section 31a	Administrative and teaching staff

Measurable Objective 2:

A 5% increase of English Learners students will demonstrate a proficiency in Reading in English Language Arts by 06/30/2022 as measured by monitoring and analyzing WIDA, MME,M-STEP, and common assessment results..

Strategy 1:

Additional Support for English Learners - Staff will provide focused, intensive small group interventions for English Language Learners. Specifically, staff will provide explicit, direct instruction in the areas of structured language practice, peer-assisted learning opportunities, phonological awareness, phonics, reading fluency, vocabulary, and comprehension.

Category: English/Language Arts

Research Cited: Denton, C. A., Anthony, J. L., Parker, R., & Hasbrouck, J. E. (2004). Effects of two tutoring programs on the English reading development of SpanishEnglish bilingual students. *The Elementary School Journal*, 104, 289-305.

Gunn, B., Smolkowski, K., Biglan, A., & Black, C. (2002). Supplemental instruction in decoding skills for Hispanic and non-Hispanic students in early elementary school: A follow-up. *The Journal of Special Education*, 36, 69-79.

Vaughn, S., Cirino, P. T., Linan-Thompson, S., Mathes, P. G., Carlson, C. D., Cardenas- Hagan, E., et al. (2006). Effectiveness of a Spanish intervention and an English intervention for English language learners at risk for reading problems. *American Educational Research Journal*, 43.

Tier: Tier 1

Activity - ELL Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers and other identified staff will receive and implement ELL training to implement effective practices to support English Language Learner, to include supplemental materials and/or technology.	Professional Learning			06/24/2013	06/28/2019	\$0	Title II Part A	Classroom and Other Identified Teachers, ELL Teacher, Department of Instruction

Activity - Collaboration with Classroom Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionist staff will collaborate with classroom teacher to review students' instructional needs and determine appropriate reading resources.	Teacher Collaboration, Other	Tier 1		09/04/2012	06/28/2019	\$0	Section 31a	Leveled Classroom Books and Materials

Activity - Peer Assisted Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will facilitate peer-assisted instructional activities planned in advance and based on material that has been taught. They will teach procedures and routines for working in pairs in advance. Peers will focus on structured language practice, reading and writing activities.	Other			09/04/2012	06/28/2019	\$0	Section 31a	Support Staff

Goal 2: All students at Turrill Elementary School will become proficient in WRITING.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency through a prompt in Writing by 06/30/2022 as measured by state assessments using the "Annual Measureable Objective" determined by the State.

Strategy 1:

Student engagement through quality instruction - Students will be cognitively engaged in instruction using high quality questioning and discussion techniques. Activities and assignments will support exploration of content and purpose of the lesson.

Category: English/Language Arts

Research Cited: Hewitt, C., Niego, J., & Van Ryn, S. (1996). Improving Low Reading Skills Through the Use of Reader’s Workshop. Saint Xavier.

Pinnell, G. S. & Fountas, I. (2008). When readers struggle: Teaching that works. Portsmouth, NH: Heinemann.

Burns, M. & Gibbons, K. (2012). Implementing response-to-intervention in elementary and secondary schools: Procedures to assure scientific based practices. New York, NY: Routledge

Bianco, S. D. (2010). Improving Student Outcomes: Data-driven In- struction and Fidelity of Implementation in a Response to Intervention (RTI) Model Improving Student Outcomes: Data-driven Instruction and Fi- Model, 6(5).

Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly, W. D. (2009). Assisting Students Struggling with Reading: Response to Intervention (Rtl) and Multi-Tier Intervention in the Primary Grades. What Works Clearinghouse (Vol. 190). Washington D.C. doi:10.1016/j.jhazmat.2011.04.026

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Dorn, L. J., & Soffos, C. (2005). Teaching for deep comprehension: A reading workshop approach. Portland, ME: Stenhouse Publishers.

City, E. A., Elmore, R. F., Fiarman, S. E., & Teitel, L. (2010). Instructional rounds in education: A network approach to improving teaching and learning. Cambridge, MA: Harvard Education Press.

DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, IN: Solution Tree.

Boudett, K. P., City, E. A., & Murnane, R. J. (2014). Data wise: A step-by-step guide to using assessment results to Harvard Education Press. Improve teaching and learning. Cambridge, MA:

Tier: Tier 1

Activity - Collaboration on Units of Study and Student Progress Monitoring Through Formative/Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to unpack, implement, and debrief on MAISA writing units of study K-12 in addition to Advanced Placement and Spring Board grades 6-12. Staff will analyze writing data throughout the course of the year to monitor student progress and ensure those students who are struggling will receive additional support to meet each student's individual needs and plan differentiated instruction for all students. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Teacher Collaboration, Curriculum Development, Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/28/2019	\$0	Section 31a	All certified staff and administrators

Activity - Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in, and incorporate, best practices in writing instruction across the curriculum to include choosing meaningful text and creating purposeful written responses across varied modes of writing. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/28/2019	\$0	No Funding Required	All certified teachers and administrators

Strategy 2:

Improve Student Learning through Setting Instructional Outcomes - Staff will develop outcomes representing high expectations and rigor that are connected to a sequence of learning. Outcomes will be written in the form of student learning KUD (what students need to be able to know, understand and be able to do), permissible methods of assessment, and reflect different types of learning.

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Category: English/Language Arts

Research Cited: Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge.

Marzano, R. J. The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. (2001). Classroom instruction that works. Research based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G. P., McTighe, J., Kiernan, L. J., Frost, F., & Association for Supervision and Curriculum Development. (1998). Understanding by design. Alexandria, Va: Association for Supervision and Curriculum Development

Bernhardt, V. L., & Hebert, C. L. (2011). Response to Intervention & Continuous School Improvement. Larchmont, NY: Eye on Education.

Popham, W. J. (2006). Content standards: The unindicted co-conspirator. Educational Leadership, 64(1), 87-88.

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge. Tier: Tier 1

Tier: Tier 1

Activity - Teacher training on embedding formative assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided with half days to support development of KUDs and supporting documents throughout the year. Staff will work during collaboration to review unit KUDs before each unit where clear outcomes (aligned to standards) for what students need to Know, Understand, and Do have been established in order to identify gaps in the curriculum and resources for filling those gaps.	Professional Learning, Technology	Tier 1	Implement	06/24/2016	06/28/2019	\$0	No Funding Required	All certified staff and administrators

Activity - KUD unit development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes, aligned to standards, for what students will need to know, understand and be able to do be established. Staff will also identify gaps and methods of formative assessment based on KUD development.	Teacher Collaboration, Curriculum Development	Tier 1	Implement	06/24/2016	06/28/2019	\$0	Section 31a	Administrative and teaching staff

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Activity - Teacher training for improving instructional outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided training on best practice instructional strategies. This will also include training and materials necessary to implement AP courses.	Professional Learning	Tier 1	Implement	06/24/2016	06/28/2019	\$0	Title II Part A	Administrative and teaching staff

Strategy 3:

Increase Parent Involvement and Knowledge of Writing - Parents will be invited to join school staff and students for informal writing opportunities to increase knowledge aligned to narrative and informational writing requirements. Staff will also educate parents on grade level writing components and provide examples for parents to use at home.

Category: English/Language Arts

Research Cited: Calkins, Lucy, "The Art of Teaching Writing", 1994

Bryk, A., & Schneider, B. (2002). Trust in schools: A core resource for improvement. New York: Russell Sage Foundation.

Fisher, Douglas, and Nancy Frey. How to create a culture of achievement in your school and classroom. Alexandria, Va.: ASCD, 2012. Print.

Parrett, William, and Kathleen M. Budge. Turning high-poverty schools into high-performing schools. Alexandria, Va.: ASCD, 2011. Print.

Tough, Paul. How children succeed grit, curiosity, and the hidden power of character. Boston: Houghton Mifflin Harcourt, 2012. Print.

Fletcher, Ralph, "What a Writer Needs", 1993

Conroy, M., Marchand, T., Webster, M. Motivating Primary Students to Write Using Writer's Workshop. Chicago: Saint Xavier University, 2009.

Crow, Sherry R. Exploring the Experiences of Upper Elementary School Children Who Are Intrinsically Motivated to Seek Information. School Library Media Research, v14 2011.

Tier: Tier 1

Activity - Family Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff will support the application and support of Writer's Workshop on the key components of workshop, writing strategies, and resources to support all writers at home. Families will be invited to events that support the Writer's Workshop taking part in the general and special education classrooms. Parents will receive helpful resources for writing strategies, home support, and supports being offered to the students in school. Families will also be given resources, ideas, and information to support students in all tiers from the at-risk to the enrichment including sign in sheets and newsletters from Interventionists. This will include any materials necessary to implement this activity, including but not limited to technological resources.	Parent Involvement, Technology	Tier 1	Implement	07/29/2014	06/29/2018	\$0	No Funding Required	All certified staff including classroom teachers, interventionists, special education teachers, and administrators.

Goal 3: All students at Turrill Elementary School will become proficient in MATHEMATICS.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on assessments in Mathematics by 06/30/2022 as measured by state level assessments, where an annual increase will be monitored using the "Annual Measurable Objective" determined by the State.

Strategy 1:

Improve Student Learning through Setting Instructional Outcomes - Staff will develop outcomes representing high expectations and rigor that are connected to a sequence of learning. Outcomes will be written in the form of student learning (KUD), permit viable methods of assessment, and reflect different types of learning.

Category: Mathematics

Research Cited: Ainsworth, L. (2007). Common formative assessments : The centerpiece of an integrated standards-based assessment system. In D. Reeves (Ed.), Ahead of the curve: The power of assessment to transform teaching and learning (pp 79-101). Bloomington, IN: Solution-Tree.

Buffam, A., et al. (2008). The collaborative administrator: Working together as a professional learning community. Bloomington IN: Solution-Tree.

Erkens, C., et al. (2008). The collaborative teacher: Working together as a professional learning community. Bloomington, IN: Solution-Tree.

Marzano, R. (2003). What works in schools: Translating research into action. Alexandria: Association for Supervision and Curriculum Development (ASCD)
 Jayanthi, M., Gersten, R., Baker, S. (2008). Mathematics instruction for students with learning disabilities or difficulty learning mathematics: A guide for teachers. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Differentiated Instruction-Responding to the Needs of ALL Learners, Carol Ann Tomlinson (1999)

Tier: Tier 1

Activity - KUD Unit Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work during collaboration to develop unit KUDs before each unit where clear learning outcomes, aligned to standards, for what students will need to know, understand and be able to do are established. Staff will also identify gaps and methods of formative assessment based on KUD development.	Curriculum Development	Tier 1	Implement	08/29/2016	06/28/2019	\$0	Section 31a	Building administrator, teachers

Activity - Teacher training for improving instructional outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided training on best practice instructional strategies. Preschool teachers will be included as appropriate. This will also include training and materials necessary to implement AP and Springboard.	Professional Learning	Tier 1	Implement	07/11/2016	06/28/2019	\$0	Section 31a	Building administrator, teachers

Strategy 2:

Student Engagement through Quality Instruction: Students will be cognitively engaged in instruction using high quality questioning and discussion techniques - Students will be cognitively engaged in instruction using high quality questioning and discussion techniques. Activities and assignments will support exploration of content and purpose of the lesson. Staff will teach problem solving strategies and higher-order thinking concepts through delivery of differentiated mathematics lessons. Staff will assist students in monitoring and reflecting on applying mathematical practices. Staff will expose students to multiple problem-solving strategies, including using visual representations in their work.

Training will be provided on student centered learning formats for instruction such as: Launch, Explore, Summarize and/or 5 E's models in math instruction.

Category: Mathematics

Research Cited: DuFour, R., et al (2010). Learning by doing: a handbook for professional learning communities at work, 2nd ed. Bloomington, IN: Solution-Tree.

Fullan, M., Hill, P., & CrÃ©vola, C. (2006). Breakthrough. Thousand Oaks, CA: Corwin Press.

Gross, B., Booker, T. K., & Goldhaber, D. (2009, June). Boosting student achievement: The effect of comprehensive school reform on student achievement. Educational Evaluation and Policy Analysis, 31(2), 111-126.

L.M. Pinkus, ed., Meaningful measurement: The role of assessments in improving high school education in the 21st century (Washington, DC: Alliance for Excellent Education, 2009).

Reeves, D. (2010). Transforming professional learning into student results. Alexandria: Association for Supervision and Curriculum Development (ASCD).

William, D. (2007). Content then process: Teacher learning communities in the service of formative assessment. In D. Reeves (Ed.), Ahead of the curve: The power of assessment to transform teaching and learning (pp. 183-206). Bloomington, IN: Solution Tree.

Marzano, R. J. The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: Association for Supervision and Curriculum Development.

National Research Council. (2001). "Adding it up: Helping children learn mathematics." J. Kilpatrick, J. Swafford, & B. Findell (Eds.). Washington, DC: National
 Kramarski, B. (2003). "The effects of metacognitive training vs. worked-out examples on students' mathematical reasoning." British Journal of Educational Psychology, 73(4), 449-471.

Tier: Tier 1

Activity - Learning Coach Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Coaches, as part of their coaching plan with a teacher, will set indicators of progress toward the coaching goal focused on Tier 1 quality instruction and Tier 2 and 3 interventions. Using cognitive coaching practices, coaches will co-construct measurable goals with teachers aligned to principal created building learning coach plans. Principals will monitor the impact of coaching through walk through and student achievement data in relation to the coaching cycle goal.	Professional Learning	Tier 1	Implement	08/29/2016	06/28/2019	\$0	Section 31a	Building administrator, learning coach staff, teachers

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Activity - Teacher training in Collaborative Structures on Applying Mathematical Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will learn and implement effective collaboration practices such as learning labs, lesson study, and instructional rounds. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning, Technology	Tier 1	Implement	08/28/2012	06/28/2019	\$0	Section 31a	Department of Instruction, K-12 Leadership Team, Department Chairs, Learning Coaches, Teachers

Activity - Teacher training on Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and 3 students, students who are at risk or who are homeless will receive intervention support. Staff will provide instructional interventions to students demonstrating a need through data analysis and collaboration. Learning Coaches and Interventionists will help facilitate team meetings to ensure interventions align with classroom instruction. Teachers will be training in Math Recovery in K-7 buildings. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Academic Support Program, Professional Learning, Technology	Tier 3	Implement	09/02/2014	06/28/2019	\$0	Section 31a	Building principals, interventionists, teachers, learning coaches, K5 teachers involved in math recovery

Activity - Implementation of MTSS and Student Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teacher training on Multi Tiered Systems of Support (MTSS) and progress monitoring to improve student achievement. Teachers will collaborate with grade level or department teams, the district data coach and learning coaches to apply effective tier 1 strategies, interventions and progress monitoring tools to inform instructional practices. Staff will monitor student mathematical progress through assessments such as district and/or unit assessments and other formative assessments. Staff will meet regularly in grade-level and/or department teams to discuss student progress, analyze assessments and student work, and collaborate to plan strategies for increasing student achievement. Students requiring additional assistance and interventions will be identified and plans will be formed for these students as necessary. This activity will require utilizing our technology data warehousing system to track interventions.	Professional Learning, Technology	Tier 2	Implement	08/28/2012	06/28/2019	\$0	Section 31a	Department of instruction staff, K-12 principals, learning coaches, technology/data coaches, department chairs, classroom teachers
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Activity - Teacher training on applying Mathematical Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training on delivery of math instruction where learners are applying mathematical practices within CCSS. Teachers will encourage students to explore, notice patterns, develop efficient strategies and generalize ideas. Workshop components will include launch, explore and summarize (5 E model in Alg I, II and Geometry) with teacher facilitating a student centered classroom to include conferring, group work, structures for collaboration, talk, choice, and share (reflection).	Professional Learning	Tier 1	Implement	08/29/2016	06/28/2019	\$0	Section 31a	Building administrators, math teachers, learning coach, special education

Strategy 3:

Increase Parental Involvement with the Support of Mathematics - All certified staff will support the application and support for problem solving to include supplies, training, family events and/or resources in order to deepen parent and student understanding between the real world and math concepts.

Category: Mathematics

Research Cited: Schnee, Emily; Bose, Enakshi. Parents "Don't" Do Nothing: Reconceptualizing Parental Null Actions as Agency. School Community Journal, v20 n2 p91-114 2010.

Kliman, Marlene. Math Out of School: Families' Math Game Playing at Home. School Community Journal, Page 9 of 48. v16 n2 p69-90 Fall-Win 2006.

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J.R., & Witzel, B. (2009). "Assisting Students Struggling with Mathematics: Response to

Intervention (Rtl) for Elementary and Middle Schools." National Center for Education Evaluation and Regional Assistance: 1-91.

Tier: Tier 1

Activity - Parent Involvement Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families will be invited to take part in an evening event to support problem solving, mental math and computation strategies that align with classroom instruction. Families will receive information on how to support their students to assist them in the classroom goals, interventions, or enrichment. Families will also receive supplementary supplies to support strategies and interventions. During this event families will be moving through stations and receiving information, materials, as well as getting answers to their instructional questions. Dinner will also be provided. This will also include any materials necessary to implement this activity, including but not limited to technological resources, to include take home books, materials, meals and after school activities hosted by the building to work with at-risk students.	Parent Involvement	Tier 1	Implement	08/15/2014	06/28/2019	\$0	No Funding Required	All certified staff including classroom teachers, special education teachers, interventionists, and administration.

Strategy 4:

Use of Formative Assessment and Quality Feedback - Teachers will utilize formative assessments to monitor student learning and provide feedback to students. Students will be aware of the criteria and performance standards by which their work will be evaluated. Teachers will monitor the progress of students (groups and individual) regarding their understanding and make use of the information for next steps in instruction, though the use of student data analysis software to analyze and improve instruction.

Category: Mathematics

Research Cited: Ainsworth, L. (2007). Common formative assessments : The centerpiece of an integrated standards-based assessment system. In D. Reeves (Ed.), Ahead of the curve: The power of assessment to transform teaching and learning (pp 79-101). Bloomington, IN: Solution-Tree.

Marzano, R. J. The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. (2001). Classroom instruction that works. Research based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Johnston, P. H. (2012). Choice words: How our language affects children's learning. Portland, Me: Stenhouse.

Johnston, P. (2004). Opening Minds: Using Language to Change Lives. Portland, Me. Stenhouse.

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge.

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Fisher, D. & Frey, N. (2014). Checking for understanding: Formative assessment techniques for your classroom. Alexandria, VA: ASCD.

Wiliam, D. (2011). Embedded formative assessment. Bloomington, IN: Solution Tree Press.

Tier: Tier 1

Activity - Teacher training on embedding formative assessments and feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training will be provided on implementing formative strategies in the classroom to include the involvement of students in the process by linking the strategies to learning outcomes, student success criteria, student evidence, and formative assessment tools. Data warehouse system, Illuminate, will be used to create and share common formative assessments aligned to quality curriculum.	Professional Learning	Tier 1	Implement	08/24/2016	06/28/2019	\$0	Section 31a	Building administrators, teachers

Activity - Data analysis and collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Within and across grade level and department team data analysis days will involve teacher teams to analyze formative assessment and/or progress monitoring data for all tier 2 and 3 students indicating regular monitoring of essential checklists to determine progress and next needs.	Teacher Collaboration	Tier 2	Implement	08/22/2016	06/28/2019	\$0	Section 31a	Building administration, teachers

Activity - MTSS and supplementary support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and 3 students will receive intervention in small group settings or individual. Analyzing progress monitoring data and formative assessments will determine next steps in instruction. Tools to support intervention including but not limited to technological resources.	Academic Support Program, Teacher Collaboration, Technology	Tier 2	Implement	08/22/2016	06/28/2019	\$0	Section 31a	Building administrator, teachers

Goal 4: All students at Turrill Elementary School will become proficient in SCIENCE.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in all concepts in Science by 06/30/2022 as measured by state level assessments where an annual increase will be monitored using the "Annual Measurable Objective" determined by the State.

Strategy 1:

Student Engagement Through Quality Instruction - Students will be cognitively engaged in high-quality instruction in every classroom through a highly coherent, learnercentered

instructional model where students meet their self-determined academic and personal goals to their highest potential. Activities and assignments will support exploration of content and purpose of the lesson. Staff will assist students in monitoring and reflecting on applying new K-12 science standards and performance expectations. Additionally, staff training on the effectiveness of increased student engagement in relation to effectively being facilitators of student centered learning as evidenced by walk through documentation and lesson plans aligned to Danielson Model Domains 1 and 3.

Category: Science

Research Cited: Best Practice Third Edition, Zemelman, Daniels & Hyde (2005) Research illustrates a correlation between student achievement and the development of an achievable, rigorous, and aligned curriculum.

Ainsworth, L. (2007). Common formative assessments : The centerpiece of an integrated standards-based assessment system. In D. Reeves (Ed.), Ahead of the curve:

The power of assessment to transform teaching and learning (pp 79-101). Bloomington, IN: Solution-Tree.

Buffam, A., et al. (2008). The collaborative administrator: Working together as a professional learning community. Bloomington IN: Solution-Tree.

Erkens, C., et al. (2008). The collaborative teacher: Working together as a professional learning community. Bloomington, IN: Solution-Tree.

Marzano, R. (2003). What works in schools: Translating research into action. Alexandria: Association for Supervision and Curriculum Development (ASCD).

Tier: Tier 1

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Activity - Lesson and Unit Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to discuss formative assessments aligned to science units, adjust instruction based on these assessments and tailor feedback to students to improve student learning.	Teacher Collaboration, Materials, Curriculum Development	Tier 1	Getting Ready	08/28/2013	06/28/2019	\$0	Section 31a	Learning Coaches, Interventionists, Teachers, Department of Instruction, K-12 Principals, Department Chairs

Activity - Data analysis days	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level and department team data analysis days will involve teacher teams to analyze formative assessment and/or progress monitoring data for all tier 2 and 3 students indicating regular monitoring of essential checklists to determine progress and next needs.	Supplemental Materials, Academic Support Program, Teacher Collaboration, Direct Instruction, Technology	Tier 2	Implement	06/24/2016	06/28/2019	\$0	Title II Part A	Administrative and teaching staff

Strategy 2:

Improve student learning through setting instructional outcomes - General and special education teachers will be trained in best practice strategies aligned to Next Generation Science Standards such as Project Lead the Way, NGSX, MiSTAR, AP and project based learning. Coaching and on-going training are included to ensure full implementation to include LAB and lesson studies.

Category: Science

Research Cited: Ainsworth, L. (2007). Common formative assessments : The centerpiece of an integrated standards-based assessment system. In D. Reeves (Ed.), Ahead of the curve: The power of assessment to transform teaching and learning (pp 79-101). Bloomington, IN: Solution-Tree.

Buffam, A., et al. (2008). The collaborative administrator: Working together as a professional learning community. Bloomington IN: Solution-Tree.

Erkens, C., et al. (2008). The collaborative teacher: Working together as a professional learning community. Bloomington, IN: Solution-Tree.

Marzano, R. (2003). What works in schools: Translating research into action. Alexandria: Association for Supervision and Curriculum Development (ASCD).

Tier: Tier 1

Activity - KUD unit development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work during collaboration and 1/2 day department meetings to develop unit KUDs before each unit where clear outcomes, aligned to new standards, for what students will need to know, understand and be able to do be established. Staff will also identify gaps and methods of formative assessment based on KUD development.	Curriculum Development, Professional Learning, Technology	Tier 1	Getting Ready	08/01/2016	06/28/2019	\$0	Section 31a	Administrative and teaching staff

Activity - Teacher training on Next Generation Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in problem based learning and NGSX at all levels, grades 6-8 MiStar, AP, and student performance expectations.	Professional Learning	Tier 1	Getting Ready	06/24/2016	06/28/2019	\$0	Title II Part A	Administrative and teaching staff

Goal 5: All staff and students will strive to develop a POSITIVE SCHOOL CULTURE AND CLIMATE

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Measurable Objective 1:

85% of All Students will collaborate to actively create a school culture that promotes building positive and trusting relationships with staff, students, their families, and the broader neighborhood and community in Practical Living by 06/28/2019 as measured by the number of major and minor office referrals annually.

Strategy 1:

Provide a variety of experiences that promote positive relationships among all stakeholders - All stakeholders will be invited to participate in shared experiences designed to increase common understanding and mutual respect in order to create a culture that raises student achievement.

Category: School Culture

Research Cited: Bryk, A., & Schneider, B. (2002). Trust in schools: A core resource for improvement. New York: Russell Sage Foundation.

Fisher, Douglas, and Nancy Frey. How to create a culture of achievement in your school and classroom. Alexandria, Va.: ASCD, 2012. Print.

Parrett, William, and Kathleen M. Budge. Turning high-poverty schools into high-performing schools. Alexandria, Va.: ASCD, 2011. Print.

Tough, Paul. How children succeed grit, curiosity, and the hidden power of character. Boston: Houghton Mifflin Harcourt, 2012. Print.

Tier: Tier 1

Activity - Team Building	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in shared experiences designed to promote common understanding and mutual respect. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Behavioral Support Program, Teacher Collaboration	Tier 1	Getting Ready	08/01/2017	06/28/2019	\$0	Section 31a	Classroom and Special Education teachers, Learning Coaches, Paraprofessionals, Administration

Activity - Parent Participation Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Parents will be invited to join school staff and students for informal gatherings to increase comfort and partnership between home and school. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Parent Involvement	Tier 1	Getting Ready	08/01/2017	06/28/2019	\$0	Section 31a	Classroom and Special Education teachers, Learning Coaches, Paraprofessionals, Principal, Dean of Students
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Activity - Student Enrichment Experiences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have opportunities to participate in extended day enrichment activities in order to build the bond between students and school and provide all students the chance to develop skills and talents. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Academic Support Program	Tier 1	Getting Ready	08/01/2017	06/28/2019	\$0	Section 31a	Classroom and Special Education teachers, Learning Coaches, Paraprofessionals, Principal

Activity - Connection with Community Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Turrill Elementary will actively promote a connection between community agencies and resources with students and their families. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Community Engagement	Tier 1	Getting Ready	08/01/2017	06/28/2019	\$0	Section 31a	Classroom and Special Education teachers, Learning Coaches, Paraprofessionals, Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher training for improving instructional outcomes	Staff will be provided training on best practice instructional strategies. This will also include training and materials necessary to implement AP courses.	Professional Learning	Tier 1	Implement	06/24/2016	06/28/2019	\$0	Administrative and teaching staff
Data analysis days	Grade level and department team data analysis days will involve teacher teams to analyze formative assessment and/or progress monitoring data for all tier 2 and 3 students indicating regular monitoring of essential checklists to determine progress and next needs.	Supplemental Materials, Academic Support Program, Teacher Collaboration, Direct Instruction, Technology	Tier 2	Implement	06/24/2016	06/28/2019	\$0	Administrative and teaching staff
Teacher training on Next Generation Science Standards	Teachers will be trained in problem based learning and NGSX at all levels, grades 6-8 MiStar, AP, and student performance expectations.	Professional Learning	Tier 1	Getting Ready	06/24/2016	06/28/2019	\$0	Administrative and teaching staff
ELL Training	Classroom teachers and other identified staff will receive and implement ELL training to implement effective practices to support English Language Learner, to include supplemental materials and/or technology.	Professional Learning			06/24/2013	06/28/2019	\$0	Classroom and Other Identified Teachers, ELL Teacher, Department of Instruction

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Teacher training on embedding formative assessments	Staff will be provided with half days to support development of KUDs and supporting documents throughout the year. Staff will work during collaboration to review unit KUDs before each unit where clear outcomes (aligned to standards) for what students need to Know, Understand, and Do have been established in order to identify gaps in the curriculum and resources for filling those gaps.	Professional Learning, Technology	Tier 1	Implement	06/24/2016	06/28/2019	\$0	All certified staff and administrators
Parent Involvement Activities	Families will be invited to take part in an evening event to support problem solving, mental math and computation strategies that align with classroom instruction. Families will receive information on how to support their students to assist them in the classroom goals, interventions, or enrichment. Families will also receive supplementary supplies to support strategies and interventions. During this event families will be moving through stations and receiving information, materials, as well as getting answers to their instructional questions. Dinner will also be provided. This will also include any materials necessary to implement this activity, including but not limited to technological resources, to include take home books, materials, meals and after school activities hosted by the building to work with at-risk students.	Parent Involvement	Tier 1	Implement	08/15/2014	06/28/2019	\$0	All certified staff including classroom teachers, special education teachers, interventionists, and administration.
Parent Involvement	All certified staff will support the application and support of Readers Workshop on the key components of workshop, reading strategies, and resources to support all readers at home. Families will be invited to take part in events to support the grade level essential learnings within readers workshop taking part in general and special education classrooms. During evening dinner events families will receive information on the importance of spending time reading materials that are at their child's level to support the work going on in all classrooms. Parents will also receive helpful resources for comprehension strategies, home support, and supports being offered to the students in school. Families will be given resources, strategies, and information to support students in all tiers from the at-risk to the enrichment. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Community Engagement	Tier 1		07/29/2014	06/28/2019	\$0	All certified staff including classroom teachers, special education teachers, administration, and interventionists

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Writing Across the Curriculum	Teachers will be trained in, and incorporate, best practices in writing instruction across the curriculum to include choosing meaningful text and creating purposeful written responses across varied modes of writing. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/28/2019	\$0	All certified teachers and administrators
Family Events	All certified staff will support the application and support of Writer's Workshop on the key components of workshop, writing strategies, and resources to support all writers at home. Families will be invited to events that support the Writer's Workshop taking part in the general and special education classrooms. Parents will receive helpful resources for writing strategies, home support, and supports being offered to the students in school. Families will also be given resources, ideas, and information to support students in all tiers from the at-risk to the enrichment including sign in sheets and newsletters from Interventionists. This will include any materials necessary to implement this activity, including but not limited to technological resources.	Parent Involvement, Technology	Tier 1	Implement	07/29/2014	06/29/2018	\$0	All certified staff including classroom teachers, interventionists, special education teachers, and administrators.

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Homeless services	Provide service to homeless students in order to remove barriers to learning.	Supplemental Materials, Academic Support Program	Tier 2	Implement	06/12/2017	06/28/2019	\$0	All staff

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Super Summer Success	K-9 students will receive books at the end of the school year for our take home reading program. There will be opportunities over summer vacation within the community to exchange books and participate in events with storytellers, authors, and or book talks. This will also include any materials necessary to implement this activity.	Academic Support Program, Technology	Tier 1	Implement	06/24/2016	06/28/2019	\$0	Grant funded staff

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Teacher training on components of reading workshop, AP and Springboard	Staff will continue to implement reading workshop as a model of reading instruction for all students. Components will include mini lessons, independent/guided practice, strategy groups, conferring and conclude with sharing or reflection. Lessons include demonstrations and opportunities to apply comprehension strategies. Students will read books at their independent or instructional level with teacher providing quality conferring. Specific emphasis will be placed on navigating close and critical reading/text dependent analysis. This will also include training and materials necessary to implement AP and Springboard.	Professional Learning	Tier 1	Implement	08/01/2016	06/28/2019	\$0	All administrative and teaching staff
Collaboration with Classroom Teacher	Interventionist staff will collaborate with classroom teacher to review students' instructional needs and determine appropriate reading resources.	Teacher Collaboration, Other	Tier 1		09/04/2012	06/28/2019	\$0	Leveled Classroom Books and Materials
Data analysis and collaboration	Within and across grade level and department team data analysis days will involve teacher teams to analyze formative assessment and/or progress monitoring data for all tier 2 and 3 students indicating regular monitoring of essential checklists to determine progress and next needs.	Teacher Collaboration	Tier 2	Implement	08/22/2016	06/28/2019	\$0	Building administration, teachers
Teacher training on embedding formative assessments and feedback	Teacher training will be provided on implementing formative strategies in the classroom to include the involvement of students in the process by linking the strategies to learning outcomes, student success criteria, student evidence, and formative assessment tools. Data warehouse system, Illuminate, will be used to create and share common formative assessments aligned to quality curriculum.	Professional Learning	Tier 1		06/24/2016	06/28/2019	\$0	Administrative and teaching staff
Connection with Community Resources	Turrill Elementary will actively promote a connection between community agencies and resources with students and their families. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Community Engagement	Tier 1	Getting Ready	08/01/2017	06/28/2019	\$0	Classroom and Special Education teachers, Learning Coaches, Paraprofessionals, Principal

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Collaboration on Units of Study and Student Progress Monitoring Through Formative/Summative Assessments	Staff will collaborate to unpack, implement, and debrief on MAISA writing units of study K-12 in addition to Advanced Placement and Spring Board grades 6-12. Staff will analyze writing data throughout the course of the year to monitor student progress and ensure those students who are struggling will receive additional support to meet each student's individual needs and plan differentiated instruction for all students. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Teacher Collaboration, Curriculum Development, Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/28/2019	\$0	All certified staff and administrators
Teacher training in Collaborative Structures on Applying Mathematical Practices	Teachers and administrators will learn and implement effective collaboration practices such as learning labs, lesson study, and instructional rounds. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning, Technology	Tier 1	Implement	08/28/2012	06/28/2019	\$0	Department of Instruction, K-12 Leadership Team, Department Chairs, Learning Coaches, Teachers
KUD unit development	Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes, aligned to standards, for what students will need to know, understand and be able to do be established. Staff will also identify gaps and methods of formative assessment and student success criteria based on KUD development.	Curriculum Development, Professional Learning	Tier 1	Implement	08/28/2012	06/28/2019	\$0	All teaching and administrative staff
Parent Participation Activities	Parents will be invited to join school staff and students for informal gatherings to increase comfort and partnership between home and school. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Parent Involvement	Tier 1	Getting Ready	08/01/2017	06/28/2019	\$0	Classroom and Special Education teachers, Learning Coaches, Paraprofessionals, Principal, Dean of Students
Cross Curricular Reading	Staff will provide students with opportunities for reading across the curriculum outside of daily workshop to include science and social studies concepts and common core alignment. This will also include materials necessary to implement this activity, including but not limited to technological resources.	Supplemental Materials, Teacher Collaboration, Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/28/2019	\$0	All certified teachers and administrators

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Reading Recovery	Certified staff will screen first grade students identified by teacher recommendation and kindergarten exit scores using the observation survey to identify Reading Recovery students. Reading Recovery teachers will deliver daily one-on-one thirty minute lessons to four students for a period of 12 to 20 weeks. Reading Recovery teachers will communicate with first grade classroom teachers on progress of Reading Recovery students. In addition, Reading Recovery trained teachers will provide professional development for early elementary teachers on applying best practice reading recovery and essential literacy strategies in the classroom. This will also include required training and materials necessary to implement this activity, including but not limited to technology resources.	Academic Support Program	Tier 3	Implement	08/01/2016	06/28/2019	\$0	Reading Recovery trained teachers, K-3rd grade teachers, learning coaches, and administrators
Learning Coach Support	Learning Coaches, as part of their coaching plan with a teacher, will set indicators of progress toward the coaching goal focused on Tier 1 quality instruction, Tier 2 and 3 interventions. Using cognitive coaching practices, coaches will co-construct student-centered measurable goals with teachers aligned to building learning coach plans. Principals will monitor the impact of coaching through walk through and student achievement data in relation to the coaching cycle goal.	Professional Learning	Tier 1	Implement	08/01/2016	06/28/2019	\$0	All administrative and teaching staff
KUD unit development	Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes, aligned to standards, for what students will need to know, understand and be able to do be established. Staff will also identify gaps and methods of formative assessment based on KUD development.	Teacher Collaboration, Curriculum Development	Tier 1	Implement	06/24/2016	06/28/2019	\$0	Administrative and teaching staff
Teacher training on applying Mathematical Practices	Teacher training on delivery of math instruction where learners are applying mathematical practices within CCSS. Teachers will encourage students to explore, notice patterns, develop efficient strategies and generalize ideas. Workshop components will include launch, explore and summarize (5 E model in Alg I, II and Geometry) with teacher facilitating a student centered classroom to include conferring, group work, structures for collaboration, talk, choice, and share (reflection).	Professional Learning	Tier 1	Implement	08/29/2016	06/28/2019	\$0	Building administrators, math teachers, learning coach, special education
Teacher training for improving instructional outcomes	Staff will be provided training on best practice instructional strategies. Preschool teachers will be included as appropriate. This will also include training and materials necessary to implement AP and Springboard.	Professional Learning	Tier 1	Implement	06/24/2016	06/28/2019	\$0	Administrative and teaching staff

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Data analysis and collaboration	Within and across grade level and department team data analysis days will involve teacher teams to analyze formative assessment and/or progress monitoring data for all tier 2 and 3 students indicating regular monitoring of essential checklists to determine progress and next needs.	Teacher Collaboration	Tier 1	Implement	06/24/2016	06/28/2019	\$0	Administrative and teaching staff
Implementation of MTSS and Student Progress Monitoring	Teacher training on Multi Tiered Systems of Support (MTSS) and progress monitoring to improve student achievement. Teachers will collaborate with grade level or department teams, the district data coach and learning coaches to apply effective tier 1 strategies, interventions and progress monitoring tools to inform instructional practices. Staff will monitor student mathematical progress through assessments such as district and/or unit assessments and other formative assessments. Staff will meet regularly in grade-level and/or department teams to discuss student progress, analyze assessments and student work, and collaborate to plan strategies for increasing student achievement. Students requiring additional assistance and interventions will be identified and plans will be formed for these students as necessary. This activity will require utilizing our technology data warehousing system to track interventions.	Professional Learning, Technology	Tier 2	Implement	08/28/2012	06/28/2019	\$0	Department of instruction staff, K-12 principals, learning coaches, technology/data coaches, department chairs, classroom teachers
Teacher training on collaborative structures	Teachers and administrators will learn and implement effective collaboration practices such as learning labs, lesson study, and instructional rounds. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Teacher Collaboration, Walkthrough, Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/28/2019	\$0	Department of instruction; K-12 principals; Learning Coaches; Department Chairs, Teachers
Teacher training on embedding formative assessments and feedback	Teacher training will be provided on implementing formative strategies in the classroom to include the involvement of students in the process by linking the strategies to learning outcomes, student success criteria, student evidence, and formative assessment tools. Data warehouse system, Illuminate, will be used to create and share common formative assessments aligned to quality curriculum.	Professional Learning	Tier 1	Implement	08/24/2016	06/28/2019	\$0	Building administrators, teachers

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KUD unit development	Staff will work during collaboration and 1/2 day department meetings to develop unit KUDs before each unit where clear outcomes, aligned to new standards, for what students will need to know, understand and be able to do be established. Staff will also identify gaps and methods of formative assessment based on KUD development.	Curriculum Development, Professional Learning, Technology	Tier 1	Getting Ready	08/01/2016	06/28/2019	\$0	Administrative and teaching staff
Team Building	Staff will participate in shared experiences designed to promote common understanding and mutual respect. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Behavioral Support Program, Teacher Collaboration	Tier 1	Getting Ready	08/01/2017	06/28/2019	\$0	Classroom and Special Education teachers, Learning Coaches, Paraprofessionals, Administration
Lesson and Unit Collaboration	Teachers will meet weekly to discuss formative assessments aligned to science units, adjust instruction based on these assessments and tailor feedback to students to improve student learning.	Teacher Collaboration, Materials, Curriculum Development	Tier 1	Getting Ready	08/28/2013	06/28/2019	\$0	Learning Coaches, Interventionists, Teachers, Department of Instruction, K-12 Principals, Department Chairs
Teacher training for improving instructional outcomes	Staff will be provided training on best practice instructional strategies. Preschool teachers will be included as appropriate. This will also include training and materials necessary to implement AP and Springboard.	Professional Learning	Tier 1	Implement	07/11/2016	06/28/2019	\$0	Building administrator, teachers
Teacher training on Math Intervention	Tier 2 and 3 students, students who are at risk or who are homeless will receive intervention support. Staff will provide instructional interventions to students demonstrating a need through data analysis and collaboration. Learning Coaches and Interventionists will help facilitate team meetings to ensure interventions align with classroom instruction. Teachers will be training in Math Recovery in K-7 buildings. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Academic Support Program, Professional Learning, Technology	Tier 3	Implement	09/02/2014	06/28/2019	\$0	Building principals, interventionists, teachers, learning coaches, K5 teachers involved in math recovery

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MTSS and supplementary support	Tier 2 and 3 students will receive intervention in small group settings or individual. Analyzing progress monitoring data and formative assessments will determine next steps in instruction. Tools to support intervention including but not limited to technological resources.	Academic Support Program, Technology	Tier 2	Getting Ready	08/01/2016	06/28/2019	\$0	All teaching and support staff
Student Enrichment Experiences	Students will have opportunities to participate in extended day enrichment activities in order to build the bond between students and school and provide all students the chance to develop skills and talents. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Academic Support Program	Tier 1	Getting Ready	08/01/2017	06/28/2019	\$0	Classroom and Special Education teachers, Learning Coaches, Paraprofessionals, Principal
Peer Assisted Learning Strategies	Staff will facilitate peer-assisted instructional activities planned in advance and based on material that has been taught. They will teach procedures and routines for working in pairs in advance. Peers will focus on structured language practice, reading and writing activities.	Other			09/04/2012	06/28/2019	\$0	Support Staff
KUD Unit Development	Staff will work during collaboration to develop unit KUDs before each unit where clear learning outcomes, aligned to standards, for what students will need to know, understand and be able to do are established. Staff will also identify gaps and methods of formative assessment based on KUD development.	Curriculum Development	Tier 1	Implement	08/29/2016	06/28/2019	\$0	Building administrator, teachers
Learning Coach Support	Learning Coaches, as part of their coaching plan with a teacher, will set indicators of progress toward the coaching goal focused on Tier 1 quality instruction and Tier 2 and 3 interventions. Using cognitive coaching practices, coaches will co-construct measurable goals with teachers aligned to principal created building learning coach plans. Principals will monitor the impact of coaching through walk through and student achievement data in relation to the coaching cycle goal.	Professional Learning	Tier 1	Implement	08/29/2016	06/28/2019	\$0	Building administrator, learning coach staff, teachers

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Implementation of MTSS and Student Progress Monitoring	K-7 will assess students 3 times per year with the first time being within the first 30 days of school. Teachers will identify students who exhibit reading deficiencies using MTSS criteria. Teachers will create individualized reading plans for at risk students within the first 30 days. Progress monitoring tools will be identified such as running records and comprehension interview. Guided reading and strategy groups will be a form of reading intervention. Teachers will be trained on Jan Richardson's guided reading model, running records and strategy groups.	Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/28/2019	\$0	All certified teachers and administrators
MTSS and supplementary support	Tier 2 and 3 students will receive intervention in small group settings or individual. Analyzing progress monitoring data and formative assessments will determine next steps in instruction. Tools to support intervention including but not limited to technological resources.	Academic Support Program, Teacher Collaboration, Technology	Tier 2	Implement	08/22/2016	06/28/2019	\$0	Building administrator, teachers