



# **School Improvement Plan**

**Turrill Elementary School**

**Lapeer Community Schools**

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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?**

Turrill Elementary School is a K-5 building with 19 classroom teachers, 2 center based special education classrooms, 2 special education teachers, and 2 interventionists that service roughly 480 students that come from a variety of rural and suburban locations. During the past four years Turrill has gone through a transformation that included becoming a year round elementary school that opened in 2012/2013. Through this reopening of Turrill as a year round elementary school there was a re-population of students with over 65 percent being new to Turrill, as well as a re-staffing process that resulted in a new principal and over 60 percent new staff to Turrill. Both staff and students came from around the district in this re-population. Families interested in attending Turrill used an application process to attend Turrill and staff used a staffing process where they had to choose to work at Turrill. The unique features and challenges that are associated with Turrill and the community it serves is the diverse population it educates. Due to students coming from all over the district there is a wide variety of economic differences as well as the location in which the students come from. Turrill continues to utilize an application and lottery process for repopulating kindergarten as well as an application and waiting list for first through fifth grade. Currently Turrill is at capacity at all but one grade level and has a waiting list for many other grades. Due to using an application process Turrill has an unique student population that stretches across all social and economic classes.

## **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.**

Turrill utilizes its balanced calendar and quality instruction to meet the needs of all students and prepare them for their future. Turrill works to achieve this success with students through the use of daily differentiated instruction and a quality RtI process embedded in the four questions of a PLC.

Turrill Year-Round Elementary School utilizes a research-based balanced calendar approach to teaching students and operating a kindergarten through fifth grade elementary school. Turrill Year-Round Elementary School is committed to equipping students with the tools they need for academic, personal and social achievement. Students and staff at Turrill reduce the traditional summer vacation by one month attending school in the month of August. The additional time spent in August is then spread out during the school year with additional breaks from the traditional classroom experience. The extra weeks off during the school year are filled with volunteer intersession weeks created around a theme. Students and staff are in school the same number of days as traditional schools. The title year-round comes from the classification from the state due to the start date prior to Labor Day. The development of academic, personal and social achievement for each individual student for their future is reached through using frequent collaboration to analyze student data to identify individual student needs for success. Through the use of collaboration all staff and stockholders have an opportunity to find the unique and individual needs of all students to ensure they are successful and will continue to be successful. Combining the use of collaboration and the balanced calendar, Turrill is able to meet the needs of the students ensuring success.

In addition to the calendar and collaboration Turrill meets the needs of all students through a detailed RtI schedule where students at all levels are seen for what they need most. During this daily time staff from all over the building are either meeting with students to ensure success in classroom goals, intervention of students who need additional support, or enrichment of students who need to be pushed to the next level. This daily time where students receive additional instruction supports the needs of all students' thorough daily differentiated instruction in all content areas and the use of reading and writing workshop and math problem solving.

Turrill embodies its purpose through its daily quality instruction as well as the detailed RtI plan and cycle to meet the needs of its students. Regardless of what the student needs, the Turrill staff is there to support them. With a continued focus on the four questions of a PLC, Turrill teachers are able to ensure the success of all students. Each grade level with the support of administration and support staff identify what they want students to learn, how they plan to assess what the students know, plan for support when students are learning, as well as plan for students who already know what they want them to learn.



## **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.**

During the past three years Turrill has shown growth in all academic areas represented in both state and local summative assessments as well as district and school formative assessments. During 2013/2014 school year Turrill displayed growth in many areas. Below is a summary of data points for Turrill.

- 86% of students were reading at grade level at the end of the 2014-15 school year compared to only 60% proficient at the start of the year.
- Significant increase in all genres of writing from pre to post prompt, with an average of 70 percent points growth.
- Significant increase in math achievement from pre to post assessments.
- Three year increased student achievement from 2011-12 to 2013-14 in both reading and math state assessment building cohort data.
- Continued performance level growth on both state and local assessments in math and reading.
- Increased student achievement in reading on state assessment from 32% proficient in 2011, 75% proficient in 2012, and 80% proficient in 2013.
- Increased student achievement in math on state assessment from 15% proficient in 2011, 26% proficient in 2012, and 43% proficient in 2013.
- 75% of assessments displayed students maintained, improved, or displayed a significant improvement on state assessments in reading and math.
- Above state, county, and district average on 2013 MEAP Reading in Third, Fourth, and Fifth grade
- 17% above state average in MEAP Fourth Grade Writing
- Highest percent proficient in district for MEAP Fourth Grade Writing
- Above state average for percent of students who Maintain, Improve, or Significantly Improve in 3 of 4 assessed areas on 2013 MEAP
- 79% of students Maintain or Improved reading levels from June 2013 to August 2014
- 44% of Turrill students reading above grade level entering into the third trimester of 2014
- 91% of students made it to grade level or made 1 ½ years of reading growth during the 2012/2013 school year
- Exceeding projected proficiency in reading and math in grades Third, Fourth, and Fifth for 2013 MEAP using MAP's projected proficiency

During the next three years continued increased in proficiency in all assessed areas is a goal but additionally continued growth on levels of proficiency from year to year is a goal. In every assessed area students need to maintain their growth or show improvement from year to year. In addition to state assessments the goal for Turrill is for all students to be reading at grade level or making 1 1/2 years of growth using the DRA2 assessment. In writing the goal for Turrill continues to be that all students will be proficient in writing or make at least a 10 point gain from the pre to the post writing assessments in narrative, informational, and persuasive writing in all grades. In addition to reading and writing in the area of math all students will reach 80% proficient on math post unit assessments or make a 20% point increase from pre to post assessment.

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## Additional Information

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

To assist in closing the achievement gap of our at-risk students the school improvement team is implementing a RTI (Response to Intervention) plan that ensures students are receiving the timely interventions needed to be successful in the classroom while making significant academic gains. Our RTI program uses the support of all teachers and support staff members to now use quality instruction and targeted interventions of all struggling students, rather than those just targeted because we are school wide. Those students who are identified either through formative or summative assessments needing support are then categorized as either yellow or red. The students who are yellow are those students who are less than one year behind and need assistance. When students are placed into this tier they receive the same quality instruction as their peers but their teacher also then sees them one additional time during the day. In addition to the one addition to the one extra hit of instruction from the teacher, a third hit of targeted instruction is then delivered in a small group setting outside of the core instruction that they were struggling in from a staff member. When students are identified as being yellow an intervention plan is written for that students and while they are receiving all the additional hits of targeted instruction the goal of the intervention plan is what is being taught. This focused instruction allows the students to have three additional hits of instruction a day. When students are then identified as red, or more than one year behind they receive everything that a yellow student would, but they also receive a fourth hit of instruction using the same goals from their intervention plan from a highly qualified staff member in a one-on-one or very small group using a research based intervention. When students are not identified as yellow or red, they are then classified as green or blue. Students who are green are those students who are at grade level and students who are classified as blue are above grade level. When yellow and red students are receiving their additional instruction the green and blue are working on additional activities to re-teach individual students or enrich where students are able to be pushed. Using this model of Rtl takes all of our students and utilizes formative and summative assessments so data can be collected and used to drive student learning. Our current format then takes the individual intervention plans and progress monitors them using student data. Every two to three weeks our interventions plans are evaluated and adjusted as needed. This monitoring and adjusting is completed during the weekly collaboration meetings between general educations, special education, and teachers. In September the base line data is collected for students and interventions start.

Our Rtl model also uses three different tiers of instruction. Tier one is what all students receive and is our quality instruction. This first tier is designed to use differentiated instruction daily using the workshop model to reach the academic goal of up to 80% or more of our students. During this quality instruction teachers are working as a whole group, guiding small groups, and working individually with students. Teachers have the opportunity to give students application time to practice the goals being delivered in the classroom. Tier 2 instruction is a second hit of instruction targeted at those students who are struggling with the goals of the classroom. This tier 2 instruction is intended for students who are identified at yellow or red. The tier 2 instruction is first delivered by the general education teacher outside of the core instruction and then is delivered a second time by a highly qualified staff member. The goal of the tier 2 instruction is to meet the goals of the classroom in a small group setting so the student can be successful during tier 1 instruction. Our Rtl model also has a tier 3. Tier 3 instruction is for our most at risk students. In order for our students to receive this they are more than one year behind and also receive their 1 and tier 2 instructions. Tier 3 is a very small group of no more than 3 students using a research based program. Tier 3 instruction is for our red students and offers them the additional support needed to make at least 1 ½ years of growth.

Our current program has the ability to impact all students, all teachers, and all parents. Because we identify students who need assistance by using formative and summative assessments while collecting data and collaborating about the data weekly, all students are continuously evaluated and monitored for growth. As soon as a student needs to receive additional assistance we have the ability to meet their needs. As the data is collected and monitored using weekly collaboration, all teachers are then involved in the creation and delivery of intervention plans. Because we currently use our RTI model to meet all students needs the events that we then hold after school as well as communities  
SY 2015-2016

through newsletters is sent to all families.

A final component to our plan is our ability to meet the enrichment needs of students who are classified as green or blue. During each school day core instruction stops as students are pulled into intervention groups. During this time when students are receiving interventions the green and blue students are then able to be pushed forward with their ability and understanding of the content. This additional time is when our staff is focused on answering the question, what am I going to teach if my students already know the content?

Our entire Rtl model is formed and driven by the four questions of a Professional Learning Community. These four questions allow the staff the opportunity to know what it is the students need to be successful and then find ways to meet each of their individual needs. By having the teams of teachers answer these four questions; Q1: What do we want students to learn? Q2: How will we assess what students know and can do? Q3: What is our plan for responding to students who aren't learning? Q4: What will we do if the students already know what we are teaching? Teams of teachers are continuously finding ways to meet the needs of all students, close the achievement gap, and ensure student learning within the curriculum.

# **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.**

To engage a variety of stakeholders in the development of the improvement plan we utilized various parent groups for meetings before, during, and after school hours. Additional information was collected as stakeholders offered information regarding the current programming and improvement plan as well as recommendations they would make for the future. Stakeholders spent time during previous years researching different models, visiting schools and programs, and discussing the needs for the school, which were discussed and used during parent meetings during the year. The parent perception survey as well as meeting the needs of all students continues to be a driving force. Stakeholders were selected and asked to be part of the process using the other parent groups as well as searching for a variety of individuals. Other stakeholders involved in the process were teachers from every grade level as well as certified teachers not in classrooms and itinerant teachers. Every aspect of the school community were invited and involved in the process. To accommodate the various groups of individual involved in the process, staff meeting time was devoted to developing plans and evaluating student data, as well as weekly collaboration to discuss whole class instruction and student data. To accommodate the various other groups meetings were scheduled for not only during the school day, but also after school and during other meetings to get as much involvement as possible. Each group of stockholders were involved in various aspects of the process. Each grade level used achievement data to create individual grade level plans. After grade level plans were developed additional instructional staff were involved in creating the plan and reviewing data and instruction to ensure it met the needs of all students. Stockholders not involved in the daily instruction of students were involved with reviewing the current curriculum and how it connects with their student, evaluating surveys to gather appropriate information, as well as sharing and reviewing of achievement data. During meetings stockholders were selected for roles that best suit their experiences as well as how they could best support the plan and process.

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

Various stockholders were involved in the process of creating the plan for Turrill Elementary School. As a staff, each teaching staff within the building had a part in either creating grade level plans, reviewing to ensure it met the needs of at risk students, meeting the needs of students needing enrichment, all students, as well as itinerant teachers. Classroom teachers created individual grade level plans. Special education teachers reviewed the plans to ensure it me the needs of their students. Learning coaches ensured that the plans met the needs of all students as well as close the achievement gap. Itinerant teachers found ways they could support each individual grade level plan as well as the entire school. In addition to the teaching staff the other stakeholders involved were parents and community members. Both the Parent Teacher Organization and Parent Advocacy Committee were involved as stakeholders in creating and evaluating the plan. The role of the community was to review the data, create additional survey questions, give a parent perspective to the current plan as well as how they feel informed regarding the current plan. Through direct and indirect conversations and meetings all stockholders had very clear responsibilities in the creation of the plan and process.

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

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The final improvement plan was communicated to stockholders through an annual parent meeting during the open house night the first week of school, the first Parent Teacher Organization meeting, the first Parent Advocacy Committee meeting, as well as through the first professional development with staff. Parent groups were given the opportunity to review the document but also review a condensed version and how it connects with what their child does every day. Each individual teaching staff was given a copy of the plan at the start of the year and then referenced through each PD and staff meeting and how it connects to their daily instruction. During the course of the year the progress of the plan is shared with all stockholders through PD with staff, data walls in the school, and parent meetings. These updates occur at the conclusion of each trimester as additional data is collected. Between the conclusion of each trimesters teaching staff shared their progress of students to meet the plans goals through weekly collaboration. Additional information is shared with parents through report cards and progress reports during the course of the year to display the students progress in meeting the plans goal. Because the plan is a direct connection the teaching and learning going on in the school the sharing of this progress is consistent with what is being done each day to meet the needs of all students and close the achievement gap.

# 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?**

In looking at the three year enrollment data the most challenging was when the building went over to a year-round or balanced calendar there was a wide variety of students that enrolled when we reopened as a year-round building. We have started to observe a shift in this enrollment and started to balance out with a variety of students.

### **Student Demographic Data**

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

In looking at the three year attendance data we have continued to stay consistent. When moving toward the balanced calendar as a year-round school we are not seeing an increase in attendance challenges. Even with our most at risk students in regards to attendance we are noticing a positive trend in their attendance.

### **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?**

In looking at our three year behavior data, the number of referrals, suspensions and expulsions have not been a challenge or identified as a challenge.

### **Student Demographic Data**

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

We are continuing to utilize a lottery system to populate students at our year-round school which continues to be a positive action to address the previous challenge of demographic data. This lottery system allow students from around the district from all demographic areas the opportunity to attend Turrill giving our population a wide variety in regards to student demographic.

### **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?**

Administration at Turrill elementary spent 7 years as an elementary teacher and this is his sixth year as an elementary administrator. The experience of administration may have a positive impact on student achievement due to the combination of both an educator and

administrator.

**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?**

There is a wide variety of teaching experience withing the teaching experience of the 32 teachers within the building. This variety ranges from third year teachers all the way to thirty plus year teachers. This variety may impact student achievement in a positive way as the variety of teaching years is spread out across all levels giving each team not only an experienced perception of education, also a new view on looking at education and student learning.

**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?**

During the past year administration was out of the building less than five times for illness less than 10 days for school business due to professional learning. The impact of this if any would be minimal due to the low number of days absent as well as multiple systems and procedures set up to ensure student success and building stability.

**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?**

With being on a balanced calendar teachers have more frequent breaks during the traditional school year for both professional learning as well as for scheduling appointments. Due to this factor as well as potentially other factors the number of days for professional learning and or illness did not have an impact on student achievement.

**Teacher/School Leader(s) Demographic Data**

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

One action step that has been taken to ensure teacher leader demographics has been having teachers from multiple levels get involved at a district level for initiatives and curriculum work.

## **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 areas of strength after review the self assessment were instruction, instructional leadership, organizational management, professional learning culture, professional learning system, communication, and engagement. All of these areas were considered a strength due to having full implementation ratings from stakeholders on average.

### **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?**

None of the standards would be considered a challenge, but in the area of assessment and culture for learning stakeholders only rated the building as partial implementation.

### **12. How might these challenges impact student achievement?**

In the area of assessment there was area for growth with indicator J: student involvement in the assessment process. This area was rated as partial as staff is working toward this in their classroom. This may have some impact on student achievement as students need to have more of an impact on the assessments so they are aware of the expectations for their learning.

### **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.**

In the SIP plan there are clear areas for all goals to increase student engagement. This increase in engagement includes ensuring students are aware of the learning goals and work to assist in the creation of assessments.

### **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?**

During the course of the year we utilize our data collection for both academic as well as other forms of data to ensure that students within our 31a funding have access to extended learning opportunities. In addition to the daily RtI that takes place during the school day for these students identified, we also utilize before and after school interventions. For both the during the school day as well as outside of the school day, the use of 31a documentation is used to ensure opportunities are offered for intervention groups.

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

We utilize a before and after school program targeted towards students in multiple grades with a focus on 31a students in grades 3-5. These programs include multiple forms of text as well as research based programming to support students. These programs run in cycles and are offered 3-5 days per week.

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

Students are identified using 31a documentation and qualifications. Families are notified of these opportunities through sending home parent letters as well as phone contact.

**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?**

Evidence that I have to support the use of state content standards are being implemented with fidelity as well as horizontal and vertical alignment would be walk through data, classroom observations, collaboration observations, as well as teacher lesson plans.

**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.**

NA

## **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**

Reading strengths during 14/15 school year include increasing the percent proficient from 60% at the start of the school year to 86% at the end of the school year. 93 students began the school year significantly below grade level at the start of the year and 34 students ended the year significantly below grade level. At the conclusion of the school year 190 students were above grade level, 180 students at grade level, 33 slightly below grade level, and 34 students significantly below grade level.

### **19b. Reading- Challenges**

Within the school population a challenge that we face is the students that enter our building transient are drastically below grade level when they enter into the school. This poses a challenge for staff as these new students enter at a level that is below grade level and we have little information regarding previous interventions or progress.

### **19c. Reading- Trends**

During the past four years we have seen a positive trend in our reading data with both state and local assessments displaying a growth in the percent of students either making it to grade level or showing more than one years growth. If students are not proficient in their reading we are noticing a trend that they are closing their gap to being at a proficient level.

**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.**

Through the use of quality whole class instruction as well as targeted during and after school interventions we will continue to address the challenges associated with reading. By focusing on both whole class quality instruction we will continue to meet the needs of all our students as well as those below grade level. Our during school interventions will continue to have a focus on whole class learning targets to ensure students are working toward the whole class goal. In addition to the during the school day interventions our before and after school interventions will support those students needing additional support in various grades while meeting the criteria of an intervention.

**20a. Writing- Strengths**

During the course of the school year we are noticing a growth in student writing to be either proficient or making a significant amount of growth from pre to post writing assessment. Using informational, narrative, and opinion writing prompts, students increased in the percent proficient with a percent proficient increase of 65%.

**20b. Writing- Challenges**

A challenge with our writing is supporting our struggling writers as these writers are also below within their reading achievement. Because of the correlation between reading and writing there is a direct connection between our at risk readers and at risk writers.

**20c. Writing- Trends**

As we see our number of students proficient in reading increase we are also noticing an increase in the level of achievement in writing on post prompts as well. This increase in their writing achievement still needs additional growth, but the trend is a positive.

**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.**

Through the use of whole class instruction as well as interventions we are working to support the challenges with our students and their writing. This is directly connected to the school improvement plan through the differentiating of whole class instruction as well as using reading recovery and guided reading to support students with their writing with working in reading interventions. These interventions have a significant impact not only on the students reading, but also their writing.

### **21a. Math- Strengths**

Last year we adopted a new math curriculum. This new curriculum pushed the students to higher level thinking and solving problems. In addition to the observable strengths, there also a significant increase in the percent of students proficient from the pre to the post assessment in all units of study and grade levels. The percent proficient from pre to post test had an average of 50% increase with no post assessment being below 60% proficient.

### **21b. Math- Challenges**

The challenges that were faced last year were consistent with those when adopting a new curriculum. These challenges included pacing, materials, as well as understanding of the new curriculum. In addition to these challenges filling in the gaps in student prior knowledge continues to be a challenge.

### **21c. Math- Trends**

We are noticing a positive trend in math achievement in all assessments including state and local. In addition to the increase in student achievement, students are also able to explain their thinking while becoming problem solvers.

### **21d. Math- Summary**



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**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.**

Through the use of our school improvement plan we will utilize not only the whole class differentiated instruction, grade levels will continue to utilize collaboration to ensure they are aware of what is expected within each unit of study as well as what their students need to get to this learning. This collaboration includes the creation of essential learning's and using data to drive their instruction.

### **22a. Science- Strengths**

Due to an increase in student reading levels, we are noticing increases in our students abilities in science.

### **22b. Science- Challenges**

A challenge in science is a lack of student data to drive instruction.

### **22c. Science- Trends**

We continue to have low state assessments, but due to a shift to the M-Step we are missing one of our data points. Prior to this we were showing a slight increase in student achievement.

### **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.**

Through the use non-fiction reading, we will continue to utilize the SIP plan to ensure that students have access to books regarding the science content at their individual reading level.

### **23a. Social Studies- Strengths**

Due to the increase in reading achievement, we are noticing an increase in our students social studies achievement.

**23b. Social Studies- Challenges**

At this point we don't have any challenges.

**23c. Social Studies- Trends**

Due to an increase in reading, we are noticing an increase in our social studies achievement.

**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.**

Through the use non-fiction reading, we will continue to utilize the SIP plan to ensure that students have access to books regarding the social studies content at their individual reading level.

## **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?**

Students feeling they are successful and welcome in their classrooms.

### **24b. Student Perception Data**

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

There were no areas that were drastically lower than others.

### **24c. Student Perception Data**

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

We will continue with our PBIS model to support all students.

### **25a. Parent/Guardian Perception Data**

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

The highest area in regards to parent surveys would be that Turrill provides a safe environment for their child's learning.

### **25b. Parent/Guardian Perception Data**

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

There we no overall areas rated as the lowest, but we are still working to ensure the office environment is one that is welcoming for all visitors. This was an area addressed in previous years perception data.

**25c. Parent/Guardian Perception Data**

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

Actions that will be taken to improve the overall office experience will be continued office communication as well as clear expectations.

**26a. Teacher/Staff Perception Data**

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

The highest level of satisfaction among staff/teachers was the consistent direction with the building and it's goals/initiatives.

**26b. Teacher/Staff Perception Data**

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

The overall lowest level of satisfaction among teachers/staff was the lack of responsiveness at a central office level due to the calendar differences. Staff feel that they are not taken into account with curriculum, resources, and changes all curriculum/assessment topics.

**26c. Teacher/Staff Perception Data**

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

Action steps being taken to support staff with this is the building level administration working to support teachers and staff by becoming more active with central office and changes.

**27a. Stakeholder/Community Perception Data**

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

Stakeholders and the community feel that the balanced calendar that is used at Turrill was their highest level of satisfaction as they feel it supports the needs of students.

**27b. Stakeholder/Community Perception Data**

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

The area that was the lowest level of satisfaction was continuing to increase their involvement in the building to support students and staff.

**27c. Stakeholder/Community Perception Data**

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

Continuing to hold monthly meetings at various times of the day to ensure that as many stakeholders as possible are able to attend and have input on the progress of the building as well as offer ideas/options about improving our overall building and its programming.

## **Summary**

### **28a. Summary**

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

Overall all four data points show significant strengths as students achievement data is on the rise, perception data displays an overall satisfaction in the building and how it's meeting student needs. as well as the students overall perception of their education. We continue to notice a shift in our demographic data with our lower elementary students being but different than our upper elementary students. This demographic shift is a challenge that as a staff we are meeting through the use of effective collaboration. Regardless of any challenge, the use of our balanced calendar with a quality academic program we are meeting the needs of all of our students while supporting the needs of our families and stakeholders.

### **28b. Summary**

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

With our upper elementary students being more at risk than our lower elementary students one challenge is making sure we are getting our students for their next level of education. This shift in our demographic data is one that will change in the next five years as our student population will continue to change.

### **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?**

As a building we have significantly closed our achievement gap utilizing our whole class strategies in reading, writing, and math as well as our strategies to meet those students not proficient. To continue this growth we will continue to utilize not only similar goals but also our collaboration that ensures that we are using data to drive our instruction. This data driven decisions include whole class decisions, reteaching, interventions, and enrichment.

# **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
	Literacy and math are tested annually in grades 1-5.	Yes	Students in 1-5 grades are tested annually using trimester assessments in both math and literacy. These assessments are district assessments including the DRA2, writing prompts, MAPS assessments, as well as common assessments.	

Label	Assurance	Response	Comment	Attachment
	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.	Yes	<a href="http://turrill.lapeerschools.org/UserFiles/Servers/Server_3098807/Image/AER%20Cover%20Letter%2015-16-Turrill.pdf">http://turrill.lapeerschools.org/UserFiles/Servers/Server_3098807/Image/AER%20Cover%20Letter%2015-16-Turrill.pdf</a>	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	We don't have 8th grade students in our building.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	We are not a school with 8th grade students with EDP's.	

Label	Assurance	Response	Comment	Attachment
	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		

# School Improvement Plan

Turrill Elementary School

Label	Assurance	Response	Comment	Attachment
	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	Kim Seifferly, Executive Director for Human Resources, 250 Second Street Lapeer MI 48446 US Phone (810) 667-2401   Fax (810) 667-2411	

Label	Assurance	Response	Comment	Attachment
	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		

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Compact

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

# **Turrill School Improvement Plan**

## **Overview**

### **Plan Name**

Turrill School Improvement Plan

### **Plan Description**

2013/2014 School Improvement Plan

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Turrill Students will become proficient readers.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$0
2	All students at Turrill Elementary School will become proficient Writers	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$0
3	All students at Turrill Elementary School will become proficient in Mathematics	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$0

## Goal 1: All Turrill Students will become proficient readers.

### Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth 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 of grade level or make 1 1/2 years of growth in Reading by 06/13/2014 as measured by DRA2 assessment.

### Strategy 1:

Differentiate instruction using Readers Workshop. - All certified staff will implement Reader's Workshop to meet the individual needs of all students.

Research Cited: "Assisting Students Struggling with Reading; Respose to Intervention and Multi-Tier Intervention in the Primary Grades" (2009). National Center for Educational Evaluation and Regional Assistance.

Bagl, K., Kaiser, K., Long, J., Roemer, J. Improving Reading Comprehension and Fluency Through the Use of Guided Reading. Chicago: Saint Xavier University and IRI/Skylight Professional Development, 2007.

Hewitt, C., Niego, J., Van Ryn, Susan. Improving Low Reading Skills through the Use of Reader's Workshop. Mount Prospect: Saint Xavier University and IRI Skyliight, 1996.

King, Ray, Torgesen, J. (2000). Improving the Effectiveness of Reading Instruction in One Elementary. Tallahassee: Florida Center for Reading Research.

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.

Growing Readers: Units of Study in the Primary Classroom. Collins, Kathy. Stenhouse Publishers.

Guiding Readers and Writers, Grades 3-6. Fountas,Irene C; Pinnell, Gay Su.2001, Henemann Publishers, Portsmouth, NH.

Using Reading Workshop to Inspire Lifelong Readers. Lause, Julie.English Journal, v93 n5 p24 May 2004.

Tier:

Activity - Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Turrill Elementary School

All certified staff will participate in a data analysis review through the course of the year to analyze data from DRA2, MLPP assessments, state data, conference notes, classroom observations, and essentials. This will also be an opportunity to ensure those students who are at risk are receiving the additional support to meet each student's individual needs and plan differentiated instruction to support all tiers of students. These half days, three to four a year, will be an extension of the weekly collaboration of certified staff where the same data is analyzed using a collaboration process. All at risk students will then be placed into intervention groups based on their individual needs supported by all certified staff.	Professional Learning			08/05/2013	06/06/2014	\$0	Section 31a	All certified staff. Classroom teachers, special education teachers, and interventionists
<b>Activity - Professional Development on the components of Readers Workshop and the implementation into all certified classrooms.</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All certified staff will participate in professional development where the four major areas of Readers Workshop will be discussed and how to implement with fidelity to meet 80% of our students. Certified staff will have an opportunity to see how the structure of mini-lessons, conferencing with groups, and conferencing with individual students, independent work time, and sharing out can support the needs of all readers.	Professional Learning			08/09/2013	06/13/2014	\$0	Section 31a	All certified staff. Classroom teachers, special education teachers, and interventionists.
<b>Activity - Readers Notebooks will be used by all students to keep track of their reading and thinking during daily independent reading that is working toward the classroom instructional goal.</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Certified staff will give students composition notebooks to be used as reader's notebooks. These notebooks will be used as a tool for students to keep track of mini-lessons, instructional goals, components of their independent reading, and a location for each student to share their thinking about the Just Right Text they are reading. These notebooks will also serve as a tool to conference with students, assess students, and creating interventions for students.	Academic Support Program			08/09/2013	06/13/2014	\$0	Section 31a	All classroom teachers in grades kindergarten through fifth grade as well as special education teachers.
<b>Activity - DRA2, MLPP, and Word Study assessments and tools will be used to support the work of Readers Workshop through comprehension, word and recognition and sounds, as well as word patterns.</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## School Improvement Plan

Turrill Elementary School

All certified staff will use and document DRA2, MLPP (K-2) and word study assessments to support the work that they are doing to meet the individual needs of students and increase student learning within Reader's Workshop. These support tools will assist teachers with the assessment, instruction, and progress monitoring of each student. Certified teachers and collaborating teams will then be able to assess student data and plan for effective instruction that meets the individual needs of students in Reader's Workshop.	Policy and Process			08/09/2013	06/13/2014	\$0	Section 31a	All certified staff including classroom teachers, special education teachers, and intervention ists.
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### Strategy 2:

Supplementary instruction: - Interventionists, general education, and special education staff will be assigned skill groups and students according to proficiency skills based on DRA2, essentials, classroom observations, and conference notes to provide supplemental instructions.

Research Cited: Hewitt, Neigo and VanRyn. Improving Low Reading Skills Through the Use of Reader's Workshop - Action Research Project.

Fountas, Irene C., and Pinnell, Gay Su, "When Readers Struggle: Teaching That Works.", 2009

Burns, Matthew K., and Gibbons, Kimberly, "Implementing Response-to-Intervention in Elementary and Secondary Schools: Procedures to Assure Scientific-Based Practices / Edition 1", 2008

Gunn, Barbara; Smolkowski, Keith; Biglan, Anthony; Black, Carol; Blair, Jason. Fostering the Development of Reading Skill Through Supplemental Instruction: Results for Hispanic and Non-Hispanic Students. Journal of Special Education, v39 n2 p66-85 Sum 2005.

Gentry, Ruben; Windfield, Glenda. Response to Intervention--See Johnny Run Online Submission, Paper prepared for the Annual CEC Conference (Jackson, MS, Feb 18-19, 2010).

Bianco, Sharon Davis. Improving Student Outcomes: Data-Driven Instruction and Fidelity of Implementation in a Response to Intervention (RTI) Model. Teaching Exceptional Children Plus, v6 n5 Article 1 Jun 2010.

Tier:

Activity - Interventionist's staff will use intervention time outside of daily reading instruction to support struggling students identified through the DRA2, MLPP assessments, classroom observations, conference notes, and essentials. Interventionist's staff will	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



## School Improvement Plan

Turrill Elementary School

Informational texts will be purchased to support the science and social studies content areas from kindergarten through fifth grade. Students that are then given additional reading support will receive the content support needed to be successful in all content areas including science and social studies. This additional content reading will take place using the Interventionists staff during weekly and daily intervention times.	Academic Support Program			08/09/2013	05/09/2014	\$0	Section 31a	Interventionist's
<b>Activity - PD on Tiers and Guided Reading:</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Certified staff will be offered professional development on how to use guided reading and conferencing to meet the individual needs of at risk readers. Certified staff will use the expectations from units of study, GLCE's, Common Core, and essentials to identify guided reading activities and conference ideas to support students. This professional development will also be an opportunity to assist general education teachers with techniques and skills to meet the students who are in special education as well as students who are more than one year behind or our Tier 3/Red students.	Academic Support Program			08/09/2013	06/06/2014	\$0	No Funding Required	All certified staff including classroom teachers, special education teachers, and interventionists

### Strategy 3:

Increase Parent Involvement - Families will be invited to several evening events to support the Readers Workshop taking part in the general and special education classrooms. During these 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 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 resources, ideas, and information to support students in all tiers from the at-risk to the enrichment. 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.

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Turrill Elementary School

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:

Activity - Parent Involvement	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 Readers Workshop on the key components of workshop, reading strategies, and resources to support all readers at home.	Community Engagement			09/13/2013	05/16/2014	\$0	No Funding Required	All certified staff including classroom teachers, special education teachers, administrators, and interventionists

## Goal 2: All students at Turrill Elementary School will become proficient Writers

### Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth 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 through a prompt in Writing by 06/13/2014 as measured by minimum score of 12 points based on a 15 point rubric or demonstrate 6 points of improvement by the end of the 3 trimester on both informational and narrative prompts..

### Strategy 1:

Differentiate instruction using Writing Workshop. - All certified staff will implement Writers Workshop to meet the individual needs of all students. Teachers will implement differentiated instruction using writing workshop to meet the needs of all students as well as support students who are displaying areas of concern. Teachers will utilize writer's notebooks, meeting areas, conferences, as well as units of study to support this instruction. Grade level collaboration time will be dedicated towards making decisions to meet the individual needs of students through using both formative and summative data to make decisions regarding whole class instruction, re-teaching, interventions, as well as enrichments of students.

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

Activities that engage students in the context of grammar usage to help students to develop competency skills in their writing. (Adams 1990; Allington 1994; Chall 1967,

## School Improvement Plan

Turrill Elementary School

1983; Clay 1991; Farrell 1991; Lyons, Pinnell, and Deford 1993; Palincsar and Brown 1985; Rosenshine and Stevens 1984; Snow, Burns, and Griffin 1998.)

Stressing the processes of composing (planning, drafting, revising, sharing and publishing) contributes to improved competence in writing. (Bangert-Drowns 1993; Bereiter

Fletcher, Ralph, "A Writer's Notebook", 1996

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

Calkins, Lucy, "The Art of Teaching Writing", 1994

Tier:

Activity - Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff will participate in a data analysis review through the course of the year to analyze data from writing prompts, spelling inventory MLPP assessments, state data, conference notes, classroom observations, and essentials. This will also be an opportunity to ensure those students who are at risk are receiving the additional support to meet each student's individual needs and plan differentiated instruction to support all tiers of students. Weekly collaboration of certified staff where the same data is analyzed using a collaboration process is where the decisions regarding writing workshop will be made. All at risk students will then be placed into intervention groups based on their individual needs supported by all certified staff.	Professional Learning			08/09/2013	06/13/2014	\$0	Section 31a	All certified staff including classroom teachers, interventionists, special education teachers, and administrators.

Activity - Professional Development on the components of Writers Workshop and the implementation into all certified classrooms.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff will participate in professional development where the four major areas of Writers Workshop will be discussed and how to implement with fidelity to meet 80% of our students. Certified staff will have an opportunity to see how the structure of mini-lessons, conferencing with groups, and conferencing with individual students, independent work time, and sharing out can support the needs of all writers. (Could also be a point to set up Lab classrooms)	Professional Learning			08/09/2013	06/06/2014	\$0	No Funding Required	All certified staff including classroom teachers, interventionists, special education teachers, and administrators.

## School Improvement Plan

Turrill Elementary School

Activity - Writers Notebooks will be used by all students to keep track of their writing and thinking during daily independent writing that is working toward the classroom instructional goal.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified staff will give students composition notebooks to be used as writer's notebooks. These notebooks will be used as a tool for students to keep track of mini-lessons, instructional goals, components of their independent writing, and a location for each student to meet the deadlines of Writer's Workshop. These notebooks will also serve as a tool to conference with students, assess students, and creating interventions for students while the students use them daily to collect entries around the district unit of study, GLCE's, and Common Core while moving through the writing process.	Direct Instruction			08/09/2013	06/13/2014	\$0	Section 31a	All certified staff including classroom teachers, interventionists, special education teachers, and administrators.

Activity - Narrative and Informational Prompts as well as, MLPP, and Word Study assessments and tools will be used to support the work of Writer's Workshop through data analysis to support the individual needs of students.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff will use Narrative and Informational district writing prompts, MLPP (K-2), and word study assessments to support the work that they are doing to meet the individual needs of students and increase student learning within Writer's Workshop. These support tools will assist teachers with the assessment, instruction, and progress monitoring of each student. Certified staff and collaborating teams will then be able to assess student data and plan for effective instruction that meets the individual needs of students in Writer's Workshop. A district timeline will state the timeframe for each of the two types of prompts per grade level.	Direct Instruction			08/09/2013	06/13/2014	\$0	Section 31a	All certified staff including classroom teachers, interventionists, special education teachers, and administrators.

### Strategy 2:

Supplementary instruction - Interventionists, general education, and special education staff will be assigned skill groups and students according to proficiency skills based on prompt data, essentials, classroom observations, and conference notes to provide supplementary instruction to each groups and individual student's needs.

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

Writing Workshop: The essential guide. Flether, Ralph & Portalupi, JoAnn. Heinemann, September 14,2001.

What Really Matters in Response to Intervention: Research Based Designs. Allington, Richard L. Allyn & Bacon, 2008.

Ray,-Katie-Wood TI: The Writing Workshop: Working through the Hard Parts (And They're All Hard Parts).2001. National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801.

# School Improvement Plan

Turrill Elementary School

Tier:

Activity - Writing Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionist's staff will use intervention time outside of daily writing instruction to support struggling students identified through the Informational and Narrative writing prompts, MLPP (K-2) assessments, classroom observations, conference notes, and essentials. Interventionist's staff will also support at risk students during daily classroom instruction in the general education classroom. Students who are at risk in writing will not be pulled out of writing time. Through the use of intervention time, Interventionists staff will be assigned to individual students and or groups of students who are in Tier 2 and Tier 3 to meet individual student's needs. This assigning of staff to students in Tiers 2 and 3 will take place at the start of the year after data is collected and then be adjusted periodically through the course of the year. Students in grades kindergarten through second grade will have their interventions adjusted every 3 to 4 weeks depending on the intervention. Students in grades third through fifth will then have their interventions adjusted every 4 to 5 weeks. This writing of interventions and assigning of staff will take place during half day collaboration times as well as weekly collaboration times. This additional time with students will be a component of our Progress Monitoring to assign Interventionists staff to students in Tier 2 and Tier 3. Students who are at risk in multiple areas will be looked at during the collaboration time to seek connection between instructional goals related to; developing knowledge, applying knowledge, skills, habits or patterns or behavior and/or attitudes. The interventions will be for the most at risk area of need.	Academic Support Program			08/09/2013	05/30/2014	\$0	Section 31a	All certified staff including classroom teachers, interventionists, special education teachers, and administrators.

Activity - Writing Interventions - Cross Content	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff will support writing instruction through the use of science and social studies content and science and social studies GLCE's to support at risk writers using texts at their appropriate reading level based on the DRA2 to support their informational writing. writing support) Informational texts will be purchased to support the science and social studies content areas from kindergarten through fifth grade. Students that are then given additional writing support will receive the content support needed to be successful in all content areas including science and social studies. This additional content reading and writing will take place using the Interventionists staff during weekly and daily intervention times.	Academic Support Program			08/16/2013	06/06/2014	\$0	Section 31a	All certified staff including classroom teachers, interventionists, special education teachers, and administrators.

## School Improvement Plan

Turrill Elementary School

Activity - Professional Development on Tiers and Scoring of Informational and Narrative Prompts:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified staff will be offered professional development on how to score informational and narrative prompts. During this scoring professional development teachers will also have the opportunity to view the different levels of Tiers and what is expected for each tier. This professional development will also be an opportunity to assist general education teachers with techniques and skills to meet the students who are in special education as well as students who are more than one year behind or our Tier 3/Red students.	Professional Learning			08/09/2013	06/06/2014	\$0	No Funding Required	All certified staff including classroom teachers, interventionists, special education teachers, and administrators.

### Strategy 3:

Increase Parent Involvement with Writing Workshop - Increase parent involvement with the support of Writing Workshop. Families will be invited to several evening events to 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 as well as sign in sheets and newsletters from Interventionists. Additional activities will also be planned including after school interventions and how the work done in the classroom to support students connects with assessments and report cards.

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

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:

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

Turrill Elementary School

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 several evening events to 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 as well as sign in sheets and newsletters from Interventionists.	Parent Involvement			09/12/2013	06/01/2014	\$0	No Funding Required	All certified staff including classroom teachers, interventionists, special education teachers, and administrators.
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### 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, 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 with problem solving in Mathematics by 06/13/2014 as measured by scoring 80% or higher using district trimester post assessments or MAPs post assessment or demonstrate a 20% point increase from the pre to post assessment in grades kindergarten through fifth grade. .

#### Strategy 1:

Differentiated quality classroom instruction focusing on problem solving skills. - All classroom and special education teachers will teach using quality classroom instruction focusing on real life problem solving skills and applications using Differentiated instruction for mathematics. Students will work to learn how to solve math problems using a variety of strategies across content areas. Students will also work to explain and defend their answer as well as how they reached their answer.

Research Cited: Focusing instruction on the meaningful development of important mathematical ideas increases student learning. (Aubrey 1997; Brounell 1045, 1947; Carpenter et al. 1998; Cobb et al. 1991; Fuson 1992; Good, Grouws, and Ebmeier 1983; Hiebert and Carpenter 1992; Hiebert et al. 1997; Heibert and Wearne 1996; Kamii 1985, 1989, 1994; Knapp, Shields, and Turnbull 1995; Koehler and Grouws 1992; Skemp 1978; Van Engen 1949; Wood and Sellers 1996, 1997.)

Teaching that incorporates students' intuitive solution methods can increase student learning, especially when combined with opportunities for student interaction and discussion. (Boaler 1998, Carpenter et al. 1988; Carpenter et al. 1989; Carpenter et al. 1998; Cobb et al. 1991; Cobb, Yackel, and Wood 1992;

Cognition and Technology group 1997; Fennema et al. 1993; Fennema et al. 1996; Fennema, Carpenter, and Peterson 1989; Hiebert and Wearne 1993, 1996; Kamii 1985, 1989, 1994; Stigler et al. 1999; Stigler and Hiebert 1997; Wood et al. 1993; Wood, Cobb, and Yackel 1995; Yackel, Cobb, and Wood 1991.)

Using small groups of students to work on activities, problems, and assignments can increase student mathematical achievement. (Cohen 1994; Davidson 1985; Laborde 1994; Slavin 1990, 1995; Webb 1991, Troper, and Fall 1995; Yackel, Cobb, and Wood 1991.)

Whole-class discussion following individual and group work improves student achievement. (Ball 1993; Cobb, Wood, Yackel, and McNeal 1992; Wood 1999.)

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Teaching mathematics with a focus on number sense encourages students to become problem solvers in a wide variety of situations and to view mathematics as a discipline where thinking is important. (Cobb et al. 1991; Greeno 1991; Kamii 1985, 1989, 1994; Markovits and Sowder 1994; Reys et al. 1991; Reys and Barger 1994; Sowder 1992a, 1992b.)

Tier:

Activity - PD focusing on using problem solving to introduce and model math concepts:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education and special education teachers will be involved in professional development on the implementation of problem solving to teach, introduce and model math concepts aligned to GLCE's, Common Core, and units of study as well as the implementation and use of Understanding Math.	Professional Learning			08/09/2013	06/01/2014	\$0	Section 31a	All certified staff including classroom teachers, special education teachers, interventionists, and administration.
Activity - Math problem solving notebooks for all students:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student will receive a composition notebook that will be used in daily lessons for students to work through problems solvers that connect with the math GLCE's, Common Core, and units of study. These notebooks will also be used to take notes during math instruction as well as daily practice and application.	Academic Support Program			08/09/2013	06/13/2014	\$0	Section 31a	All certified staff including classroom teachers, special education teachers, interventionists, and administration.
Activity - Supplementary problem solving supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



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All certified staff will be given problem solving resources to support the implementation of real-life problem aligned to GLCE's, Common Core, applications for tablets, and district units of study.	Technology			08/23/2013	06/06/2014	\$0	Section 31a	All certified staff including classroom teachers, special education teachers, interventionists, and administration.
<b>Activity - Math manipulative supporting real-life applications: Interventionist Instructional Supplies</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All certified staff will have the ability to purchase math manipulative to support the implementation of problem solving in the classroom and units of study moving towards the implementation of Common Core Standards.	Direct Instruction			09/13/2013	04/03/2014	\$0	Section 31a	All certified staff including classroom teachers, special education teachers, interventionists, and administration.

### Strategy 2:

Supplementary Instruction and support for at risk students in mathematics - All certified staff will use the collaboration time and data from both summative and formative assessments to make decisions regarding supplemental instruction for students who are not performing or meeting expectations in math problem solving. After students are identified regarding needing this additional support intervention plans will be created and delivered daily. Students who are below grade level or not meeting expectations will receive 1-3 additional hits of instruction to either master the content they are struggling in or receive support to master the foundation knowledge to be successful. Intervention plans will be updated based on student mastery and certified staff will meet weekly during collaboration to evaluate and prepare for interventions.

Research Cited: Gersten, R., Beckman, S., Clarke, B., Foegen, A., Marsh, L., Star, J.R., & Witzel, B. (2009). "Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools." National Center for Education Evaluation and Regional Assistance: 1-91.

Grimes, Kinberly and Stevens, Dannelle (2009). "Glass, Bug and Mud: A Self-assessment System Enables Teachers to Differentiate Elementary Mathematics Instruction, Which Boosts Both Students Learning and Students' Sense of Themselves as Mathematicians," Gale Cengage Learning.

Riccomini, Paul J. Response to Intervention in Math. Corwin Press (December 28, 2009). VanDerHeyden, Amanda (2009). "RTI and Math Instruction," Education

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Research and Consulting, Inc.

Grade Three: Math Concepts/Applications. Case Study National Center on Student Progress Monitoring, 2008.

Tier:

Activity - Intervention Support for Mathematical Problem Solving	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionist staff will use intervention time outside of daily math instruction to support struggling students identified through the district unit assessments, classroom observations, and essentials. Interventionist staff will also support at risk students during daily classroom instruction in the general education classroom. The interventions are directed at developing one or more of the following: Knowledge, the ability to apply knowledge, skills, habits or patterns of behavior, and/or attitudes.	Academic Support Program			08/16/2013	06/06/2014	\$0	Section 31a	All certified staff including classroom teachers, special education teachers, interventionists, and administration.

### Strategy 3:

Parental Involvement - All certified staff will support the application and support for problem solving through supplies, training, and or resources in order to deepen parent and student understating of the link between math concepts and life through family evening events: Interventionist Parent Involvement.

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:

Activity - Parent Involvement Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Families will be invited to take part in an evening event to support the problem solving teaching taking part in the general and special education classrooms. 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 and or resources to support these goals, interventions, and enrichment instruction. Events for families will be moving through stations and receiving information, materials, as well as getting answers to their instructional questions while reviewing assessments.	Parent Involvement			08/16/2013	06/06/2014	\$0	No Funding Required	All certified staff including classroom teachers, special education teachers, interventionists, and administration.
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PD on Tiers and Guided Reading:	Certified staff will be offered professional development on how to use guided reading and conferencing to meet the individual needs of at risk readers. Certified staff will use the expectations from units of study, GLCE's, Common Core, and essentials to identify guided reading activities and conference ideas to support students. This professional development will also be an opportunity to assist general education teachers with techniques and skills to meet the students who are in special education as well as students who are more than one year behind or our Tier 3/Red students.	Academic Support Program			08/09/2013	06/06/2014	\$0	All certified staff including classroom teachers, special education teachers, and interventionists
Professional Development on Tiers and Scoring of Informational and Narrative Prompts:	Certified staff will be offered professional development on how to score informational and narrative prompts. During this scoring professional development teachers will also have the opportunity to view the different levels of Tiers and what is expected for each tier. This professional development will also be an opportunity to assist general education teachers with techniques and skills to meet the students who are in special education as well as students who are more than one year behind or our Tier 3/Red students.	Professional Learning			08/09/2013	06/06/2014	\$0	All certified staff including classroom teachers, interventionists, special education teachers, and administrators.
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.	Community Engagement			09/13/2013	05/16/2014	\$0	All certified staff including classroom teachers, special education teachers, administrators, and interventionists

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Parent Involvement Activities	Families will be invited to take part in an evening event to support the problem solving teaching taking part in the general and special education classrooms. 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 and or resources to support these goals, interventions, and enrichment instruction. Events for families will be moving through stations and receiving information, materials, as well as getting answers to their instructional questions while reviewing assessments.	Parent Involvement			08/16/2013	06/06/2014	\$0	All certified staff including classroom teachers, special education teachers, interventionists, and administration.
Parent Involvement in Writing Workshop	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 several evening events to 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 as well as sign in sheets and newsletters from Interventionists.	Parent Involvement			09/12/2013	06/01/2014	\$0	All certified staff including classroom teachers, interventionists, special education teachers, and administrators.
Professional Development on the components of Writers Workshop and the implementation into all certified classrooms.	All certified staff will participate in professional development where the four major areas of Writers Workshop will be discussed and how to implement with fidelity to meet 80% of our students. Certified staff will have an opportunity to see how the structure of mini-lessons, conferencing with groups, and conferencing with individual students, independent work time, and sharing out can support the needs of all writers. (Could also be a point to set up Lab classrooms)	Professional Learning			08/09/2013	06/06/2014	\$0	All certified staff including classroom teachers, interventionists, special education teachers, and administrators.

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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<p>Math problem solving notebooks for all students:</p>	<p>Each student will receive a composition notebook that will be used in daily lessons for students to work through problems solvers that connect with the math GLCE's, Common Core, and units of study. These notebooks will also be used to take notes during math instruction as well as daily practice and application.</p>	<p>Academic Support Program</p>			<p>08/09/2013</p>	<p>06/13/2014</p>	<p>\$0</p>	<p>All certified staff including classroom teachers, special education teachers, interventionists, and administration.</p>
<p>Writing Interventions</p>	<p>Interventionist's staff will use intervention time outside of daily writing instruction to support struggling students identified through the Informational and Narrative writing prompts, MLPP (K-2) assessments, classroom observations, conference notes, and essentials. Interventionist's staff will also support at risk students during daily classroom instruction in the general education classroom. Students who are at risk in writing will not be pulled out of writing time. Through the use of intervention time, Interventionists staff will be assigned to individual students and or groups of students who are in Tier 2 and Tier 3 to meet individual student's needs. This assigning of staff to students in Tiers 2 and 3 will take place at the start of the year after data is collected and then be adjusted periodically through the course of the year. Students in grades kindergarten through second grade will have their interventions adjusted every 3 to 4 weeks depending on the intervention. Students in grades third through fifth will then have their interventions adjusted every 4 to 5 weeks. This writing of interventions and assigning of staff will take place during half day collaboration times as well as weekly collaboration times. This additional time with students will be a component of our Progress Monitoring to assign Interventionists staff to students in Tier 2 and Tier 3. Students who are at risk in multiple areas will be looked at during the collaboration time to seek connection between instructional goals related to; developing knowledge, applying knowledge, skills, habits or patterns or behavior and/or attitudes. The interventions will be for the most at risk area of need.</p>	<p>Academic Support Program</p>			<p>08/09/2013</p>	<p>05/30/2014</p>	<p>\$0</p>	<p>All certified staff including classroom teachers, interventionists, special education teachers, and administrators.</p>

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Writers Notebooks will be used by all students to keep track of their writing and thinking during daily independent writing that is working toward the classroom instructional goal.	Certified staff will give students composition notebooks to be used as writer's notebooks. These notebooks will be used as a tool for students to keep track of mini-lessons, instructional goals, components of their independent writing, and a location for each student to meet the deadlines of Writer's Workshop. These notebooks will also serve as a tool to conference with students, assess students, and creating interventions for students while the students use them daily to collect entries around the district unit of study, GLCE's, and Common Core while moving through the writing process.	Direct Instruction			08/09/2013	06/13/2014	\$0	All certified staff including classroom teachers, interventionists, special education teachers, and administrators.
Intervention Support for Mathematical Problem Solving	Interventionist staff will use intervention time outside of daily math instruction to support struggling students identified through the district unit assessments, classroom observations, and essentials. Interventionist staff will also support at risk students during daily classroom instruction in the general education classroom. The interventions are directed at developing one or more of the following: Knowledge, the ability to apply knowledge, skills, habits or patterns of behavior, and/or attitudes.	Academic Support Program			08/16/2013	06/06/2014	\$0	All certified staff including classroom teachers, special education teachers, interventionists, and administration.
Supplementary problem solving supplies	All certified staff will be given problem solving resources to support the implementation of real-life problem aligned to GLCE's, Common Core, applications for tablets, and district units of study.	Technology			08/23/2013	06/06/2014	\$0	All certified staff including classroom teachers, special education teachers, interventionists, and administration.
Professional Development on the components of Readers Workshop and the implementation into all certified classrooms.	All certified staff will participate in professional development where the four major areas of Readers Workshop will be discussed and how to implement with fidelity to meet 80% of our students. Certified staff will have an opportunity to see how the structure of mini-lessons, conferencing with groups, and conferencing with individual students, independent work time, and sharing out can support the needs of all readers.	Professional Learning			08/09/2013	06/13/2014	\$0	All certified staff. Classroom teachers, special education teachers, and interventionists.

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<p>Writing Intervetnins - Cross Content</p>	<p>All certified staff will support writing instruction through the use of science and social studies content and science and social studies GLCE's to support at risk writers using texts at their appropriate reading level based on the DRA2 to support their informational writing. writing support) Informational texts will be purchased to support the science and social studies content areas from kindergarten through fifth grade. Students that are then given additional writing support will receive the content support needed to be successful in all content areas including science and social studies. This additional content reading and writing will take place using the Interventionists staff during weekly and daily intervention times.</p>	<p>Academic Support Program</p>			<p>08/16/2013</p>	<p>06/06/2014</p>	<p>\$0</p>	<p>All certified staff including classroom teachers, intervention ists, special education teachers, and administrat ors.</p>
<p>Collaboration</p>	<p>All certified staff will participate in a data analysis review through the course of the year to analyze data from writing prompts, spelling inventory MLPP assessments, state data, conference notes, classroom observations, and essentials. This will also be an opportunity to ensure those students who are at risk are receiving the additional support to meet each student's individual needs and plan differentiated instruction to support all tiers of students. Weekly collaboration of certified staff where the same data is analyzed using a collaboration process is where the decisions regarding writing workshop will be made. All at risk students will then be placed into intervention groups based on their individual needs supported by all certified staff.</p>	<p>Professiona l Learning</p>			<p>08/09/2013</p>	<p>06/13/2014</p>	<p>\$0</p>	<p>All certified staff including classroom teachers, intervention ists, special education teachers, and administrat ors.</p>
<p>Interventionist's staff will use intervention time outside of daily reading instruction to support struggling students identified through the DRA2, MLPP assessments, classroom observations, conference notes, and essentials. Interventionist's staff will</p>	<p>Informational texts will be purchased to support the science and social studies content areas from kindergarten through fifth grade. Students that are then given additional reading support will receive the content support needed to be successful in all content areas including science and social studies. This additional content reading will take place using the Interventionists staff during weekly and daily intervention times.</p>	<p>Academic Support Program</p>			<p>08/09/2013</p>	<p>05/09/2014</p>	<p>\$0</p>	<p>Intervention ist's</p>



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DRA2, MLPP, and Word Study assessments and tools will be used to support the work of Readers Workshop through comprehension, word and recognition and sounds, as well as word patterns.	All certified staff will use and document DRA2, MLPP (K-2) and word study assessments to support the work that they are doing to meet the individual needs of students and increase student learning within Reader's Workshop. These support tools will assist teachers with the assessment, instruction, and progress monitoring of each student. Certified teachers and collaborating teams will then be able to assess student data and plan for effective instruction that meets the individual needs of students in Reader's Workshop.	Policy and Process			08/09/2013	06/13/2014	\$0	All certified staff including classroom teachers, special education teachers, and intervention ists.
Readers Notebooks will be used by all students to keep track of their reading and thinking during daily independent reading that is working toward the classroom instructional goal.	Certified staff will give students composition notebooks to be used as reader's notebooks. These notebooks will be used as a tool for students to keep track of mini-lessons, instructional goals, components of their independent reading, and a location for each student to share their thinking about the Just Right Text they are reading. These notebooks will also serve as a tool to conference with students, assess students, and creating interventions for students.	Academic Support Program			08/09/2013	06/13/2014	\$0	All classroom teachers in grades kindergarten through fifth grade as well as special education teachers.
Math manipulative supporting real-life applications: Interventionist Instructional Supplies	All certified staff will have the ability to purchase math manipulative to support the implementation of problem solving in the classroom and units of study moving towards the implementation of Common Core Standards.	Direct Instruction			09/13/2013	04/03/2014	\$0	All certified staff including classroom teachers, special education teachers, intervention ists, and administrati on.
Narrative and Informational Prompts as well as, MLPP, and Word Study assessments and tools will be used to support the work of Writer's Workshop through data analysis to support the individual needs of students.	All certified staff will use Narrative and Informational district writing prompts, MLPP (K-2), and word study assessments to support the work that they are doing to meet the individual needs of students and increase student learning within Writer's Workshop. These support tools will assist teachers with the assessment, instruction, and progress monitoring of each student. Certified staff and collaborating teams will then be able to assess student data and plan for effective instruction that meets the individual needs of students in Writer's Workshop. A district timeline will state the timeframe for each of the two types of prompts per grade level.	Direct Instruction			08/09/2013	06/13/2014	\$0	All certified staff including classroom teachers, intervention ists, special education teachers, and administrat ors.

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<p>PD focusing on using problem solving to introduce and model math concepts:</p>	<p>General education and special education teachers will be involved in professional development on the implementation of problem solving to teach, introduce and model math concepts aligned to GLCE's, Common Core, and units of study as well as the implementation and use of Understanding Math.</p>	<p>Professional Learning</p>			<p>08/09/2013</p>	<p>06/01/2014</p>	<p>\$0</p>	<p>All certified staff including classroom teachers, special education teachers, interventionists, and administration.</p>
<p>Collaboration</p>	<p>All certified staff will participate in a data analysis review through the course of the year to analyze data from DRA2, MLPP assessments, state data, conference notes, classroom observations, and essentials. This will also be an opportunity to ensure those students who are at risk are receiving the additional support to meet each student's individual needs and plan differentiated instruction to support all tiers of students. These half days, three to four a year, will be an extension of the weekly collaboration of certified staff where the same data is analyzed using a collaboration process. All at risk students will then be placed into intervention groups based on their individual needs supported by all certified staff.</p>	<p>Professional Learning</p>			<p>08/05/2013</p>	<p>06/06/2014</p>	<p>\$0</p>	<p>All certified staff. Classroom teachers, special education teachers, and interventionists</p>