



# **School Improvement Plan**

**R. Grant Graham Elementary School**

**Avondale School District**

Mr. Tony Harris, Principal  
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Auburn Hills, MI 48326-3432

# TABLE OF CONTENTS

Introduction .....	1
<b>Improvement Plan Assurance</b>	
Introduction .....	3
Improvement Plan Assurance .....	4
<b>Title I Targeted Assistance Diagnostic</b>	
Introduction .....	6
Component 1: Needs Assessment .....	7
Component 2: Services to Eligible Students .....	10
Component 3: Incorporated Into Existing School Program Planning .....	11
Component 4: Instructional Strategies .....	12
Component 5: Title I and Regular Education Coordination .....	16
Component 6: Instruction by Highly Qualified Staff .....	18
Component 7: High Quality and Ongoing Professional Development/Learning .....	19
Component 8: Strategies to Increase Parental Involvement .....	21
Component 9: Coordination of Title I and Other Resources .....	26
Component 10: Ongoing Review of Student Progress .....	29
Evaluation .....	31

Overview ..... 35

Goals Summary ..... 36

- Goal 1: All students at R. Grant Graham Elementary will be proficient in reading and literacy ..... 37
- Goal 2: All students at R. Grant Graham will improve their persuasive/argumentative writing proficiency..... 53
- Goal 3: All students at R. Grant Graham Elementary will demonstrate knowledge and application of mathematical concepts..... 60
- Goal 4: All Students at R. Grant Graham will become proficient in Science. .... 75
- Goal 5: We will create and Maintain a learning environment for all Graham students that fosters curiosity, confidence, and collaboration while building critical thinking skills and character through Project Based Learning (PBL) ..... 77
- Goal 6: Students will graduate from Avondale college and career ready..... 78

Activity Summary by Funding Source..... 80

## **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.

# Improvement Plan Assurance

## **Introduction**

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

## Improvement Plan Assurance

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in Assist	

# **Title I Targeted Assistance Diagnostic**



## **Introduction**

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## **Component 1: Needs Assessment**

### **1. How was the comprehensive needs assessment process conducted?**

The Comprehensive Needs Assessment was conducted in part through completing a school data analysis. The analysis highlighted areas of strength in language arts, math, science, and social studies, as well as areas that needed improvement such as reading and comprehension. Due to the expectations of the 3rd Grade Reading Bill, we made the decision to dedicate our resources to the early literacy program for students in K-3rd grades. This translates to all other major subjects that require students to be proficient readers.

As the district continues to review assessment data, complete school improvement cycles, and align its instructional practices, it has become evident that the reading intervention program is an integral support service provided to our students in grades K-3, and it is important to study its impact on a broader scale. PA 306, Michigan's Third Grade Reading law, also necessitates a review of the reading intervention program that is offered to Avondale's students.

Who: Our Early Literacy Program teams consisted of the district literacy consultant, reading interventionists, para professionals, classroom teachers and administrators. This school year, parents were provided an Individual Reading Instruction Plan (IRIP) for their child. During the 2019-2020 school year we will include parents and our district data coach on the Early Literacy Program team.

Students were selected to participate in reading intervention program based on Fountas and Pinnell Running Records and NWEA MAP results. Students were placed into the levels above depending on their level of proficiency.

What: These individuals gathered, analyzed and reported the student data findings. The outcome of the student performance data determined the type of reading support provided.

There are two levels of support provided through pull-out reading services. Students that are identified as most at-risk are taught by a certified reading interventionist and are instructed through the Read Well program. Those students that require less intervention receive support from a Para-educator that utilizes the LLI (Leveled Literacy Intervention) Reading Program.

Through pull-out reading support services, students that are identified through the prioritized list as needing additional support receive this small group instruction, five times each week. Each session consists of thirty minutes of direct, focused instruction.

When: The data focused conversations occurred among the Early Literacy Program team on a monthly basis. Grade level teachers had the opportunity to meet weekly to review data and make instructional and programming decisions.

Where: Reading intervention was provided inside the buildings in smaller intervention groups.

#### **Achievement**

Our first step was the analysis of district assessments that include Dibels (for Kindergarten) and NWEA MAP Reading scores for students 1st - 3rd grade. In addition to these assessments, we reviewed Fountas and Pinnell Benchmark Assessments. Teachers, reading interventionists and administrators participated in the data analysis. Available Reading and Math M-Step Data taken from the BAA was also analyzed when completing the needs assessment.

Data regarding classroom performance, MSTEP Scores, MAP scores and Benchmark assessments is stored in a Google drive that can be accessed by appropriate staff members.

#### **Demographic**

The sub group categories examined included: Gender, Race/Ethnicity, Students with Disabilities, English Proficiency and Economic status.

#### **Perception Data**

Student Progress Meetings held each trimester involve classroom teachers, administrator and interventionists. In addition to achievement  
SY 2019-2020

data, perception data gathered from teachers at these meetings help provide information in supporting each child. Feedback from Parent/Teacher Conferences inform and educate teacher regarding parents perception of student progress. Feedback from parents is solicited. When a parent expresses the desire that their children need extra support, these requests are taken into consideration as lists are developed.

### Programs/Process

Monthly meetings were held with building interventionists and reading support paraeducators to review LLI and ReadWell programming and all associated programming protocols. Communication with administration regarding implementation of programming took place through face-to-face conversations, data meetings, sharing of agendas, and meeting notes. Through an outside consultant, fidelity of program implementation was also reviewed.

## **2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?**

Student progress monitoring meetings occur each trimester to check the progress of all students. Classroom teachers, intervention support personnel, and the building principal meet to discuss student data and progress.

Students are given Dibels (K), Fountas and Pinnell Running Records and MAP Reading assessments for reading at the beginning of the year. Students were selected to participate in this program based on the results. Students were placed into the levels above depending on their level of proficiency.

All interventions (Tier 1, 2, and 3) are recorded with specificity; including intervention, group size, frequency, duration and results. New classroom (Tier 1) interventions are proposed at this meeting. A determination is made whether to add Tier 2 support, for those students not yet receiving this support or, if Tier 2 support is not sufficient, to move to Tier 3 (special education consideration).

There are several tiers of reading intervention services provided to K-3 students.

At a classroom level, teachers work with students that are in need of extra supports each day during their I/E blocks, (Intervention/Enrichment). During this time, teachers provided additional instruction to small groups of children, differentiating instruction, so that each student can focus on specific skills. This instruction is above and beyond what is provided by the teacher through core (Tier 1) instruction.

Through pull-out reading support services, students that are identified through the prioritized list as needing additional support receive this small group instruction, five times each week. Each session consists of thirty minutes of direct, focused instruction.

There are two levels of support provided through pull-out reading services. Students that are identified as most at-risk are taught by a certified reading interventionist and are instructed through the Read Well program. Those students that require less intervention receive support from a Para-educator that utilizes the LLI (Leveled Literacy Intervention) Reading Program.

Data regarding classroom performance, MSTEP Scores, MAP scores and Benchmark assessments is stored in a Google drive that can be accessed by appropriate staff members.

Assessment scores are reviewed to ensure the proper selection of intervention students. Students that have been receiving intervention services that may no longer need them are exited from the program in order to make room for students that do. Exit criteria is provided by the Avondale instructional benchmarks assessment guide.

## **3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.**

## School Improvement Plan

R. Grant Graham Elementary School

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Fountas and Pinnell Running Records: Criteria for Reading Proficiency are determined using the Avondale Elementary Schools Instructional Benchmarks for Reading Assessment Guide. For each trimester, criteria for proficiency are clearly stated as well as criteria for those students determined to be above grade level and those students at risk.

MAP Reading results are represented as RIT scores. Like inches on a ruler, the RIT scale measures in equal intervals, regardless of a student's grade--and it remains stable over time. RIT scores enable teachers to recognize where to focus attention to optimize your child's learning and to monitor their progress.

**4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.**

Incoming preschoolers are assessed using a comprehensive team approach which includes special education teachers, speech therapists, physical therapists, occupational therapists, social workers and psychologists. Student who qualify are placed in a preschool program for students with special needs.

An application which includes a check-list of qualifying at-risk factors is used for incoming preschoolers to determine those who may be eligible for the Great Start Readiness Program.

Each fall a team of literacy paraprofessionals assess kindergarten students on letter/sound identification, high-frequency words, benchmark reading level if appropriate, number recognition through 20 and written numbers through ten. Scores are disaggregated and prioritized and the initial kindergarten Title I Prioritized Student List is created. This process is repeated at least two other times throughout the year, with the classroom teachers administering the assessments.

In grades 1-5, data is collected from the Fountas & Pinnell Running Record Assessment and MAP Reading. Classroom teachers are responsible for the administration of assessments, but assistance is offered from district literacy paraprofessionals as well. Scores are disaggregated and prioritized using the District Benchmark Assessment Guideline and the initial Title I Prioritized Student List is created of all eligible students. Students determined as "at risk" have data entered on the Title I Reading Support Student Entrance/Exit Form. Reading Goals are identified and monitored. This process is repeated at least two other times throughout the year, and data is reviewed at Student Progress Meetings.

## **Component 2: Services to Eligible Students**

### **1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.**

In all classrooms, teachers provide differentiated instruction in reading, writing, science and math to all students in their daily instruction. During the 2017-2018 school year, Avondale Schools implemented the Lucy Calkins Writing and Reading Pathways curriculum. In reading, a reading workshop approach which includes elements of leveled reading instruction, whole group instruction, and individual conferencing ensures that students are reading at their instructional level as determined by the running record assessment process described above. As the district continues to review assessment data, complete school improvement cycles, and align its instructional practices, it has become evident that the reading intervention program is an integral support service provided to our students in grades K-3, and it is important to study its impact on a broader scale. PA 306, Michigan's Third Grade Reading law, also necessitates a review of the reading intervention program that is offered to Avondale's students.

There are two levels of support provided through pull-out reading services. Students that are identified as most at-risk are taught by a certified reading interventionist and are instructed through the Read Well program. Those students that require less intervention receive support from a Para-educator that utilizes the LLI (Leveled Literacy Intervention) Reading Program.

During the time Reading Intervention students are pulled out of their classroom they will work for 30 minutes in guided instruction with the teacher using the Fountas and Pinnell Leveled Literacy Intervention Program. Students are pulled out during their scheduled Intervention and Enrichment block to ensure that they receive double instruction in reading or math each day. The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary intervention designed for children who find reading and writing difficult. LLI is designed to bring children quickly up to grade-level competency--in 14 to 18 weeks on average. LLI serves those students who need intensive support to achieve grade-level competency. These children are the lowest achieving children in the classroom who are not receiving another supplementary intervention. Each lesson in the LLI system also provides specific suggestions for supporting English language learners who are selected for the program. Leveled books are a key component in helping children become competent readers. Each LLI system includes a collection of brand new, carefully leveled books to provide enough support and a small amount of challenge so the reader can learn on the text and make small steps toward grade-level goals.

### **Component 3: Incorporated Into Existing School Program Planning**

#### **1. How is program planning for eligible students incorporated into the existing school improvement planning process?**

Our Early Literacy Program team consisted of the district literacy consultant, reading interventionists, para professionals, classroom teachers and administrators. This team assisted in providing direction on the school improvement process. In addition to this team input, direction and feedback was provided by the district Core Reading Committee. This committee is composed of teachers from all four elementary buildings. These groups made recommendations to administrators regarding the programming needs. These needs are reflected in both the building and district improvement plans.

Examples of Needs Reflected in School Improvement Plans:

Literacy Goal, Objectives, Strategies and Activities

Summer Literacy Learning Support Program

Parent Engagement Strategies

Professional Learning and Support for teachers

Student progress and data are reviewed by the Early Literacy Program team three times a school year. This group meets monthly to collaborate, analyze data and make instructional adjustments.

## **Component 4: Instructional Strategies**

### **1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?**

Research on early literacy states that kindergartners who are fluent in letter/sound recognition become proficient readers. Kindergartners who are not proficient in these skills receive additional support daily from the Title I paraprofessionals. This support includes the use of a variety of different strategies to engage all students. Progress is monitored on a regular basis and instructional adjustments are made to meet student needs. These strategies prepare students to reach the state standards of reading at Level C by the end of kindergarten.

1st and 2nd Grade Supplementary Program- Leveled Literacy Intervention Reading Strategy

1st and 2nd grade students are grouped within the classroom according to the Title I Prioritized Student List for Leveled Literacy Intervention conducted in the Title I classroom. Title I Para professionals provide daily targeted Pull-Out support to small groups of students (no more than 4 per group). Supplementary instruction and practice is delivered to these students during 20-30 minute blocks scheduled during the Intervention and Enrichment block. The content of this instruction is based on the Fountas and Pinnell Leveled Literacy Intervention Program.

This supplemental instruction includes:

- Rereading previously read materials
- Phonics/Word Work
- Introducing new text, picture walk/feature walk
- guided reading of the new text
- teaching points specific to the new text, revisit and expand word work, guided comprehension work

3rd Grade Supplementary Programs- Leveled Literacy Intervention Reading Strategy

Third grade students participate in supplementary programs in Reading based on their proficiency ranking in the core subject areas, on the Prioritized list, developed during Grade Level Student Progress Meetings. These services include daily pull out during scheduled Intervention and Enrichment time by the Title I teacher for Leveled Literacy Intervention in small groups (no more than 4 per group) for 30 minutes, ensuring that targeted students receive supplemental instruction in Reading or Math.

The content of this instruction is based on the Fountas and Pinnell Leveled Literacy Intervention Program. This supplemental instruction includes:

- Rereading previously read materials
- Phonics/Word Work
- Introducing new text, picture walk/feature walk
- guided reading of the new text
- teaching points specific to the new text, revisit and expand word work, guided comprehension work

The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary intervention designed for children who find reading and writing difficult. LLI is designed to bring children quickly up to grade-level competency--in 14 to 18 weeks on average. LLI serves those students who need intensive support to achieve grade-level competency. These children are the lowest achieving children in the classroom who are not receiving another supplementary intervention. Each lesson in the LLI system also provides specific suggestions for  
SY 2019-2020

## School Improvement Plan

R. Grant Graham Elementary School

---

supporting English language learners who are selected for the program.

Leveled books are a key component in helping children become competent readers. Each LLI system includes a collection of brand new, carefully leveled books to provide enough support and a small amount of challenge so the reader can learn on the text and make small steps toward grade-level goals.

Assessment is the key to forming successful groups and determining the students for whom intervention would be most appropriate, and the Fountas & Pinnell Benchmark Assessment System helps assess students at the entry and exit points for the LLI system. Both systems are based on the F&P Text Level Gradient™, levels A-Z, which is correlated to grade level.

Program Name: Title I Summer School - Literacy Program

Grades Serviced: Exiting Kindergarten-5th grade

Program Staff: Highly Qualified Certified Teachers

Program Entrance and Exit: Students are identified and targeted for this Title I program if they are not meeting grade level standards in any of the core content areas. This is determined by looking at Grade Level Student Progress Data as well as teacher input.

Program Learning Objectives: Students participating will close the gap in learning between themselves and their grade level peers with the objective being grade level performance. Students will progress in Reading according to the District Benchmark Assessments.

Program Descriptor: Identified and targeted students attend the Title I Summer Program for 1 week in August. The student day for the Summer Program is 9 am-1:00 pm, with breakfast and lunch being served to students. Transportation is provided for participating students. Intense, concentrated remediation in literacy is provided by highly qualified teachers to these students failing to meet grade level proficiency standards.

### **2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.**

Push-in supplemental kindergarten support is embedded in classroom routine and allows for targeted support for identified students by the Title I para under the direction of the classroom teacher. By working within the classroom, the paraprofessional is influenced by the research based practices of the highly-trained classroom teachers. In the fall, supplemental service is entirely push-in for one hour per day, five days per week. During the 2nd and 3rd trimester, service adjusts to provide intensive pull-out service daily for identified students.

To help ensure a high-quality program, professional support is provided to paraprofessionals and reading intervention teachers through monthly Title I meetings as well as on-site coaching from the Elementary Literacy Consultant. These individuals have received professional development targeting Leveled Literacy Intervention programming, materials usage, record-keeping and assessment practices. This professional support ensures that the fidelity of the program is maintained in order to best meet the student results reported through the research of this program. In this program, identified students are serviced in a daily "pull-out" program. In addition to the initial training, the paras work under a teacher's direction and extend direct and prescribed instruction for targeted students for 20-30 minutes daily. Non-fiction books which include social studies and science concepts included in the core curriculum are used as a regular part this instruction.

Significant research has been conducted on the Leveled Literacy Intervention Program. The LLI efficacy study was conducted by an



## School Improvement Plan

R. Grant Graham Elementary School

---

independent research group, the Center for Research in Education Policy (CREP) at the University of Memphis. This study looked at the PreLLI scores on the Developmental Reading Assessment (DRA) showed none of the LLI students reading at the 2nd grade level. Eighteen weeks later, DRA scores showed 66% of the students reading at the 2nd grade level. In Atlantic City, 337 K-2 students participated in LLI in 2005-2006, including 64 English Language Learner students. Pre-LLI score on the DRA showed only 3% of the LLI students reading on grade level. Post-LLI scores showed 45% reading on grade level. Atlantic City students also showed significant gains in phonological awareness, letter naming, word recognition, and decoding, as measure by the DIBELS assessment.

Pearson Successmaker is one of the intervention strategies used in grades 3 - 5. This program is highly grounded in research.

Following are details of research from that program:

An on-going research study conducted by Gatti Evaluation, Inc., confirms that elementary and middle school students learning with SuccessMaker significantly outperformed their peers relying on print materials on a nationally recognized assessment of reading skills. The study looked at the achievement of students in third, fifth and seventh grade. Findings revealed that these SuccessMaker students statistically significantly outperformed students learning with print materials on the norm-referenced GRADE (Group Reading Assessment and Diagnostic Evaluation) for Total Reading score. Seventh-grade SuccessMaker students realized greater gains in reading achievement than 60 percent of their peers using a print program. Third-grade SuccessMaker students achieved greater gains than nearly 60 percent of their peers in reading achievement; fifth-grade SuccessMaker students achieved greater gains than 53 percent of their peers using a similar program. Further findings show that SuccessMaker users across multiple high-risk groups, including Hispanic students and students of low socioeconomic status, outperformed those in the comparison group.

### RESEARCH CITATION:

IES Practice Guide: "Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades", NCEE 2009-4060, US Department of Education, Institute for Education Sciences, What Works Clearinghouse  
Center for Research in Educational Policy, An Empirical Study to Evaluate the Efficacy of Fountas & Pinnell's Leveled Literacy

Intervention System (LLI), 2009-2010. LLI Efficacy Study 2009-2010

The LLI Efficacy Study was conducted by an independent research group, the Center for Research in Education Policy (CREP) at the University of Memphis. This scientific study looked at the impact of LLI instruction on struggling readers in two locations: the rural Tifton County Schools in GA and the suburban Enlarged School District of Middletown, NY. The LLI Efficacy study employed a randomized controlled trial, mixed-methods design and included both quantitative and qualitative data. Students were randomly selected for the treatment or control groups. A matched-pair design was used to ensure equivalency between treatment and control groups, and pre-post comparisons of student achievement in literacy were conducted. In addition, the study looked at the fidelity of LLI implementation. It included both independent observations and feedback from teachers and independent on-site researchers. These included two measures of reading achievement for evaluating students' progress in literacy; one observational tool for assessing teachers' LLI instructional practices; and two teacher surveys and focus groups to obtain teachers' and on-site researchers' feedback on LLI .

### PEARSON SUCCESSMAKER READING EFFICACY STUDY

2010-11 FINAL REPORT September 13, 2011

Guido G. Gatti; Gatti Evaluation Inc., 162 Fairfax Rd., Pittsburgh, PA 15221 gggatti@gattieval.com

**3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.**

Evidence collected indicates that the services and interventions provided are closing the gap in achievement in Reading. F&P, M-Step and NWEA MAP data is being analyzed in order to determine what this data shows in terms of the effect of the supplemental program on student progress.

Title I support is carefully designed to be supplemental to the ongoing instruction delivered by the classroom teacher within the classroom.

Kindergarten-Second grade services in Reading take place 4-5 times per week in a 30-40 minute block. Services are designed so that students are pulled out for supplemental instruction by the Title I reading intervention teacher or the paraprofessional. No new instruction takes place in the classroom during this 40 minute block. In this way students are receiving instruction that extends their learning time in order to accelerate the learning of these identified and targeted students.

Student progress is monitored in several different ways. First, Title I rosters are updated frequently and student progress is analyzed at the monthly Title I paraprofessional meetings. At this time student progress is analyzed to be sure sufficient growth toward the grade level standard is occurring. Second, Title I paraprofessionals and the Title I reading intervention teacher are in frequent communication with the classroom teachers in order to discuss needs that may be identified. The Title I team and the classroom teacher work together to meet the ongoing needs of each student. Third, all student progress is analyzed at each Trimester during the Grade Level Student Progress meetings.

Data is collected and analyzed regarding the achievement of each student. Data regarding those students furthest from grade level proficiency is given special consideration and review at this time. Interventions are noted and decisions are made as to the efficacy of the interventions. At this time additional interventions may be considered or a student may be exited as they reach grade level proficiency.

**4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.**

We do not plan the reading intervention services during the daily the 90 minute literacy block in each classroom. This schedule is reviewed and confirmed by classroom teachers and building administrator. Information regarding scheduling time is shared with parents upon request. This expanded support is offered to the students identified as being farthest from the standards and of highest need on our prioritized list. These 4-5x per week services are provided by a Title I teacher or paraeducator.

Reading intervention support is also scheduled during the Intervention and Enrichment block. No new instruction is taking place in the classroom at this time. This schedule allows these students to receive double instruction in reading daily.

Summer extended learning opportunities are available for students after school has dismissed for the year. The Title I Summer School delivers additional supplemental instruction to students who have been identified at failing to meet grade level proficiency.

## **Component 5: Title I and Regular Education Coordination**

### **1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?**

Ongoing coordination and integration occur between regular education and the supplemental Title I, Part A program in the following ways: Title I paraprofessionals and reading intervention teachers maintain a Student Entrance/Exit form for each student. On the form, Title I paras and reading intervention teachers provided student entrance data for each of their students. This information includes: Benchmark assessment levels, NWEA MAP reading scores, state assessment reading score (if applicable, letter/word identification, reading fluency rate, reading comprehension level and classroom teacher recommendations). The same information is shared as students exit the program. In addition, classroom teacher perception data provides information on how the child is maintaining level of proficiency within the classroom setting, and what supports will be put in place to monitor and support the child within the classroom. Parents are notified when a child is exited from the program.

2. Limited English Proficiency LEP - It is to be noted that LEP students are Title I eligible students and as such, if identified in the prioritized list, receive Title I support as well as any existing ELL support.

### 3. Grade Level Student Progress Meetings:

In addition, paras log ongoing student progress information and engage in on-going conversations with teachers regarding student progress. Informal conversations occur on a regular basis. Grade Level Student Progress Meetings are attended by the classroom teachers, Title I paraprofessionals, Title I teacher and principal.

### **2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.**

Every spring parents are notified of Kindergarten Roundup via the school and district newsletters. A flyer is published in the local newspaper notifying local families of upcoming Kindergarten Registration opportunities. We communicate via the phone and e-mail system to all parents asking them to remind friends, neighbors and family members the Kindergarten Roundup event is taking place. Parents are provided with a wealth of information to share expectations about new kindergarten standards and provide parenting education information for those in attendance.

Ready for kindergarten packet: Upon kindergarten enrollment, each child receives a packet of activities provided by a grant through Avondale Foundation. These packets include: crayons, play dough, magnet letters, alphabet flash cards and manipulative along with information on how parents can help teach their child through play and daily activities at home.

In the fall, Kindergarteners enter the school with their parents on the first day. During this Kindergarten Open House children explore their new classrooms and get acquainted with the classroom teacher. After that students leave and visit each specialist teacher (Art, Music and Gym) to learn about what happens in each of these areas. While the students are out, the Kindergarten teachers discuss

Kindergarten expectations and curriculum with parents and provide them with hard copies of the curriculum as well as classroom procedures  
SY 2019-2020

## School Improvement Plan

R. Grant Graham Elementary School

---

and policies. Parents are invited to sign up for volunteer opportunities as well as classroom visitations. Title I, ELL and Special Education staff are on hand to talk with parents about the assistance they provide to identified and targeted students.

**Component 6: Instruction by Highly Qualified Staff**

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	It is assured that all Title I, Part A, instructional paraprofessionals meet the NCLB requirements. All paraprofessionals either took and passed the ACT Work Keys test or possess an associate's degree or higher. Documentation of this is maintained in each of their personnel files.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	<p>Avondale School District assures that all teachers working in the elementary school meet highly qualified status. The school's administrator reviews certification annually when making class assignments. Each fall, parents are provided documentation regarding the highly qualified status of the teaching staff.</p> <p>During the interview process, a team of teachers and the administrator review the teacher credentials before interviewing candidates.</p>	

## **Component 7: High Quality and Ongoing Professional Development/Learning**

### **1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

#### Monthly Collaboration and Planning

To help ensure a high-quality program, professional support is provided to paraprofessionals and reading intervention teachers through monthly Title I meetings as well as on-site coaching from the Elementary Literacy Consultant. These individuals have received professional development targeting Leveled Literacy Intervention programming, materials usage, record-keeping and assessment practices. This professional support ensures that the fidelity of the program is maintained in order to best meet the student results reported through the research of this program.

#### Teacher Labs

Teacher Lab provides rich opportunities for teachers to observe their colleagues and learn from his/her research-based practices. \*Teacher Lab provides a system of collaborative inquiry that supports student achievement goals; it is a place to debrief, reflect and set personal goals.

#### Cafe/Readers Workshop Model

Through the use of Teacher Lab, teachers learn about and engage in a researched based model to promote Reading comprehension, fluency, accuracy and extended vocabulary. During the Teacher Lab experience teachers are invited in to a working classroom to see the Cafe or Readers Workshop model implemented. Tools for recording during the observation are provided. Afterwards, teachers debrief with the aid of a facilitator and plan for implementation within their own classrooms.

#### Benchmark Assessment Training for Reading

Benchmark Assessment training was provided to teaching staff new to the district or to their grade level. Training was conducted by the Title I Interventionist and focused on identifying a student's instructional reading level. This is essential for the identification of students at risk of failing to meet District Benchmark Reading Guidelines.

### **2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

Title I staff members engage in a variety of professional development activities and opportunities. Professional support is provided through monthly Title I para-educator meetings as well as on-site coaching from the Elementary Literacy Consultant. Topics of study are dictated by the questions/needs of the Para-educators and mirror the professional learning of the classroom teachers. Title I para-educators have received additional information regarding Leveled Literacy Intervention programming, materials usage, record-keeping, and assessment practices. At each of the monthly meetings, topics of conversation have included: Supporting Early Literacy Learning, phonemic awareness, early writing behaviors, discussing student progress with classroom teachers, how to leverage resources/time to maximize learning, and vocabulary development.

## School Improvement Plan

R. Grant Graham Elementary School

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Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	see attached	

## Component 8: Strategies to Increase Parental Involvement

### 1. How are parents involved in the design of the Targeted Assistance program plan?

Title I parent surveys are provided to aid the reflection/evaluation process and to assist in planning for the following year. This provides parents with the opportunity to provide feedback and comment on the effectiveness of the targeted assistance plan. Parental feedback and input is used to target specific student needs and adjust instruction as well as program design.

### 2. How are parents involved in the implementation of the Targeted Assistance program plan?

All Parents are invited to Curriculum Night held each fall within 3 weeks of the start of the school year. At this meeting all parents learn about grade level curriculum expectations and are provided with hard copies of grade level expectations in all core content areas. Parents are also informed of available services to meet unique needs of students: Free and Reduced Breakfast and Lunch programs, before and after school care, volunteer counselor, Avondale Youth Services, Title I, English Language Learner support, Special Education, and Social Work are examples of these programs and services.

The parents of all students identified as eligible for the Title I program are invited to a meeting later in the fall which describes in detail the Title I supplemental programs and allows for input from parents. These communications focus on the objectives of the supplemental programs, the length of service (number of weeks and number of days per week) and instructional period (number of minutes per session).

Parents are informed of their child's eligibility for the service and their rights as parents. Parents indicate acknowledgment and support of their child's participation through their signature on the program letter.

Parents also complete a survey where they have the opportunity to provide valuable feedback in regards to the design/implementation of the program. Parental feedback and input is used to target specific student needs and adjust instruction in the supplemental program. Parent perception surveys about the school in general and the effectiveness of the Title I program for their child are sent home in the fall and spring. Parent feedback from these surveys is used to help in program design and implementation.

As a component of the LLI program, parents are expected to read nightly with their child and review work sent home that day. An activity for the parent and child to work on together is also contained in the nightly book work. Parents sign and return the book each day to confirm their engagement in the activity.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	All parents of students participating in the program are asked to complete surveys regarding their experience with the program.	



#### 4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

Section 1118 (e) (1) Assist parents in understanding the state's content standards and assessments and how to monitor their child's progress. In the fall, within 3 weeks of the start of school, all parents are invited to Curriculum Night. During this evening event parents meet with their child's teacher to receive information and explanation on the core content area curriculum for each grade level. Parents receive hard copies of this information at this time. Parents are also informed about District Benchmark Expectations and how and when their children are assessed on these Standards.

NWMA MAP reading student results in Reading take place 3 times over the school year. Parents are provided the results of the assessment and they have the opportunity to discuss the results with teachers at Parent - Teacher conferences. At fall and spring parent teacher conferences, all parents are informed of their child's academic and social/emotional progress. At this time the content as well as the marking system of report cards is again, explained to parents. Grade level expectations for reading are reviewed with parents. NWEA MAP results from the fall assessment are also shared with parents at this conference. Parents are apprised of their child's progress towards these expectations. Also, parents are assisted in understanding their child's state assessment (M-Step) results and reports and how they relate to classroom performance and district assessments.

Parents are provided copies of the IRIP plans. They are able to discuss these plans with the classroom teachers, Title I paraprofessional and the Title I reading intervention teacher.

In addition the Principal meets with all parents and shares school information regarding the on-line Parent Portal which allows all parents access to their child's lunch account information, attendance and report cards.

The Parent Compact is an important component of this conference. The Compact is used to delineate and agree upon the joint roles and responsibilities of Teacher, Parent and Child for the achievement of student academic success and is discussed with all parents not just the parents of identified and targeted Title I students.

At the release of state assessment data in the fall a letter will be sent from the principal to all parents explaining the data they are receiving and providing to parents an opportunity for individualized explanations as necessary. T

Section 1118 (e)(2) Provide materials and training to help parents work with their children.

Materials provided to Title I parents and the parents of any child falling below grade level standards in reading include daily take home books at their child's reading level. Books include activities for parent and child as well as parent tips for supporting their child's reading. Summer Reading Backpacks are sent home with the lowest performing students at each grade level. Backpacks contain 8-10 age appropriate interest and independent reading level books for each child to read and reread over the summer. A summer reading calendar goes home with every student in the school. Students and parents track summer reading minutes returning the calendar at the start of the new school year. Opportunities are provided throughout the summer for students to select additional books.

The parents of all students identified as eligible for the Title I program are invited to a meeting in the fall which describes in detail the Title I supplemental programs, instructional materials and instructional strategies used with their child by the Title I teacher and paraprofessionals.

Parents are given training regarding how best to read the nightly take home books with their child.

Section 1118 (e)(3) Train staff to build effective parent involvement.

School policies and procedures have been developed and continue to be expanded to help enhance parent involvement. School

## School Improvement Plan

R. Grant Graham Elementary School

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communities continue to focus on climate and culture in regards to positive and healthy interactions with parents and guardians.

Sections 1118 e (4) Collaborate with other programs to coordinate parent involvement

### Calling All Dads Group

"Calling All Dads!" is an Avondale School District volunteer group established to connect with all the dads and father figures from the school with a purpose of joining forces and becoming an invaluable resource to each other and providing a proactive positive male presence in the lives of our children and the children within our community. Several months ago we gathered a group of committed fathers from the school who desired to Connect (get to know each other and network), Collaborate (Share experiences, challenge & support one another) and Contribute (Provide a proactive positive male presence in the lives of our children and the children within our community).

### Oakland University and Avondale District Partnership

Avondale Schools staff works with Oakland University to provide literacy nights for parents/guardians and students.

Section 1118 e (5) Provide information in a format and language that a parent can understand.

The principal provides one on one sessions with parents to explain the state assessment data and their child's results, as well as classroom behavioral and academic expectations, in a way that creates understanding and cooperation.

The Grade Level Content Expectation document is provided using language that parents can easily understand and make connections to. A Refrigerator Curriculum has been distributed to all parents outlining the Benchmark Learning at each grade level in a language that parents can easily understand. Step by Step directions with screenshots have been provided to make it easy for parents to access their child's Parent Portal. Teachers spend extra extended time with parents needing further explanation and guidance in understanding their child's classroom progress as well as student achievement on District Benchmark assessments and State assessments.

Information regarding school policies and procedures in language easy for parents to understand is placed in a welcome folder for all parents at the beginning of each school year and is distributed to new families at registration. Information on community activities, programs and services is also kept in an easy to access area outside the school office.

The English Language Learner Program translates documents to parents on an as needed basis. For example, the parent letters on our Summer Reading and Math Packets for students are translated to provide non-English speaking parents the tools necessary to ensure the success of their child.

Weekly classroom and school newsletters are sent home in easily understandable language providing information to parents regarding school and classroom policies, curriculum, important new vocabulary and concepts, and ways to help their child at home.

Section 1118 e (14) Provide other reasonable support for parent involvement as parents may request.

Parents are encouraged to request support from the school about ways the school can provide support for parents as they in turn support their child to increase academic progress. Parent-Teacher conferences, as well as parent questionnaires, at the beginning of the year provide parents an opportunity to discuss their child, his/her learning history, identify student learning goals set by the parent for the coming school year, and identify any support parents may require to further these goals. Classroom teachers prepare and provide resources and instruction for parents who request extra help in supporting their child's progress. The Parent-School Compact is used to identify agreed upon responsibilities for school, parents, and students and is discussed with all parents at fall Parent/Teacher conferences.

Parents are also provided with report cards at the end of each card marking period, for documentation of student progress. Non-custodial parents are provided their own copy of their child's report card. Students who participate in the LLI, Upper Elementary Intervention Block or SuccessMaker program receive additional documentation of student progress and areas of weakness. The Title I teacher is available to meet

# School Improvement Plan

R. Grant Graham Elementary School

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with parents at a mutually agreed upon time to provide extra support for parents when necessary.

Parents are encouraged to volunteer for a variety of functions in the School and classrooms including: Field Day, Jump Rope for Heart, Kindergarten stations, copy center helpers, Field Trip volunteers, reading volunteers, cafeteria and classroom support.

Sections 1118 (f) Provide full opportunities for participation of parents with Limited English

Proficiency or with disabilities and for parents of migratory children.

When necessary, materials are translated to parents' native language to ensure clear communication between the home and school. This is provided as part of the ELL program. Interpreters from Hispanic Outreach are provided to ensure clear communication between home and school and are asked to attend parent/teacher conferences, IEP meetings, curriculum night, Title I meetings, and ELL meetings as needed. When necessary interpreters are sought and provided for those parents requiring additional language services. The English Language Learner Program translates documents to parents on an as needed basis. For example, the parent letters on our Summer Reading and Math Packets for students are translated to provide non-English speaking parents the tools necessary to ensure the success of their child. All families entering the school are welcomed and encouraged to participate.

## 5. Describe how the parent involvement activities are evaluated.

Parent Involvement Activities are evaluated through the use of surveys after activities.. Typical questions that are asked would be: How has this activity helped you? Do you feel that you could use this skill, resource, strategy independently with your child? What other information about this topic do you need? What other topics do you have questions about? What are your recommendations for future activities?

These surveys are analyzed to determine the degree of parent satisfaction, the appropriateness of the activity and any plan adjustments to the activity for future use based on parent needs. Recommendations identified in these surveys are used to identify future topics for Parent Involvement Activities

## 6. Describe how the school-parent compact is developed.

Each year, in the spring, the compact is reviewed by parents and teachers and adjusted. The initial compact was developed when teachers and the building administrator collectively decided on key components of involvement that are necessary for a successful school experience. Adjustments for the year are made as necessary.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	See attached	

## 8. How does the school provide individual student academic assessment results in a language parents can understand?

The State Grade Level Content Expectation document is provided and explained to all parents using easily understood language at the fall Curriculum Night.

## School Improvement Plan

R. Grant Graham Elementary School

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At fall parent teacher conferences, all parents are informed of their child's academic progress toward the State Standards. At this time the content as well as the marking system of report cards is explained to parents in a language the parents can understand. Additional time is spent with some parents to ensure understanding of this document. Interpreters are scheduled through the English Language Learner program and Hispanic Outreach on an as needed basis for Limited English parents. Grade level standards for reading and math are reviewed and discussed with parents to ensure their understanding of the academic standards. Parents are apprised of their child's progress towards these expectations. At the release of state assessment data in the spring a letter is sent from the principal, in easily understood language, to all parents explaining the data they are receiving, as well as how to interpret the data, and providing to parents an opportunity for individualized explanations as necessary. Also, parents are assisted in interpreting their child's state assessment results and reports an explanation is provided to parents on how these results relate to classroom performance and district assessments.

When necessary, teachers spend additional time with parents to ensure understanding of student progress. Interpreters are scheduled through the ELL program to ensure that parents receive this information in a language they understand when necessary.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	See attached	

### 10. Describe how the parent compact is used at elementary-level parent teacher conferences.

It is assured that the Parent/School Compact is provided, discussed and signed by all parents,( including parents of Title I eligible students), teachers and students, at the scheduled Fall Parent-Teacher conferences. At R. Grant Graham Elementary the Parent Compact is viewed as an important home/school tool and therefore is used with all parents not just parents of Targeted Title I eligible students. The compact details Student, Parent and Teacher responsibilities necessary for student academic and social success. During this first conference, the Parent-Teacher Compact is used as a discussion tool. Parents, Teachers and students sign the compact, asserting mutual responsibility for learning. Follow up phone conversations are made with parents unable to attend conferences and the Compact is explained and sent home for the parent to sign and return to school.

## **Component 9: Coordination of Title I and Other Resources**

### **1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.**

Federal Funds: Title I Part A: Program(s) coordinated by the Assistant Superintendent of Curriculum and Instruction and the District Literacy Consultant

- Leveled Literacy Intervention targets students that are identified and Title I eligible and provides direct supplementary reading instruction by a paraprofessional under a teacher's direction for these K-2nd grade targeted, identified at risk students.
- Elementary Intervention Block targets identified students for supplementary support in Reading with a Title I teacher or paraprofessional.
- Pearson Successmaker Computer Assessment and Instruction Program targets is utilized by identified Title I students. The program provides supplementary support in Reading and Mathematics.
- Title I Summer School Programming provides free supplementary remediation for exiting Kindergarten through 5th grade students who are failing to meet grade level proficiency expectations in Reading or Math. Transportation as well as meals are provided.

Title II: Program coordinated by District Literacy Consultant:

- Teacher Lab is a Job-embedded professional development activity in which teachers learn from each other to plan and implement instructional strategies, evaluate practices, and model appropriate targeted instructional interventions within the classroom setting leading to increased student achievement.

Title III: Program coordinated by the District ESL Coordinator:

- English Language Learners is a program serving targeted and identified English Language Learners within the school. Students receive pull out literacy instruction by a paraprofessional under the direction of a Certified Highly qualified ESL Endorsed Teacher. A summer Program is available for those ELL students most at risk of failing to meet State academic standards.

IDEA Grant: Program coordinated by the Assistant Superintendent of Student Services:

- The Special Education Resource Room program services Kindergarten- Fifth grade students identified as qualifying for Special Education and an Individualized Education Plan (IEP). These students receive daily/weekly support (depending on the guidelines of their IEP) in the classroom and resource room with a Highly Qualified Special Education Teacher and paraprofessional.
- Special Education Speech and Language Services target Kindergarten - Fifth grade students qualifying for additional articulation or language support. These students receive daily/weekly support (depending on the guidelines of their IEP) in the classroom and Speech Room with a Highly Qualified Speech and Language teacher.

Free and Reduced: Program coordinated by Chartwells Corp.:

- Free and Reduced Breakfast and Lunch program targets all students who qualify for Free and Reduced meals as per Federal Guidelines. These students have been identified as Economically Disadvantaged. All parents are informed of the program at the beginning of the school year, or at registration for those moving into the school during the school year. Parents are encouraged to apply for this program if eligible.

Homeless/McKinney Vento

Program coordinated by the Assistant Superintendent of Student Services:

- The Homeless/McKinney Vento program targets those students/families identifying themselves as Homeless. In this program gas cards and sometimes taxis are provided to help parents transport students from shelters or extended family homes to their home school.

## School Improvement Plan

R. Grant Graham Elementary School

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### 31-A funds

Assistant Superintendent of Curriculum and Instruction and the District Literacy Consultant

-A reading Support Paraprofessional delivers Leveled Literacy Intervention targeting students that are identified as Title I eligible and provides direct supplementary reading instruction under a teacher's direction for these K-2nd grade targeted, identified at risk students. Local funds: General fund Program(s) Coordinated by Building Principals -Teacher Assistance Teams (TAT) target students at risk of failing to meet state standards at their grade level. It is a process where teachers develop academic and behavioral support plans for targeted, identified at-risk students.

-Grade Level Student Progress Meetings target all students from Kindergarten -Fifth grade. These meetings help to identify, using multiple sources of data, those students in each grade level that are most in danger of failing to meet State standards and documents existing and proposed Tier 1, Tier 2 and Tier 3 interventions.

-Leveled Literacy Library- In this program limited funding is provided for the purchase of new books for the school's Leveled Literacy Library. This library targets classroom instruction in Kindergarten through Fifth grade. It provides leveled books for use in the classroom and for use in take home book bags for identified and targeted students who are failing to meet grade level reading standards.

-The Special Education Resource Room program services Kindergarten- Fifth grade students identified as qualifying for Special Education and an Individualized Education Plan (IEP). These students receive daily/weekly support (depending on the guidelines of their IEP) in the classroom and resource room with a Highly Qualified Special Education Teacher and paraprofessional.

-Special Education Speech and Language Services target Kindergarten - Fifth grade students qualifying for additional articulation or language support. These students receive daily/weekly support (depending on the guidelines of their IEP) in the classroom and Speech Room with a Highly Qualified Speech and Language teacher.

Parent Teacher Organization support: Programs Coordinated by the elected PTO board:

-Summer Reading Backpack program targets identified and targeted at risk students in Kindergarten- Fourth Grade. Eligible students are sent home with backpacks filled with books at their independent reading level. Students are provided incentives to read the books provided. When students return in the fall, they receive prizes and recognition for completion of the reading.

-Leveled Literacy Library- In this program limited funding is provided for the purchase of new books for the school's Leveled Literacy Library. This library targets classroom instruction in Kindergarten through fifth grade. It provides leveled books for use in the classroom and for use in take home book bags for identified and targeted students who are failing to meet grade level reading standards.

-Coordination of Parent Volunteers to read with students

Oakland County: Program Services through Oakland County Probate Court in Conjunction with building Principals:

Avondale Youth Assistance- Avondale Youth Assistance and the Oakland County Probate Court combine to provide counseling and referral services, Youth Recognition, Recreation programs, scholarships and Camp Sponsorships. Camp Invention is a week long summer camp housed at Avondale School district each summer. This program provides additional support to students in the area of Science. Avondale Youth Assistance provides scholarships to identified and targeted students.

Blessings in a Backpack program targets students identified as Economically Disadvantaged in Kindergarten through 5th grade. This program is a weekly meal program that provides Economically Disadvantaged families a bag of food for their child to take home every Friday. This food serves to add to the nutrition of the family through the weekend. All parents are informed of the program at the beginning of the year or at registration and encouraged to apply.

Oakland University: Program Coordinated by: District Liaison to Oakland University

Avondale/ Oakland University partnership expands opportunities for our students. Free counseling is available to families in need, as well as other resources such as volunteers.

## School Improvement Plan

R. Grant Graham Elementary School

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### **2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

Character Education- Steven Covey Seven Habits of Happy Kids, Leader in Me Program is embedded in the school culture. The seven habits are reinforced through classroom instruction and expectations, principal daily announcements targeting specific habits and Leadership Celebrations.

#### Nutrition:

-Free and Reduced Breakfast and Lunch program targets all students who qualify for Free and Reduced meals as per Federal Guidelines. These students have been identified as Economically Disadvantaged. All parents are informed of the program at the beginning of the school year, or at registration for those moving into the school during the school year. Parents are encouraged to apply for this program if eligible. Nutrition information is posted on monthly school menus. Fresh fruits and vegetables as well as whole grain breakfast and lunch options are available daily.

#### Homeless/McKinney Vento

The Homeless/McKinney Vento program targets those students/families identifying themselves as Homeless. In this program gas cards and sometimes taxis are provided to help parents transport Kindergarten-fifth Grade students from shelters or extended family homes to their home school.

#### Oakland County: Counseling and Referral services

Avondale Youth Assistance- Avondale Youth Assistance and the Oakland County Probate Court combine to provide counseling and referral services, Youth Recognition, Recreation programs, scholarships and Camp Sponsorship's for Kindergarten- fifth Grade students. Camp Invention is a week long summer camp housed at Avondale School district each summer. This program provides additional support to students in the area of Science. Avondale Youth Assistance provides scholarships to identified and targeted students.

#### North Woodward Community Foundation, Avondale Foundation

Blessings in a Backpack program targets Kindergarten- Fifth Grade students identified as Economically Disadvantaged in Kindergarten through 5th grade. This program is a weekly meal program that provides Economically Disadvantaged families a bag of food for their child to take home every Friday. This food serves to add to the nutrition of the family through the weekend. All parents are informed of the program at the beginning of the year and encouraged to apply.

#### Oakland University, academic support, counseling

Avondale / Oakland University partnership expands opportunities for our Kindergarten through Fifth grade students. Free counseling is available to families in need, as well as other resources such as volunteer tutors.

## **Component 10: Ongoing Review of Student Progress**

### **1. Describe how the progress of participating students is reviewed on an ongoing basis.**

Participating eligible students are assessed in an ongoing fashion in the First-Fifth Grade Leveled Literacy Intervention Groups. Title I paraprofessionals and the Title I Teacher assess students using the Fountas and Pinnell Leveled Literacy Intervention Running Records at a minimum of once every two weeks. These Running Records assess students in accuracy, rate, self-correction, and fluency, as well as comprehension within, beyond and about the text. This data is shared with the classroom teacher at each trimester and during Grade Level Student Progress meetings held 3x per year so that adjustments in instruction can be recommended. This data is also shared during the monthly Title I paraprofessional and reading intervention teacher meeting. At these meetings, data is shared and appropriate programming and/or instructional adjustments are made including decisions to exit students who have made sufficient growth.

All students are assessed according to the Avondale District Benchmark Assessment schedule. Assessments in Reading, Writing and Mathematics take place four times throughout the school year; baseline assessments in the fall, assessments after the first Trimester, again at the end of the 2nd trimester and finally at the end of the third trimester. In First through 5th grade, students are assessed on Benchmark Reading, (including accuracy, rate, self-correction, fluency, comprehension within, beyond and about the text), Math Fact Fluency, and Informational Writing. Teacher created grade level Common Assessments are prepared by teacher teams at each grade level in Science and Social Studies. This information is reviewed and analyzed at the three times per year

Grade Level Student Progress Meetings.

Grade Level Student Progress Meetings are conducted 3 times per year (at end of trimester) and are attended by the grade level teachers, Title I teacher, Title I paraprofessionals and the principal. The purpose of these meetings is to review and analyze student achievement data, use the data to inform instruction, and make appropriate programming adjustments based on data. District Benchmark Assessments in reading, NWEA MAP Reading Data, classroom performance data, report card grades, teacher observation in the primary grades and state assessment Data taken from MIschooldata.org are analyzed

A determination is made as to the effectiveness of the existing interventions and new or scaffolded interventions are proposed for those students not making sufficient progress toward grade level proficiency. All Special Education Students (Tier 3) have service available through Title I and their IEP reviewed to determine if the student is eligible for a specific Title I service that is not already being delivered through the IEP. Focus is on instructional and programming changes that could improve student achievement. Title I students who have achieved grade level proficiency are exited at this time. Students determined to be Title I eligible enter the program at this time.

### **2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.**

During Student Progress Meetings, Tier 1, 2 and 3 academic data is reviewed and an Intervention Plan is created for those performing below grade level. If an Intervention Plan is in place from previous Progress Meeting, interventions are reviewed, progress is monitored and adjustments made in academic support as needed.

Perception Data

Parent surveys provide valuable, personalized feedback when developing an Intervention Plan for students. All parents in Title I are given the  
SY 2019-2020



## School Improvement Plan

R. Grant Graham Elementary School

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opportunity to provide feedback at the beginning of servicing and throughout the year. When roadblocks are realized, parents are appealed to for suggestions. Data from feedback and surveys is used to evaluate and revise Title I services

### **3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.**

All classroom teachers have received training on the Avondale Benchmark Assessments. During Grade Level Student Progress Meetings and TAT (Teacher Assistance Team meetings additional strategies to improve student learning are explored.

Each teachers provided with on-going consistent training in administering running records. New teachers are guaranteed this training as well. The administration of the running record assessment is one of the main tools used to identify students who need additional expected levels on the District Benchmark Assessment Guide. When a student is either performing assistance in reading, science and social studies. The scores on the running records are compared to the below the expected level of performance, or has not shown expected improvements, an Intervention Plan is put in place. All teachers have been trained in this process.

Intervention strategies for students needing Tier 2 Intervention strategies are the focus of each Teacher Lab. During these Teacher Lab sessions, teachers learn from each other by observing best practices. Later in the day, teachers reflect on observations, discuss what was done, why and the impact made on student learning. Intervention strategies are then taken back to the classrooms and integrated in to the classrooms of those observing the practices. This procedure provides for training in student achievement strategies across the school and the development of a collaborative teacher team to help support students.

Programs are evaluated annually to determine overall effectiveness. Evaluation of program services is used to plan professional development for teachers related to identification of students and implementing student academic achievement standards in the classroom. If data does not demonstrate growth, further attention may be needed.

## Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

### **1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.**

We utilized the Michigan Department of Education Program Evaluation Tool to structure the process of evaluating the implementation of the targeted assistance program to ensure that all aspects of program evaluation are addressed.

The first section of the evaluation targets the level of staff (classroom teachers, Title I teacher, Title I paraprofessionals and administrators) understanding of the research based programs used in the targeted assistance program.

The second level of evaluation is on the fidelity with which the program is being delivered. Ongoing monitoring takes place in order to verify the level of fidelity to the programs. Staff implementation is monitored through principal walkthroughs and monthly Title I paraprofessional and reading intervention teacher meetings. Data is also used to evaluate and revise the targeted assistance program services during the these meetings. Running Record data is shared and appropriate programming and/or instructional adjustments are made.

At the May meeting there is a yearly program review with the Title I paraprofessionals and Title I teachers evaluating program and perception data. Quarterly collaborations between Title I paraprofessionals, reading intervention teachers and the classroom teachers helps to align program goals and increase program support. Collaboration of staff is monitored through the use of student Entrance and Exit forms which require documentation of quarterly collaborations between Title I paraprofessionals and classroom teachers. Student Successmaker use is integrated into existing classroom practice and is monitored through the Pearson Successmaker reporting function, written schedules and principal walkthroughs.

The third component of program evaluation focuses on professional development to ensure the necessary knowledge and skills to deliver and articulate the program. Participants in the program are provided training opportunities to ensure they have the knowledge and skills necessary to provide student support and articulate the program components to individual parents or parent groups. Paraprofessional, administrator and teacher training on the components of the Title I Targeted Assistance program are offered to ensure the staff has sufficient knowledge and skills to implement the Targeted Assistance program with fidelity. Teachers and Paraprofessionals that are new to the program or grade level are given extra support in implementing the elements of the Targeted Assistance Program. Extra coaching is offered by the District Literacy Consultant as necessary to ensure consistency in all elements of the Targeted Assistance program.

A fourth component of program evaluation deals with funding and systems issues. At the Consolidated Application meeting each spring, decisions are made to ensure there are sufficient funds to implement the program as designed. Funds are allocated as needed to each facet of the Targeted Assistance Program through collaboration with the Superintendent, the Assistant Superintendent for Administrative Services, the Title I coordinator, Title I teacher, and principals of Title I buildings.

The use of monthly Title I meetings, data collection and analysis, Principal walkthroughs, staff training and quarterly collaborations between Title I paraprofessionals and classroom teachers help to evaluate the implementation of the Targeted Assistance Program.

### **2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.**

Data from M-Step and assessment data from District Level Benchmark are utilized.

Assessments and classroom performance indicators are used to evaluate the results achieved by the Targeted Assistance Program during the regular Student Progress Meetings. During these meetings, student data is reviewed to verify that identified targeted students (Tier 2) are exhibiting sufficient academic growth. The purpose of these meetings is to review and analyze student achievement data.

The District Benchmark Assessment guidelines document is used to track student proficiency. Causes for the gaps are examined and progress is measured against other assessment tools.

State assessment data is examined. Student proficiency on the state assessment is compared to their proficiency in the classroom and in their Title I intervention programs.

### **3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.**

Data is carefully analyzed at Student Progress Meetings to ensure the efficacy of the Title I Targeted Assistance Program. Data from the state's annual assessments as well as District Level Benchmark Assessments and classroom performance indicators are used to evaluate the results achieved by the TAT at these meetings. During these meetings, student data is reviewed to verify that identified targeted students are exhibiting sufficient academic growth. Attendance at this meeting by classroom teachers, interventionists and the building administrator ensures that the fidelity of the program has been upheld. Parent and teacher perception data is analyzed as well through surveys and discussions and feedback. This data is instrumental in determining efficacy of the programs for eligible students.

### **4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.**

The process to revise the Title I plan is a year-long series of meetings looking at data and making necessary adjustments in programming, instruction and/or grouping to ensure continuous improvement of targeted and identified students participating in the supplemental program.

Title I paraprofessionals and reading teacher intervention teachers meet monthly at the Title I meetings. At these meetings progress monitoring data is reviewed to verify sufficient progress of identified and targeted students toward the State standards. Appropriate programming and instructional adjustments are made at this time. Parent and Teacher Survey information is reviewed two times per year at the Title I meetings. Information from these meetings regarding programming adjustments is then shared with parents, classroom teachers, and the building principal.

The appropriate stakeholders review the achievement, perception, programming and demographic data are shared and discussed during the Spring. Potential programming changes are presented by all parties and discussed. Revisions to the Targeted Assistance Program are made based on parent, paraprofessional and Teacher input along with student achievement data to ensure continuous improvement of targeted and

## School Improvement Plan

R. Grant Graham Elementary School

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identified students participating in the Targeted Assistance supplementary program.

# **2019-2020 R. Grant Graham School Improvement Plan**

## Overview

### Plan Name

2019-2020 R. Grant Graham School Improvement Plan

### Plan Description

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at R. Grant Graham Elementary will be proficient in reading and literacy	Objectives: 2 Strategies: 11 Activities: 21	Academic	\$211422
2	All students at R. Grant Graham will improve their persuasive/argumentative writing proficiency.	Objectives: 2 Strategies: 5 Activities: 6	Academic	\$9809
3	All students at R. Grant Graham Elementary will demonstrate knowledge and application of mathematical concepts.	Objectives: 2 Strategies: 7 Activities: 15	Academic	\$210188
4	All Students at R. Grant Graham will become proficient in Science.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$0
5	We will create and Maintain a learning environment for all Graham students that fosters curiosity, confidence, and collaboration while building critical thinking skills and character through Project Based Learning (PBL)	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$5000
6	Students will graduate from Avondale college and career ready	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

## **Goal 1: All students at R. Grant Graham Elementary will be proficient in reading and literacy**

### **Measurable Objective 1:**

80% of 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 in Reading and Language Arts by reading at grade level or exhibiting one years growth in English Language Arts by 06/12/2020 as measured by school level assessments, district benchmark assessments and state required assessments.

### **Strategy 1:**

Leveled Literacy Instruction - All teachers will determine the reading level of each student at a minimum of three times per year in accordance with the District Benchmark Assessment Calendar. All teachers will prioritize the student information using the Student Progress Monitoring Document located in the Staff Shred Drive.

Tier One- All teachers will provide leveled texts for independent and guided reading with an emphasis on Informational Text.

Tier 2- All teachers will collaborate during I/E block to generate strategies for addressing students' specific needs. Teachers will collaborate to recommend and group struggling readers for small group intervention sessions both within the classroom and utilizing the Title I Leveled Literacy Intervention (Fountas and Pinnel) program as well as the Upper Elementary Intervention block. In grades 3-5 identified and targeted struggling students will also receive intervention through the use of the Pearson Successmaker program. The ESL coordinator will provide extra support to identified English Language Learners.

This strategy will be monitored during teacher grade level meetings, principal walk throughs and Student Progress Meetings.

Category: English/Language Arts

Research Cited: Crawford, Elizabeth; Torgenson, Joseph Teaching All Students to Read, Practices from Reading First Schools With Strong Intervention Outcomes

Douglas Fuchs, Lynn S. Fuchs, and Sharon Vaughn, editors (2006) Response to Intervention A Framework for Reading Educators

Center for Research in Educational Policy, An Empirical Study to Evaluate the Efficacy of Fountas & Pinnell's Leveled Literacy Intervention System (LLI), 2009-2010. LLI Efficacy Study 2009-2010 The LLI Efficacy Study was conducted by an independent research group, the Center for Research in Education Policy (CREP) at the University of Memphis. This scientific study looked at the impact of LLI instruction on struggling readers in two locations: the rural Tifton County Schools in GA and the suburban Enlarged School District of Middletown, NY. The LLI Efficacy study employed a randomized controlled trial, mixed-methods design and included both quantitative and qualitative data. Students were randomly selected for the treatment or control groups. A matched-pair design was used to ensure equivalency between treatment and control groups, and pre-post comparisons of student achievement in literacy were conducted. In addition, the study looked at the fidelity of LLI implementation. It included both independent observations and feedback from teachers and independent on-site researchers. These included two measures of reading achievement for evaluating students' progress in literacy; one observational tool for assessing teachers' LLI instructional practices; and two teacher surveys and focus groups to obtain teachers' and on-site researchers' feedback on LLI .

Tier: Tier 3



## School Improvement Plan

R. Grant Graham Elementary School

Activity - Monitor Leveled Literacy Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the Leveled Literacy instruction and program fidelity through principal walk through .	Academic Support Program, Teacher Collaboration, Walkthrough, Monitor	Tier 3	Monitor	09/06/2016	06/12/2020	\$0	Title I Part A	District Leaders, Principal, Teaching Staff, Title I teachers and paraprofessionals

### Strategy 2:

Parent Engagement for At Risk and ELL Students - Tier 3: Teachers will increase parent engagement through the use of Summer Reading Backpacks sent home with At-Risk and ELL (if below grade level) students in order to decrease reading loss through the summer months, as well as sending individual leveled texts home with At-Risk students during the school year to allow for extra practice and support from home.

Parent Volunteers will be recruited to read with students at risk of failing to meet grade-level standards.

Category: English/Language Arts

Research Cited: Center For Public Education, Back to School: How Parent Involvement Effects Student Achievement, August 2011, Posted August 30, 2011. Copyright Center for Public Education.

This report was written by Chuck Dervarics and Eileen O'Brien. O'Brien is an independent education researcher and consultant in Alexandria, Virginia. Much of her work has focused on access to quality education for disadvantaged and minority populations. O'Brien has a Master of Public Administration from George Washington University and a Bachelor of Science degree in psychology from Loyola University, Chicago. Chuck Dervarics is an education writer and former editor of Report on Preschool Programs, a national independent newsletter on pre-k, Head Start, and child care policy. As a writer and researcher, he has contributed to case studies and research projects of the Southern Education Foundation, the American Council on Education, and the Massachusetts Board of Higher Education, often focusing on issues facing disadvantaged populations. Dervarics has a Bachelors degree from George Washington University.

Herrold, K., and Donnell, K. (2008). Parent and Family Involvement in Education, 2006-07 School Year, From the National Household Education Surveys Program of 2007. (NCES 2008-050). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. Burns, M. (1999).

Reading and Literacy: Teachers Using Reading Research. Teaching and Change Vol. 6, No. 2, p. 139-145.

Henderson, A., and Mapp, K. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Austin, TX: National Center for Family and Community Connections with Schools, SEDL

Tier: Tier 3

## School Improvement Plan

R. Grant Graham Elementary School

Activity - Identify students, collect appropriate materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 1: Teachers will assemble and send home weekly leveled book bags to increase parent engagement and student proficiency. Teachers will assess students according to the District Benchmark Standards for Reading. Teachers will identify students at risk of failing to meet grade level standards. Tier 2: Teachers will contact parents regarding additional support at home for their child. Teachers will collect appropriate leveled books for students to read at home, including an instruction sheet with tips for parents to aid in their child's reading success. Teachers will exchange the books in the bag on a weekly basis.	Parent Involvement, Materials, Supplemental Materials	Tier 2	Monitor	09/06/2016	06/12/2020	\$500	Title I Part A	Building Leadership, K-5 Classroom staff, Title I staff
Activity - Parents as Partners In Education Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will have the opportunity to learn about the Title 1 programs and Graham Elementary school. Building leaders, teachers and paraprofessionals will lead and facilitate the learning conversations. Snack and baby-sitting services will be provided for families. there will be three meetings hosted for the school year.	Parent Involvement	Tier 3	Implement	09/06/2016	06/12/2020	\$794	Title I Part A	Teachers, Paraprofessionals and Building Leadership

### Strategy 3:

Student Progress Meetings - Grade Level Student Progress Meetings are conducted 3 times per year (at end of trimester) and are attended by the grade level teachers, Title I teacher, Title I paraprofessionals and the principal. The purpose of these meetings is to review and analyze student achievement data. The data that is analyzed includes: District Benchmark Assessments in reading, classroom performance data, teacher observations, MSTEP data and NWEA MAP data. Data is recorded on a shared spreadsheet that is utilized during the meetings. For Title I eligibility, a prioritized list of students in each grade level based on student performance data. The causes for the gaps between expected and demonstrated proficiency are explored. At this time, existing Tier 1, Tier 2, and Tier 3 interventions are identified. Title I students who have achieved grade level proficiency are exited.

Category: English/Language Arts

Research Cited: Application of a Three-Tiered Response To Intervention Model for Instructional Planning, Decision Making, and the Identification of Children in Need of Services Journal of Psychoeducational Assessment December 1, 2005 23: 362-380

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

This report is available on the IES website at <http://ies.ed.gov/ncee> and <http://ies>. This practice guide offers five concrete recommendations for helping elementary schools implement an RtI framework to ensure that all students in the primary grades learn to read. These recommendations provide intensive, systematic instruction

SY 2019-2020

Page 39

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## School Improvement Plan

R. Grant Graham Elementary School

on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Typically, these groups meet between three and five times a week, for 20 to 40 minutes

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Recommendation 1. Make data part of an ongoing cycle of instructional improvement. Recommendation 2. Teach students to examine their own data and set learning goals. Recommendation 3. Establish a clear vision for schoolwide data use. Recommendation 4. Provide supports that foster a data-driven culture within the school. Recommendation 5. Develop and maintain a districtwide data system

Tier: Tier 3

Activity - Gather and Evaluate Achievement Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will analyze grade level lists that includes data points from: Reading Benchmark, M-Step, NWEA MAP, and classroom performance data. At the three times per year Grade Level Student Progress Meetings, teachers will analyze that data and discuss effectiveness of existing interventions. Data will be prepared before the meetings with class lists and assessment information by the Title One Consultant.	Evaluation, Teacher Collaboration, Monitor	Tier 1	Monitor	09/06/2016	06/12/2020	\$2040	General Fund	District Leadership, Principal, Title I Teacher, Classroom Teachers, Paraprofessionals
Activity - Evaluate Progress	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will evaluate student progress during the 3x per year Grade Level Student Progress meetings. The progress of Targeted students will be evaluated to determine whether or not sufficient progress toward grade level goals is taking place. If a student is not making sufficient progress more/different strategies will be proposed in order to help to accelerate learning.	Academic Support Program, Teacher Collaboration, Technology, Monitor	Tier 2	Monitor	09/06/2016	06/12/2020	\$1800	General Fund	District Leadership, Building Leadership, Title I teacher, Classroom teachers

### (shared) Strategy 4:

K-3 Leveled Literacy Intervention - Kindergarten Supplementary Program –

Title I Push-In support is used to assist the classroom teacher with students in small group support activities. Title I paraprofessional provides daily targeted practice for teacher identified instructional objectives in reading and writing. The classroom teacher delivers instruction to the remainder of the class while the Title I paraprofessional works with four small (no more than 4 Title I identified students) focus groups in 15 minute blocks to support letter identification and sounds, blending

## School Improvement Plan

R. Grant Graham Elementary School

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sounds, and limited sight word recognition. Title I Para pros direct attention to students on the Initial Kindergarten Title I Prioritized Students List.

### 1st, 2nd and 3rd Grade Supplementary Program-

1st, 2nd and 3rd grade students are grouped within the classroom according to the Title I Prioritized Student List for Leveled Literacy Intervention conducted in the Title I classroom. Title I Para pros and Title I Reading Intervention teacher provide daily targeted Pull-Out support to small groups of students (no more than 4 per group). Supplementary instruction and practice is delivered to these students during 20-30 per day.

The content of this instruction is based on the Fountas and Pinnell Leveled Literacy Intervention Program. This supplemental instruction includes:

- Rereading previously read materials
- Phonics/Word Work
- Introducing new text, picture walk/feature walk
- guided reading of the new text
- teaching points specific to the new text, revisit and expand word work, guided comprehension work

Category: English/Language Arts

Research Cited: Center for Research in Educational Policy, An Empirical Study to Evaluate the Efficacy of Fountas & Pinnell's Leveled Literacy Intervention System (LLI), 2009-2010.

### LLI Efficacy Study 2009-2010

The LLI Efficacy Study was conducted by an independent research group, the Center for Research in Education Policy (CREP) at the University of Memphis. This scientific study looked at the impact of LLI instruction on struggling readers in two locations: the rural Tifton County Schools in GA and the suburban Enlarged School District of Middletown, NY. The LLI Efficacy study employed a randomized controlled trial, mixed-methods design and included both quantitative and qualitative data. Students were randomly selected for the treatment or control groups. A matched-pair design was used to ensure equivalency between treatment and control groups, and pre-post comparisons of student achievement in literacy were conducted. In addition, the study looked at the fidelity of LLI implementation. It included both independent observations and feedback from teachers and independent on-site researchers. These included two measures of reading achievement for evaluating students' progress in literacy; one observational tool for assessing teachers' LLI instructional practices; and two teacher surveys and focus groups to obtain teachers' and on-site researchers' feedback on LLI .

Tier: Tier 3

Activity - Determine and monitor students that are eligible for Title I supplementary services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

R. Grant Graham Elementary School

<ul style="list-style-type: none"> <li>Students are identified as needing intervention in Reading through the use of District Benchmark assessments criteria, NWEA MAP data, letter/word identification, reading fluency rate and reading comprehension level and teacher recommendation. The lowest students at each grade level and subject area are identified and targeted for this Tier 2 Response to Intervention program and placed on a prioritized list. Exit criteria include grade level performance on District Benchmark Assessments and NWEA MAP. All K-2nd grade identified and targeted students are reevaluated at minimum of once every two weeks as well as at each trimester. All Kindergarten - 3rd grade students in the general population are assessed at a minimum of once every trimester. Student Progress Meetings to continue to look at the grade level group as a whole, evaluate needs, and determine the lowest students to be identified and placed on a prioritized list.</li> </ul>	Academic Support Program	Tier 3	Monitor	09/06/2016	06/12/2020	\$1000	Title I Part A	Title I paras, Title I Teacher, Classroom teachers, Principal, Literacy Consultant and Data Coach
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To help ensure a high quality program, professional support to paraprofessionals is provided through monthly Title I para-educator meetings as well as on-site coaching from the Elementary Literacy Consultant. Title I para-educators have received professional development targeting Leveled Literacy Intervention programming, materials usage, record-keeping, and assessment practices.	Professional Learning	Tier 3	Monitor	09/06/2016	06/12/2020	\$0	No Funding Required	District Literacy Consultant, Title I coordinator, District Leadership, Building Leadership and Teachers

### Strategy 5:

Implement 5 Dimensions of Teaching and Learning instructional framework with purpose and fidelity. - Developed from multiyear research efforts at the University of Washington, the 5 Dimensions of Teaching and Learning instructional framework is a comprehensive reflection of the core elements of effective teaching. The 5D™ instructional framework provides a common language of instruction that defines teaching and learning along five dimensions: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture.

Category: English/Language Arts

Research Cited: • "5 Dimensions of Teaching and Learning", University of Washington, Center for Educational Leadership, (2013).

Tier: Tier 1

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

R. Grant Graham Elementary School

Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the school year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	District Leadership, Building Leadership and Teachers
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### Strategy 6:

Job-embedded Professional Learning - Through a facilitated collaborative district network, the Avondale School District will provide job-embedded professional learning experiences (Teacher Lab), for all Avondale PreK-12 faculty and staff. Teacher Lab sessions will provide professional study, action research, and discourse around an agreed-upon curricular/pedagogical focus, live observation of a teacher(s) classroom practice, and post-observation discussion. Specifically, teachers partake in the examination of instructional practices including differentiation, student work, and strategies for struggling learners. Professional literature, through book study, will serve to anchor these professional learning opportunities.

Category: English/Language Arts

Research Cited: • Croft, A., Coggshall, J., Dolan, M., and Powers, E. (2010). Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well.

• Teacher Lab and First Conversations: [https://issuu.com/communicationsos/docs/jobembeddedproflearning\\_2\\_14\\_14\\_e2bd61c28fed17](https://issuu.com/communicationsos/docs/jobembeddedproflearning_2_14_14_e2bd61c28fed17)

Tier: Tier 2

Activity - Teacher Lab Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Leaders across the system will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning, Teacher Collaboration	Tier 3	Monitor	09/06/2016	06/12/2020	\$0	No Funding Required	District Leaders, Building Leaders and Teachers

### (shared) Strategy 7:

Literacy Direct Instruction and Skill Development - Direct instruction's purposeful instructional planning provides extensive support as students practice and apply what they have learned. Direct teaching involves directing student attention toward specific learning by introducing teaching methods for reading and writing or actively involving students in knowledge construction. The instruction is focused on producing specific learning outcomes.

Category: English/Language Arts

Research Cited: • Adams, M. J. (1990). Beginning to read: Thinking and learning about print.

• Fletcher, J. M., & Lyon, G. R. (1998). Reading: A research-based approach. In W. Evers (Ed.), What's gone wrong in America's classrooms.

## School Improvement Plan

R. Grant Graham Elementary School

- Hersch, E. D. (2001). Overcoming the language gap.
- Lonigan, C. J. (2003). Development and promotion of emergent literacy skills in children at risk of reading difficulties.
- Lyon, G. R. (2002). Reading development, reading difficulties, and reading instruction: Educational and public health issues.
- McCardle, P., & Chhabra, V. (2004). The voice of evidence in reading research.
- Snow, C., Burns, S., & Griffin, P. (Eds.). (1998). Preventing reading difficulties in young children.
- Torgesen, J. K. (2002b). Lessons learned from intervention research in reading: A way to go before we rest.

Tier: Tier 2

Activity - Differentiated Instruction (K-5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, , Fluency and Skill Development, Data Analysis, Teacher Labs,	Academic Support Program, Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders and Teachers

Activity - Fluency and Skill Development Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District/school will allot time in the daily schedule to allow staff to use a variety of activities that will allow students to become fluent with essential foundational skills. The students will practice these foundational skills often enough so that they can flexibly engage with the content at a higher level.	Direct Instruction	Tier 1	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leadership, Building Leadership, Teachers and Paraprofessionals

Activity - Data Collection, Assessment and Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize a system of data collection, evaluation, and program accountability, including assessments to inform instruction.	Teacher Collaboration	Tier 3	Getting Ready	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders and Teachers

Activity - Build teacher and literacy leader expertise for intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

R. Grant Graham Elementary School

Provide teachers with appropriate professional learning opportunities (i.e. teacher lab) in order to make decisions based on meaningful assessment of learners' strengths and needs. These learning opportunities will include professional development in the use of interventions, supports and scaffolds for struggling readers.	Academic Support Program, Professional Learning, Teacher Collaboration, Direct Instruction	Tier 3	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	District Leadership, Building Leadership and Teachers
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Activity - Success Maker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Success Maker is an adaptive and prescriptive scheduling intervention program delivering both reading and math curriculum. Stealth formative assessments adjust instruction with every click, swipe and student response.	Academic Support Program, Technology	Tier 3	Implement	09/06/2016	06/12/2020	\$3690	Title I Part A	Title 1 Intervention Teacher and Title 1 Paraprofessionals

Activity - Small Group Targeted Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eligible Title 1 students will work in small groups and one-on-one with Title 1 intervention teacher and Title 1 paraprofessionals focusing on math and literacy skill development	Academic Support Program, Direct Instruction	Tier 3	Monitor	09/06/2016	06/12/2020	\$187795	Title I Part A	Title 1 Teacher and Title 1 Paraprofessional

### (shared) Strategy 8:

Quality Instruction Utilizing Data - Teachers will engage in professional development and collaborative discussions focused on quality instruction derived from analyzing student performance data.

Category: Other - Reading

Research Cited: Marzano - Classrooms that Work

Tier: Tier 1

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

R. Grant Graham Elementary School

Data Dialogues will allow the opportunity for teachers to assess and monitor student progress in math by analyzing the results from unit assessments and/or NWEA MAP. Student performance will guide instructional and programming decisions. Notes from the meetings will be documented in district common data dialogue Google Form. NWEA MAP will be administered three times during the year (Fall - Winter - Spring).	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, Administrators, Literacy Consultant, Data Coach
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Activity - Professional Learning – NWEA MAP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA MAP will be administered three times during the year (Fall - Winter - Spring). Teachers will receive ongoing support and professional learning focused on the reports and tools NWEA MAP has to offer that will impact instruction and student outcomes.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, Administrators, Literacy Consultant, Data Coach

### Measurable Objective 2:

100% of Economically Disadvantaged students will demonstrate a proficiency in Reading by closing the gap between themselves and the general population by decreasing the gap in scale scores by 5% in English Language Arts by 06/12/2020 as measured by NWEA Diagnostic assessments administered 3 times per year, and other building assessments .

### (shared) Strategy 1:

K-3 Leveled Literacy Intervention - Kindergarten Supplementary Program –

Title I Push-In support is used to assist the classroom teacher with students in small group support activities. Title I paraprofessional provides daily targeted practice for teacher identified instructional objectives in reading and writing. The classroom teacher delivers instruction to the remainder of the class while the Title I paraprofessional works with four small (no more than 4 Title I identified students) focus groups in 15 minute blocks to support letter identification and sounds, blending sounds, and limited sight word recognition. Title I Para pros direct attention to students on the Initial Kindergarten Title I Prioritized Students List.

1st, 2nd and 3rd Grade Supplementary Program-

1st, 2nd and 3rd grade students are grouped within the classroom according to the Title I Prioritized Student List for Leveled Literacy Intervention conducted in the Title I classroom. Title I Para pros and Title I Reading Intervention teacher provide daily targeted Pull-Out support to small groups of students (no more than 4 per group).

Supplementary instruction and practice is delivered to these students during 20-30 per day.

The content of this instruction is based on the Fountas and Pinnell Leveled Literacy Intervention Program. This supplemental instruction includes:

- Rereading previously read materials
- Phonics/Word Work
- Introducing new text, picture walk/feature walk
- guided reading of the new text
- teaching points specific to the new text, revisit and expand word work, guided comprehension work

## School Improvement Plan

R. Grant Graham Elementary School

Category: English/Language Arts

Research Cited: Center for Research in Educational Policy, An Empirical Study to Evaluate the Efficacy of Fountas & Pinnell's Leveled Literacy Intervention System (LLI), 2009-2010.

LLI Efficacy Study 2009-2010

The LLI Efficacy Study was conducted by an independent research group, the Center for Research in Education Policy (CREP) at the University of Memphis. This scientific study looked at the impact of LLI instruction on struggling readers in two locations: the rural Tifton County Schools in GA and the suburban Enlarged School District of Middletown, NY. The LLI Efficacy study employed a randomized controlled trial, mixed-methods design and included both quantitative and qualitative data. Students were randomly selected for the treatment or control groups. A matched-pair design was used to ensure equivalency between treatment and control groups, and pre-post comparisons of student achievement in literacy were conducted. In addition, the study looked at the fidelity of LLI implementation. It included both independent observations and feedback from teachers and independent on-site researchers. These included two measures of reading achievement for evaluating students' progress in literacy; one observational tool for assessing teachers' LLI instructional practices; and two teacher surveys and focus groups to obtain teachers' and on-site researchers' feedback on LLI .

Tier: Tier 3

Activity - Determine and monitor students that are eligible for Title I supplementary services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> <li>Students are identified as needing intervention in Reading through the use of District Benchmark assessments criteria, NWEA MAP data, letter/word identification, reading fluency rate and reading comprehension level and teacher recommendation. The lowest students at each grade level and subject area are identified and targeted for this Tier 2 Response to Intervention program and placed on a prioritized list. Exit criteria include grade level performance on District Benchmark Assessments and NWEA MAP. All K-2nd grade identified and targeted students are reevaluated at minimum of once every two weeks as well as at each trimester. All Kindergarten - 3rd grade students in the general population are assessed at a minimum of once every trimester. Student Progress Meetings to continue to look at the grade level group as a whole, evaluate needs, and determine the lowest students to be identified and placed on a prioritized list.</li> </ul>	Academic Support Program	Tier 3	Monitor	09/06/2016	06/12/2020	\$1000	Title I Part A	Title I paras, Title I Teacher, Classroom teachers, Principal, Literacy Consultant and Data Coach
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

R. Grant Graham Elementary School

To help ensure a high quality program, professional support to paraprofessionals is provided through monthly Title I para-educator meetings as well as on-site coaching from the Elementary Literacy Consultant. Title I para-educators have received professional development targeting Leveled Literacy Intervention programming, materials usage, record-keeping, and assessment practices.	Professional Learning	Tier 3	Monitor	09/06/2016	06/12/2020	\$0	No Funding Required	District Literacy Consultant, Title I coordinator, District Leadership, Building Leadership and Teachers
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### Strategy 2:

Parent Involvement - All teachers will clearly communicate grade level expectations to parents through the use of weekly classroom newsletters, Curriculum guides, progress notes and Parent/Teacher conferences. The Parent Compact will be used at the Fall Parent/Teacher conference to discuss how the school and parents can work together to nurture the success of each child. Parents moving to the building mid-year will be informed about the Parent Compact and will have the opportunity to discuss the Compact with the school administrator and/or the classroom teacher. In this way the new parents will be introduced to the collaborative culture of the building. Parents will be informed of their child's progress toward grade level goals through the use of trimester report cards, shared classroom assessment information, Parent/Teacher conferences and written notes, e- mails and phone calls as necessary.

Category: School Culture

Research Cited: Henderson, A., and Mapp, K. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Austin, TX: National Center for Family and Community Connections with Schools, SEDL The Office of the Superintendent of Public Instruction (OSPI) of the State of Washington recently published a literature review of 20 studies that examined the common characteristics of high-performing schools. These studies include several U.S. Department of Education studies. Their research found that high-performing schools tend to have a combination of many characteristics, which were narrowed into these nine areas: (1) A clear and shared focus; (2) High standards and expectations for all students; (3) Effective school leadership; (4) High levels of collaboration and communication; (5) Curriculum, instruction, and assessments aligned with state standards; (6) Frequent monitoring of teaching and learning; (7) Focused professional development; (8) A supportive learning environment; (9) High levels of parent and community involvement. The purpose of this publication, "A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement," is to examine one of these identified characteristics of high-performing schools: parent and community involvement and its role in impacting on student achievement.

El Nokali, N. E., Bachman, H. J. and Votruba-Drzal, E. (2010), Parent Involvement and Children's Academic and Social Development in Elementary School. Child Development, 81: 988–1005. doi: 10.1111/j.1467-8624.2010.01447.x

Data from the National Institute of Child Health and Human Development (NICHD) Study of Early Childcare and Youth Development (N = 1,364) were used to investigate children's trajectories of academic and social development across 1st, 3rd, and 5th grades. Hierarchical linear modeling was used to examine within- and between-child associations among maternal and teacher reports of parent involvement and children's standardized achievement scores, social skills, and problem behaviors. Findings suggest that within-child improvements in parent involvement predict declines in problem behaviors and improvements in social skills but do not predict changes in achievement. Between-child analyses demonstrated that children with highly involved parents had enhanced social functioning and fewer behavior problems. Similar patterns of findings emerged for teacher and parent reports of parent involvement. Implications for policy and practice are discussed.

Tier: Tier 1

SY 2019-2020

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## School Improvement Plan

R. Grant Graham Elementary School

Activity - Parent Informational Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In the fall, parents of students who have been targeted for Title I intervention services on the basis of Benchmark Reading and Math Scores are invited to an informational meeting. The parents of all students identified as eligible for the Title I program are invited to a meeting in the fall which describes in detail the Title I supplementary programs and allows for input from parents. These communications focus on the objectives of the supplemental programs, the length of service (number of weeks and number of days per week) and instructional period (number of minutes per session). Parents are informed of their child's eligibility for the service and their rights as parents. Parents are also informed of the various ways that they can support their child's achievement in the program. Parents are coached as to how to best use the daily home bound materials with their child to promote academic success. Parents indicate acknowledgment and support of their child's participation through their signature on the program letter. Parents also complete a survey where they have the opportunity to provide valuable feedback in regards to the design/implementation of the program. Parental feedback and input is used to target specific student needs and adjust instruction in the supplemental program	Parent Involvement	Tier 2	Implement	09/06/2016	06/12/2020	\$100	Title I Part A	Title I coordinator, Title I teacher, principal

### Strategy 3:

Summer Extended Learning - Students determined to be at risk of or failing to meet grade level proficiency expectations during Grade Level Student Progress meetings are invited to attend Title I funded Summer School focused on literacy. During a week in August students participate in activities focused on literacy. Students are placed in small (no more than 12) grade level groupings and receive direct instruction from highly qualified teachers from 9:00 a.m. - 1:00 p.m. Transportation as well as breakfast and lunch are provided to students free of charge. The goal is to help these students close the achievement gap between themselves and their grade level peers.

Category: English/Language Arts

Research Cited: Title | Making the Most of Summer School: A Meta-Analytic and Narrative Review

Authors | Cooper, H., Charlton, K., Valentine, J.C., & Muhlenbruck, L.

Source | Monographs of the Society for Research in Child Development, 65(1), 1-118.

Year Published | 2000

#### Abstract

Summer schools serve multiple purposes for students, families, educators, and communities. The current need for summer programs is driven by changes in American families and by calls for an educational system that is competitive globally and embodies higher academic standards.

This research synthesis used both meta-analytic and narrative procedures to integrate the results of 93 evaluations of summer school. Results revealed that summer programs focusing on remedial or accelerated learning or other goals have a positive impact on the knowledge and skills of participants. Although all students benefit

## School Improvement Plan

R. Grant Graham Elementary School

from summer school, students from middle-class homes show larger positive effects than students from disadvantaged homes. Remedial programs have larger effects when the program is relatively small and when instruction is individualized. Remedial programs may have more positive effects on math than on reading. Requiring parent involvement also appears related to more effective programs.

Students at all grade levels benefit from remedial summer school, but students in the earliest grades and in secondary school may benefit most. These and other findings are examined for their implications for future research, public policy, and the implementation of summer programs. Based on these results, recommendations to policy makers are that summer programs:

- contain substantial components aimed at teaching math and reading, and
- include rigorous evaluations, but also
- permit local control of curricula and delivery systems.

Funds should be set aside to foster participation in summer programs, especially among disadvantaged youth. Program implementers should (a) begin summer program planning earlier in the year, (b) strive for continuity of staffing and programs across years, (c) use summer school in conjunction with summer staff development opportunities, and (d) begin integrating summer school experiences with those that occur during the regular school year. (Abstract by Author/JSTOR, amended.)

Tier: Tier 3

Activity - Evaluate impact on student achievement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will evaluate student growth using the Avondale Benchmark Assessments in Reading and Math. Spring assessments for participating students will be compared to fall assessments in order to measure achievement in reading and math. Achievement results will be compared to students in the general student population in order to determine the impact of the program on achievement. A survey will be sent home to participating families in the fall in order to evaluate parent satisfaction and suggestions for improvement.	Evaluation	Tier 2	Monitor	09/06/2016	06/12/2020	\$3600	Title I Part A	District Leadership, Title I coordinator, principal, classroom teachers, summer school staff
Activity - Differentiated Instruction (K-5)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Direct Instruction and Skill Development- Direct instruction's purposeful instructional planning provides extensive support as students practice and apply what they have learned	Academic Support Program	Tier 3	Implement	09/06/2016	06/12/2020	\$9309	Title I Part A	Teachers and Paraprofessionals

### (shared) Strategy 4:

Literacy Direct Instruction and Skill Development - Direct instruction's purposeful instructional planning provides extensive support as students practice and apply what they have learned. Direct teaching involves directing student attention toward specific learning by introducing teaching methods for reading and writing or actively

## School Improvement Plan

R. Grant Graham Elementary School

involving students in knowledge construction. The instruction is focused on producing specific learning outcomes.

Category: English/Language Arts

Research Cited: • Adams, M. J. (1990). Beginning to read: Thinking and learning about print.

- Fletcher, J. M., & Lyon, G. R. (1998). Reading: A research-based approach. In W. Evers (Ed.), What's gone wrong in America's classrooms.
- Hersch, E. D. (2001). Overcoming the language gap.
- Lonigan, C. J. (2003). Development and promotion of emergent literacy skills in children at risk of reading difficulties.
- Lyon, G. R. (2002). Reading development, reading difficulties, and reading instruction: Educational and public health issues.
- McCardle, P., & Chhabra, V. (2004). The voice of evidence in reading research.
- Snow, C., Burns, S., & Griffin, P. (Eds.). (1998). Preventing reading difficulties in young children.
- Torgesen, J. K. (2002b). Lessons learned from intervention research in reading: A way to go before we rest.

Tier: Tier 2

Activity - Differentiated Instruction (K-5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, , Fluency and Skill Development, Data Analysis, Teacher Labs,	Academic Support Program, Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders and Teachers
Activity - Fluency and Skill Development Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District/school will allot time in the daily schedule to allow staff to use a variety of activities that will allow students to become fluent with essential foundational skills. The students will practice these foundational skills often enough so that they can flexibly engage with the content at a higher level.	Direct Instruction	Tier 1	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leadership, Building Leadership, Teachers and Paraprofessionals
Activity - Data Collection, Assessment and Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

R. Grant Graham Elementary School

Utilize a system of data collection, evaluation, and program accountability, including assessments to inform instruction.	Teacher Collaboration	Tier 3	Getting Ready	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders and Teachers
<b>Activity - Build teacher and literacy leader expertise for intervention</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>
Provide teachers with appropriate professional learning opportunities (i.e. teacher lab) in order to make decisions based on meaningful assessment of learners' strengths and needs. These learning opportunities will include professional development in the use of interventions, supports and scaffolds for struggling readers.	Academic Support Program, Professional Learning, Teacher Collaboration, Direct Instruction	Tier 3	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	District Leadership, Building Leadership and Teachers
<b>Activity - Success Maker</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>
Success Maker is an adaptive and prescriptive scheduling intervention program delivering both reading and math curriculum. Stealth formative assessments adjust instruction with every click, swipe and student response.	Academic Support Program, Technology	Tier 3	Implement	09/06/2016	06/12/2020	\$3690	Title I Part A	Title 1 Intervention Teacher and Title 1 Paraprofessionals
<b>Activity - Small Group Targeted Learning</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>
Eligible Title 1 students will work in small groups and one-on-one with Title 1 intervention teacher and Title 1 paraprofessionals focusing on math and literacy skill development	Academic Support Program, Direct Instruction	Tier 3	Monitor	09/06/2016	06/12/2020	\$187795	Title I Part A	Title 1 Teacher and Title 1 Paraprofessional

### Strategy 5:

Parent Engagement - Parents will be invited to participate in understanding the social studies curriculum and how they can support the curriculum outside of school.

Category: School Culture

Research Cited: Center for Parent Involvement

Tier: Tier 2

## School Improvement Plan

R. Grant Graham Elementary School

Activity - Parents as Partners In Education Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will have the opportunity to learn about the Title1 programs at Graham elementary school. Building leaders, teachers and paraprofessionals will lead and facilitate the learning and conversations. snack and baby-sitting services will be provided for families there will be three meeting hosted for the school year	Parent Involvement	Tier 3	Implement	09/06/2016	06/12/2020	\$794	Title I Part A	Teachers, Paraprofessionals and Building Leadership

### (shared) Strategy 6:

Quality Instruction Utilizing Data - Teachers will engage in professional development and collaborative discussions focused on quality instruction derived from analyzing student performance data.

Category: Other - Reading

Research Cited: Marzano - Classrooms that Work

Tier: Tier 1

Activity - Data Dialogues	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Dialogues will allow the opportunity for teachers to assess and monitor student progress in math by analyzing the results from unit assessments and/or NWEA MAP. Student performance will guide instructional and programming decisions. Notes from the meetings will be documented in district common data dialogue Google Form. NWEA MAP will be administered three times during the year (Fall - Winter - Spring).	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, Administrators, Literacy Consultant, Data Coach

Activity - Professional Learning – NWEA MAP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA MAP will be administered three times during the year (Fall - Winter - Spring). Teachers will receive ongoing support and professional learning focused on the reports and tools NWEA MAP has to offer that will impact instruction and student outcomes.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, Administrators, Literacy Consultant, Data Coach

## Goal 2: All students at R. Grant Graham will improve their persuasive/argumentative writing proficiency.



## School Improvement Plan

R. Grant Graham Elementary School

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### Measurable Objective 1:

80% of 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 in producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience in English Language Arts by 06/12/2020 as measured by school, district and state required assessments.

### Strategy 1:

Thinking Routine: Claim Support Question - All teachers will model and guide students in the use of "Claim, Support, Question" in order to help students scaffold their reasoning when stating an argument. All teachers will ask students to make claims about a topic or issue. Teachers will scaffold support as needed to have students generate support for their claim. Teachers will then scaffold support to help students develop a question about the claim they have made.

Category: English/Language Arts

Research Cited: Lucy Calkins: Units of Study for Primary Writing,

Lucy Calkins Units of Study Writing Curriculum and Student Affect Towards Writing

Lindsey A. Pautler

Dr. Julie Lochbaum, Faculty Mentor

An elementary school implemented a proven writing program to enhance writing skills in their elementary school students. To further expand on this, the author developed the research question, What effect does the Lucy Calkins Units of Study writing curriculum have on the attitudes of low-achieving 4th grade writers towards writing? Analysis utilized detailed observation logs of the Units of Study mini-lessons and writing samples. Also analyzed were detailed notes from individual writing conferences, including scores using an Affective Behavior Scale. Writing samples were collected approximately every two weeks from selected students and scored according to the Lucy Calkins K-8 Continuum for Assessing Narrative Writing Rubric. Analysis revealed that selected low-achieving 4th grade writers attitudes were changed through exposure to this curriculum, and more insight has been gained on the development of affective scores towards writing.

Richhart, Ron; Church, Mark; Morrison, Karin (2011) Making Thinking Visible, Jossey-Bass

Visible Thinking is a broad and flexible framework for enriching classroom learning in the content areas and fostering students' intellectual development at the same time. Here are some of its key goals:

Deeper understanding of content

Greater motivation for learning

Development of learners' thinking and learning abilities.

Development of learners' attitudes toward thinking and learning and their alertness to opportunities for thinking and learning (the "dispositional" side of thinking).

A shift in classroom culture toward a community of enthusiastically engaged thinkers and learners.

Tier: Tier 1

## School Improvement Plan

R. Grant Graham Elementary School

Activity - Teacher Training on Visible Thinking Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in 1st-5th grade will be trained in the Visible Thinking Routine "Claim, Support, Question" and it's applications to writing through Teacher Lab or collaborative Grade Level Team work.	Professional Learning	Tier 1	Implement	09/06/2016	06/12/2020	\$500	Title II Part A	Classroom Teachers, Principal, District Literacy Consultant

### (shared) Strategy 2:

Implement 5 Dimensions of Teaching and Learning instructional framework with purpose and fidelity. - Developed from multiyear research efforts at the University of Washington, the 5 Dimensions of Teaching and Learning instructional framework is a comprehensive reflection of the core elements of effective teaching. The 5D™ instructional framework provides a common language of instruction that defines teaching and learning along five dimensions: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture.

Category: Other - Research Based Best Practices

Research Cited: • "5 Dimensions of Teaching and Learning", University of Washington, Center for Educational Leadership, (2013).

Tier: Tier 1

Activity - Professional Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the school year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/12/2020	\$0	Title II Part A	District Leadership, Building leadership and Teachers

### (shared) Strategy 3:

Job Embedded Professional Learning - Job-embedded professional learning opportunities will be provided to build the collective understanding and capacity of teachers throughout the school community. Through a facilitated collaborative district network, the Avondale School District will provide job-embedded professional learning experiences (Teacher Lab), for all Avondale PreK-12 faculty and staff. Teacher Lab sessions will provide professional study, action research, and discourse around an agreed-upon curricular/pedagogical focus, live observation of a teacher(s) classroom practice, and post-observation discussion. Specifically, teachers partake in the examination of instructional practices including differentiation, student work, and strategies for struggling learners. Professional literature, through book study, will serve to anchor these professional learning opportunities.

Category: Other - Professional Learning

Research Cited: • Croft, A., Cogshall, J., Dolan, M., and Powers, E. (2010). Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well.

## School Improvement Plan

R. Grant Graham Elementary School

- Teacher Lab and First Conversations: [https://issuu.com/communicationsos/docs/jobembeddedproflearning\\_2\\_14\\_14\\_e2bd61c28fed17](https://issuu.com/communicationsos/docs/jobembeddedproflearning_2_14_14_e2bd61c28fed17)

Tier: Tier 1

Activity - Teacher Lab Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Leaders will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning, Teacher Collaboration	Tier 3	Monitor	09/06/2016	06/12/2020	\$0	General Fund	District Leadership, Building Leadership, and Teachers

### (shared) Strategy 4:

Direct Instruction of Units of Study for Writing - Teach students the writing skills and processes that go into creating argumentative texts and increase how often they produce their own texts. Informational and Opinion/Argument Writing in K-5 Classrooms - All kindergarten through sixth grade teachers will teach students strategies and skills to develop clear and coherent informational and opinion/argument writing pieces.

Category: English/Language Arts

Research Cited: • Calkins, L. (2014). Writing Pathways: Performance Assessments and Learning Progressions, Grades K-8.

- Calkins, L. (2003). Nonfiction Writing: Procedures and Reports
- R. Routman. (2005). Writing Essentials.
- Angelilo, J. (2003). Writing about Reading: From Book Talk to Literary Essays, Grades 3-8.
- R. Fletcher. (1992). What a Writer Needs.

Tier: Tier 1

Activity - Assessing Student Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The elementary literacy consultant in collaboration with Literacy Leaders will identify student anchor papers and use them to provide elementary teachers with professional learning on how to norm and score the writing common assessment based on the use of primary source documents.	Evaluation, Professional Learning, Teacher Collaboration, Curriculum Development	Tier 2	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders and Teachers

## School Improvement Plan

R. Grant Graham Elementary School

Activity - Utilization of Para-Professionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through Title I and 31A funds, Para-professionals and Reading Support Paraprofessionals will provide struggling learners with support in writing and also provide behavioral and academic interventions such as small group instruction, homework support/tutoring, push-in/pull-out instruction methods, and mentoring	Behavioral Support Program, Academic Support Program	Tier 2	Implement	09/06/2016	06/12/2020	\$0	Title I Part A	Building Principal, Assistant Superintendent for Curriculum and Instruction, Classroom teachers, paraprofessionals

### Measurable Objective 2:

100% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and English Learners students will increase student growth closing the achievement gap between themselves and their grade level peers by 10% in Writing by 06/12/2020 as measured by school, district and state required assessments.

### (shared) Strategy 1:

Implement 5 Dimensions of Teaching and Learning instructional framework with purpose and fidelity. - Developed from multiyear research efforts at the University of Washington, the 5 Dimensions of Teaching and Learning instructional framework is a comprehensive reflection of the core elements of effective teaching. The 5D™ instructional framework provides a common language of instruction that defines teaching and learning along five dimensions: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture.

Category: Other - Research Based Best Practices

Research Cited: • “5 Dimensions of Teaching and Learning”, University of Washington, Center for Educational Leadership, (2013).

Tier: Tier 1

Activity - Professional Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the school year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/12/2020	\$0	Title II Part A	District Leadership, Building leadership and Teachers

### (shared) Strategy 2:

Job Embedded Professional Learning - Job-embedded professional learning opportunities will be provided to build the collective understanding and capacity of teachers throughout the school community. Through a facilitated collaborative district network, the Avondale School District will provide job-embedded professional

## School Improvement Plan

R. Grant Graham Elementary School

learning experiences (Teacher Lab), for all Avondale PreK-12 faculty and staff. Teacher Lab sessions will provide professional study, action research, and discourse around an agreed-upon curricular/pedagogical focus, live observation of a teacher(s) classroom practice, and post-observation discussion. Specifically, teachers partake in the examination of instructional practices including differentiation, student work, and strategies for struggling learners. Professional literature, through book study, will serve to anchor these professional learning opportunities.

Category: Other - Professional Learning

Research Cited: • Croft, A., Coggshall, J., Dolan, M., and Powers, E. (2010). Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well.

• Teacher Lab and First Conversations: [https://issuu.com/communicationsos/docs/jobembeddedproflearning\\_2\\_14\\_14\\_e2bd61c28fed17](https://issuu.com/communicationsos/docs/jobembeddedproflearning_2_14_14_e2bd61c28fed17)

Tier: Tier 1

Activity - Teacher Lab Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Leaders will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning, Teacher Collaboration	Tier 3	Monitor	09/06/2016	06/12/2020	\$0	General Fund	District Leadership, Building Leadership, and Teachers

### (shared) Strategy 3:

Direct Instruction of Units of Study for Writing - Teach students the writing skills and processes that go into creating argumentative texts and increase how often they produce their own texts. Informational and Opinion/Argument Writing in K-5 Classrooms - All kindergarten through sixth grade teachers will teach students strategies and skills to develop clear and coherent informational and opinion/argument writing pieces.

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- R. Flectcher. (1992). What a Writer Needs.

Tier: Tier 1

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

R. Grant Graham Elementary School

The elementary literacy consultant in collaboration with Literacy Leaders will identify student anchor papers and use them to provide elementary teachers with professional learning on how to norm and score the writing common assessment based on the use of primary source documents.	Evaluation, Professional Learning, Teacher Collaboration, Curriculum Development	Tier 2	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders and Teachers
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Activity - Utilization of Para-Professionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through Title I and 31A funds, Para-professionals and Reading Support Paraprofessionals will provide struggling learners with support in writing and also provide behavioral and academic interventions such as small group instruction, homework support/tutoring, push-in/pull-out instruction methods, and mentoring	Behavioral Support Program, Academic Support Program	Tier 2	Implement	09/06/2016	06/12/2020	\$0	Title I Part A	Building Principal, Assistant Superintendent for Curriculum and Instruction, Classroom teachers, paraprofessionals

### Strategy 4:

Summer Extended Learning - Students will have the opportunity to attend summer learning opportunities at Auburn Elementary. Students in grades K-5 will be able to receive focused instruction in small groups focused on literacy. Students from Graham Elementary will be eligible to participate based on their Title 1 status.

Category: English/Language Arts

Research Cited: Title: Making the Most of Summer School: A Meta-Analytic and Narrative Review

Authors: Cooper, H., Charlton, K., Valentine, J.C., & Muhlenbruck, L.

Source: Monographs of Society for Reachers in Child Development, 65(1), 1-118

Year Published: 2000

Summer schools serve multiple purposed for students, families, educators, and communities. the current need for summer programs is driven by changes in American families and by calls for an educational system that is competitive globally and embodies higher academic standards.

Tier: Tier 3

Activity - Differentiated Instruction (K-5)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

R. Grant Graham Elementary School

Literacy Direct Instruction and Skill Development- Direct instruction's purposeful instructional planning provides extensive support as students practice and apply what they have learned.	Academic Support Program	Tier 3	Implement	08/06/2018	08/10/2018	\$9309	Title I Part A	Administrati on. Teachers and Paraprofes sionals
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### Goal 3: All students at R. Grant Graham Elementary will demonstrate knowledge and application of mathematical concepts.

#### Measurable Objective 1:

80% of Second, Third, Fourth and Fifth grade students will demonstrate a proficiency or demonstrate appropriate growth in the area of Geometry in Mathematics by 06/12/2020 as measured by NWEA Diagnostic Assessment given 3 times per year. .

#### (shared) Strategy 1:

Parent Engagement - All teachers will clearly communicate grade level expectations to parents through the use of weekly classroom newsletters, Curriculum guides, progress notes and Parent/Teacher conferences.

The Parent Compact will be used at the Fall Parent/Teacher conference to discuss how the school and parents can work together to nurture the success of each child. Parents moving to the building mid-year will be informed about the Parent Compact and will have the opportunity to discuss the Compact with the school administrator and/or the classroom teacher. In this way the new parents will be introduced to the collaborative culture of the building.

Parents will be informed of their child's progress toward grade level goals through the use of trimester report cards, shared classroom assessment information, Parent/Teacher conferences and written notes, e- mails and phone calls as necessary.

Category: School Culture

Research Cited: Henderson, A., and Mapp, K. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Austin, TX: National Center for Family and Community Connections with Schools, SEDL The Office of the Superintendent of Public Instruction (OSPI) of the State of Washington recently published a literature review of 20 studies that examined the common characteristics of high-performing schools. These studies include several U.S. Department of Education studies. Their research found that high-performing schools tend to have a combination of many characteristics, which were narrowed into these nine areas: (1) A clear and shared focus; (2) High standards and expectations for all students; (3) Effective school leadership; (4) High levels of collaboration and communication; (5) Curriculum, instruction, and assessments aligned with state standards; (6) Frequent monitoring of teaching and learning; (7) Focused professional development; (8) A supportive learning environment; (9) High levels of parent and community involvement. The purpose of this publication, "A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement," is to examine one of these identified characteristics of high-performing schools: parent and community involvement and its role in impacting on student achievement.

El Nokali, N. E., Bachman, H. J. and Votruba-Drzal, E. (2010), Parent Involvement and Children's Academic and Social Development in Elementary School. Child Development, 81: 988–1005. doi: 10.1111/j.1467-8624.2010.01447.x

Data from the National Institute of Child Health and Human Development (NICHD) Study of Early Childcare and Youth Development (N = 1,364) were used to

## School Improvement Plan

R. Grant Graham Elementary School

investigate children's trajectories of academic and social development across 1st, 3rd, and 5th grades. Hierarchical linear modeling was used to examine within- and between-child associations among maternal and teacher reports of parent involvement and children's standardized achievement scores, social skills, and problem behaviors. Findings suggest that within-child improvements in parent involvement predict declines in problem behaviors and improvements in social skills but do not predict changes in achievement. Between-child analyses demonstrated that children with highly involved parents had enhanced social functioning and fewer behavior problems. Similar patterns of findings emerged for teacher and parent reports of parent involvement. Implications for policy and practice are discussed.

Tier: Tier 3

Activity - Parent Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will clearly communicate grade level expectations to parents through the use of weekly classroom newsletters, math fluency progress reports, Curriculum guides, and Parent/Teacher conferences. The Parent Compact will be used at the Fall Parent/Teacher conference to discuss how the school and parents can work together to nurture the success of each child. Parents new to the building will be informed about the Parent Compact and will have the opportunity to discuss the Compact with the school administrator and/or the classroom teacher. In this way the new parents will be introduced to the collaborative culture of the building.	Parent Involvement	Tier 1	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	Building leadership and Teachers
Activity - Parents as Partners In Education Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will have the opportunity to learn about the Title 1 programs at Graham elementary school. Building leaders, teachers and paraprofessionals will lead and facilitate the learning and conversations. Snack and Baby-sitting services will be provided for families. There will be three meetings hosted for the school year,	Parent Involvement	Tier 3	Implement	09/06/2016	06/12/2020	\$794	Title I Part A	Teachers, paraprofessionals and Building Leadership

### (shared) Strategy 2:

Collaborative Teacher Meetings - Teachers will meet collaboratively to identify and target struggling students in three ways.

1. All classroom teachers will meet as grade level teams to review computation data for their grade level. Teachers will identify students at risk of failing to meet grade level objectives in computation and develop a classroom intervention for these identified students.
2. All classroom teachers will participate in Grade Level Student Progress Meetings. At these meetings, attended by Title I paras, Title I teacher, grade level teachers and the Principal, grade level data is presented. Students are rank ordered from most to least proficient. Current interventions are reviewed at this time. For students failing to make sufficient progress toward grade level goals new interventions are proposed including Tier 2, Title I supplementary support.
3. Teacher Assistance Team (TAT) is a teacher led meeting requested by the classroom teacher to review the academic or behavioral concerns of a particular student. These meetings are held twice monthly and attended by a Title I para, Title I teacher, Special Education Teacher consultant, classroom teacher and the principal. At



## School Improvement Plan

R. Grant Graham Elementary School

these meetings the classroom teacher presents performance data regarding the student which includes: a reading achievement graph with the student's reading level compared to the expected grade level standard, the student's current math level, student's grade level performance in the core content areas, interventions that have been developed and utilized with the results of the intervention, behavioral and study skills information, and family history if available. During the TAT meeting more specific interventions are proposed, at times these meetings lead to Special Education Referrals.

Category: Mathematics

Research Cited: Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Recommendation 1. Make data part of an ongoing cycle of instructional improvement. Recommendation 2. Teach students to examine their own data and set learning goals. Recommendation 3. Establish a clear vision for schoolwide data use. Recommendation 4. Provide supports that foster a data-driven culture within the school. Recommendation 5. Develop and maintain a districtwide data system

Tier: Tier 1

Activity - Utilize Progress Monitoring Tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will utilize progress monitoring tools to use during Grade Level Student Progress Meetings and TAT meetings that meet the needs of all users. Progress monitoring tools clearly show student progress relative to grade level standards. These tools will be used as data collection sources to refer students for further intervention services if necessary.	Teacher Collaboration	Tier 2	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	Building Leadership, Classroom Teachers, Title I teacher
Activity - Assessing Transient Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will assess each student's current performance level within the first 10 days of the student's entry into the school. Using the District Benchmark Assessment Guide for fall, winter, and spring, teachers will identify any student falling into the at risk category in the core areas of Reading, Writing or Mathematics, and bring the student's name and current assessment data to the next available Teacher Assistance Team meeting.	Evaluation	Tier 1	Monitor	09/06/2016	06/12/2020	\$0	No Funding Required	Building Leadership, Classroom Teachers

### (shared) Strategy 3:

Summer Extended Learning - Students determined to be at risk of or failing to meet grade level proficiency expectations during Grade Level Student Progress meetings are invited to attend Title I funded Summer School. Scheduled for 12 days in July this program targets students below grade level in reading and math. Students are placed in small (no more than 12) grade level groupings and receive direct instruction from highly qualified teachers from 9:00-1:30 4 days per week for 1 week.

## School Improvement Plan

R. Grant Graham Elementary School

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Transportation as well as breakfast and lunch are provided to students free of charge. The goal is to help these students close the achievement gap between themselves and their grade level peers.

Category: Mathematics

Research Cited: Title | Making the Most of Summer School: A Meta-Analytic and Narrative Review

Authors | Cooper, H., Charlton, K., Valentine, J.C., & Muhlenbruck, L.

Source | Monographs of the Society for Research in Child Development, 65(1), 1-118.

Year Published | 2000

### Abstract

Summer schools serve multiple purposes for students, families, educators, and communities. The current need for summer programs is driven by changes in American families and by calls for an educational system that is competitive globally and embodies higher academic standards.

This research synthesis used both meta-analytic and narrative procedures to integrate the results of 93 evaluations of summer school. Results revealed that summer programs focusing on remedial or accelerated learning or other goals have a positive impact on the knowledge and skills of participants. Although all students benefit from summer school, students from middle-class homes show larger positive effects than students from disadvantaged homes. Remedial programs have larger effects when the program is relatively small and when instruction is individualized. Remedial programs may have more positive effects on math than on reading. Requiring parent involvement also appears related to more effective programs.

Students at all grade levels benefit from remedial summer school, but students in the earliest grades and in secondary school may benefit most. These and other findings are examined for their implications for future research, public policy, and the implementation of summer programs. Based on these results, recommendations to policy makers are that summer programs:

- contain substantial components aimed at teaching math and reading, and
- include rigorous evaluations, but also
- permit local control of curricula and delivery systems.

Funds should be set aside to foster participation in summer programs, especially among disadvantaged youth. Program implementers should (a) begin summer program planning earlier in the year, (b) strive for continuity of staffing and programs across years, (c) use summer school in conjunction with summer staff development opportunities, and (d) begin integrating summer school experiences with those that occur during the regular school year. (Abstract by Author/JSTOR, amended.)

Tier: Tier 3

Activity - Evaluate impact on student achievement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

R. Grant Graham Elementary School

Teachers will evaluate student growth using the Avondale Benchmark Assessments in Reading and Math. Spring assessments for participating students will be compared to fall assessments in order to measure achievement in reading and math. Achievement results will be compared to students in the general student population in order to determine the impact of the program on achievement. A survey will be sent home to participating families in the fall in order to evaluate parent satisfaction and suggestions for improvement.	Evaluation	Tier 3	Evaluate	09/06/2016	06/12/2020	\$3600	Title I Part A	Building Leadership Title I coordinator, Summer School staff, classroom teachers
Activity - Differentiated Instruction (K-5)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Direct instruction's purposeful instructional planning provides extensive support as student practice and apply what they have learned.	Academic Support Program	Tier 3	Implement	07/05/2018	08/21/2020	\$9309	Title I Part A	Teachers and Paraprofessionals

### (shared) Strategy 4:

5 Dimensions of Teaching and Learning instructional framework - Implement 5 Dimensions of Teaching and Learning instructional framework with purpose and fidelity. Developed from multiyear research efforts at the University of Washington, the 5 Dimensions of Teaching and Learning instructional framework is a comprehensive reflection of the core elements of effective teaching. The 5D™ instructional framework provides a common language of instruction that defines teaching and learning along five dimensions: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture.

Category: Mathematics

Research Cited: "5 Dimensions of Teaching and Learning", University of Washington, Center for Educational Leadership, (2013).

Tier: Tier 1

Activity - Professional Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the school year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leadership, Building Leadership and Teachers

### (shared) Strategy 5:

Job-embedded professional learning - Job-embedded professional learning opportunities will be provided to build the collective understanding and capacity of teachers throughout the school community. Through a facilitated collaborative district network, the Avondale School District will provide job-embedded professional learning experiences (Teacher Lab), for all Avondale PreK-12 faculty and staff. Teacher Lab sessions will provide professional study, action research, and discourse around an

## School Improvement Plan

R. Grant Graham Elementary School

agreed-upon curricular/pedagogical focus, live observation of a teacher(s) classroom practice, and post-observation discussion. Specifically, teachers partake in the examination of instructional practices including differentiation, student work, and strategies for struggling learners. Professional literature, through book study, will serve to anchor these professional learning opportunities.

Category: Mathematics

Research Cited: • Croft, A., Coggshall, J., Dolan, M., and Powers, E. (2010). Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well.

• Teacher Lab and First Conversations: [https://issuu.com/communicationsos/docs/jobembeddedproflearning\\_2\\_14\\_14\\_e2bd61c28fed17](https://issuu.com/communicationsos/docs/jobembeddedproflearning_2_14_14_e2bd61c28fed17)

Tier: Tier 2

Activity - Teacher Lab Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Leaders will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning, Teacher Collaboration	Tier 3	Monitor	09/06/2016	06/12/2020	\$0	Title II Part A	District Leadership, Building Leadership and Teachers

### (shared) Strategy 6:

Math Direct Instruction and Skill Development - Direct instruction's purposeful instructional planning provides extensive support as students practice and apply what they have learned. Direct teaching involves directing student attention toward specific learning by introducing teaching methods for reading and writing or actively involving students in knowledge construction. The instruction is focused on producing specific learning outcomes.

Category: Mathematics

Research Cited: • Adams, G., & Engelmann, S. (1996). Research on Direct Instruction: 25 years beyond DISTAR.

- The Education Alliance. (2006). Closing the Achievement Gap: Best Practices in Teaching Mathematics.
- Przychodzin-Havis, A. M., Marchand-Martella, N. E., Martella, R. C., & Azim, D. (2004). Direct Instruction mathematics programs: An overview and research summary.
- Stockard, J. (2010). Improving elementary level mathematics achievement in a large urban district: The effects of Direct Instruction in the Baltimore City Public School System.

Tier: Tier 2

Activity - Differentiated Instruction (K-5)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

R. Grant Graham Elementary School

<p>The school will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, Project Learning, Math Skill Development, Data Analysis, Teacher Labs, The school will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, Project Learning, Math Skill Development, Data Analysis, Teacher Labs, The school will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, Project Learning, Math Skill Development, Data Analysis, and Teacher Labs.</p>	<p>Academic Support Program, Professional Learning, Direct Instruction</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/12/2020</p>	<p>\$0</p>	<p>General Fund</p>	<p>District Leadership, Building Leadership and Teachers</p>
<p>Activity - Fluency and Skill Development Activity</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>The school will allot time in the daily schedule to allow staff to use a variety of activities that will allow students to become proficient with essential foundational mathematical skills. The students will practice these foundational skills often enough so that they can flexibly engage with the content at a higher level.</p>	<p>Academic Support Program, Direct Instruction</p>	<p>Tier 3</p>	<p>Getting Ready</p>	<p>09/06/2016</p>	<p>06/12/2020</p>	<p>\$0</p>	<p>General Fund</p>	<p>Building Leadership, Teachers and Paraprofessionals</p>
<p>Activity - Data Collection, Assessment and Evaluation</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>Utilize a system of data collection, evaluation, and program accountability, including assessments to inform instruction.</p>	<p>Evaluation</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/12/2020</p>	<p>\$0</p>	<p>General Fund</p>	<p>Building Leadership, Teachers and Paraprofessionals</p>
<p>Activity - Build teacher expertise for intervention</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>Provide teachers with appropriate professional learning opportunities (i.e. teacher lab) in order to make decisions based on meaningful assessment of learners' strengths and needs. These learning opportunities will include professional development in the use of interventions, supports and scaffolds for struggling learners.</p>	<p>Academic Support Program, Professional Learning, Teacher Collaboration</p>	<p>Tier 3</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/12/2020</p>	<p>\$5000</p>	<p>Section 31a</p>	<p>District Leadership, Building Leadership, Teachers and Paraprofessionals</p>
<p>Activity - Success Maker</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>

## School Improvement Plan

R. Grant Graham Elementary School

Success Maker is an adaptive and prescriptive scheduling intervention program delivering both reading and math curriculum. Stealth formative assessments adjust instruction with every click, swipe and student response.	Academic Support Program, Technology	Tier 3	Implement	09/06/2016	06/12/2020	\$3690	Title I Part A	Title 1 Intervention Teacher, Title 1 Paraprofessionals
Activity - Small Group Targeted Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eligible Title 1 students will work in small groups and one-on-one with Title 1 intervention teacher and Title 1 paraprofessionals focusing on math and literacy skill development	Academic Support Program, Direct Instruction	Tier 3	Monitor	09/06/2016	06/12/2020	\$187795	Title I Part A	Title 1 Teacher, Title 1 Paraprofessionals

### Measurable Objective 2:

100% of Second, Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and English Learners students will increase student growth decreasing the achievement gap between themselves and their grade level peers by 10% in the area of Geometry in Mathematics by 06/12/2020 as measured by NWEA Diagnostic Assessment given 3 times per year in grades 2-5. .

### (shared) Strategy 1:

Parent Engagement - All teachers will clearly communicate grade level expectations to parents through the use of weekly classroom newsletters, Curriculum guides, progress notes and Parent/Teacher conferences.

The Parent Compact will be used at the Fall Parent/Teacher conference to discuss how the school and parents can work together to nurture the success of each child. Parents moving to the building mid-year will be informed about the Parent Compact and will have the opportunity to discuss the Compact with the school administrator and/or the classroom teacher. In this way the new parents will be introduced to the collaborative culture of the building.

Parents will be informed of their child's progress toward grade level goals through the use of trimester report cards, shared classroom assessment information, Parent/Teacher conferences and written notes, e- mails and phone calls as necessary.

Category: School Culture

Research Cited: Henderson, A., and Mapp, K. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Austin, TX: National Center for Family and Community Connections with Schools, SEDL The Office of the Superintendent of Public Instruction (OSPI) of the State of Washington recently published a literature review of 20 studies that examined the common characteristics of high-performing schools. These studies include several U.S. Department of Education studies. Their research found that high-performing schools tend to have a combination of many characteristics, which were narrowed into these nine areas: (1) A clear and shared focus; (2) High standards and expectations for all students; (3) Effective school leadership; (4) High levels of collaboration and communication; (5) Curriculum, instruction, and assessments aligned with state standards; (6) Frequent monitoring of teaching and learning; (7) Focused professional development; (8) A supportive learning environment; (9) High levels of parent and community involvement. The purpose of this publication, "A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement," is to examine one of these identified characteristics of high-performing schools: parent and community involvement and its role in impacting on student achievement.

El Nokali, N. E., Bachman, H. J. and Votruba-Drzal, E. (2010), Parent Involvement and Children's Academic and Social Development in Elementary School. Child

## School Improvement Plan

R. Grant Graham Elementary School

Development, 81: 988–1005. doi: 10.1111/j.1467-8624.2010.01447.x

Data from the National Institute of Child Health and Human Development (NICHD) Study of Early Childcare and Youth Development (N = 1,364) were used to investigate children’s trajectories of academic and social development across 1st, 3rd, and 5th grades. Hierarchical linear modeling was used to examine within- and between-child associations among maternal and teacher reports of parent involvement and children’s standardized achievement scores, social skills, and problem behaviors. Findings suggest that within-child improvements in parent involvement predict declines in problem behaviors and improvements in social skills but do not predict changes in achievement. Between-child analyses demonstrated that children with highly involved parents had enhanced social functioning and fewer behavior problems. Similar patterns of findings emerged for teacher and parent reports of parent involvement. Implications for policy and practice are discussed.

Tier: Tier 3

Activity - Parent Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will clearly communicate grade level expectations to parents through the use of weekly classroom newsletters, math fluency progress reports, Curriculum guides, and Parent/Teacher conferences. The Parent Compact will be used at the Fall Parent/Teacher conference to discuss how the school and parents can work together to nurture the success of each child. Parents new to the building will be informed about the Parent Compact and will have the opportunity to discuss the Compact with the school administrator and/or the classroom teacher. In this way the new parents will be introduced to the collaborative culture of the building.	Parent Involvement	Tier 1	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	Building leadership and Teachers
Activity - Parents as Partners In Education Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will have the opportunity to learn about the Title 1 programs at Graham elementary school. Building leaders, teachers and paraprofessionals will lead and facilitate the learning and conversations. Snack and Baby-sitting services will be provided for families. There will be three meetings hosted for the school year,	Parent Involvement	Tier 3	Implement	09/06/2016	06/12/2020	\$794	Title I Part A	Teachers, paraprofessionals and Building Leadership

### (shared) Strategy 2:

Collaborative Teacher Meetings - Teachers will meet collaboratively to identify and target struggling students in three ways.

1. All classroom teachers will meet as grade level teams to review computation data for their grade level. Teachers will identify students at risk of failing to meet grade level objectives in computation and develop a classroom intervention for these identified students.
2. All classroom teachers will participate in Grade Level Student Progress Meetings. At these meetings, attended by Title I paras, Title I teacher, grade level teachers and the Principal, grade level data is presented. Students are rank ordered from most to least proficient. Current interventions are reviewed at this time. For students failing to make sufficient progress toward grade level goals new interventions are proposed including Tier 2, Title I supplementary support.

## School Improvement Plan

R. Grant Graham Elementary School

3. Teacher Assistance Team (TAT) is a teacher led meeting requested by the classroom teacher to review the academic or behavioral concerns of a particular student. These meetings are held twice monthly and attended by a Title I para, Title I teacher, Special Education Teacher consultant, classroom teacher and the principal. At these meetings the classroom teacher presents performance data regarding the student which includes: a reading achievement graph with the student's reading level compared to the expected grade level standard, the student's current math level, student's grade level performance in the core content areas, interventions that have been developed and utilized with the results of the intervention, behavioral and study skills information, and family history if available. During the TAT meeting more specific interventions are proposed, at times these meetings lead to Special Education Referrals.

Category: Mathematics

Research Cited: Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Recommendation 1. Make data part of an ongoing cycle of instructional improvement. Recommendation 2. Teach students to examine their own data and set learning goals. Recommendation 3. Establish a clear vision for schoolwide data use. Recommendation 4. Provide supports that foster a data-driven culture within the school.

Recommendation 5. Develop and maintain a districtwide data system

Tier: Tier 1

Activity - Utilize Progress Monitoring Tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will utilize progress monitoring tools to use during Grade Level Student Progress Meetings and TAT meetings that meet the needs of all users. Progress monitoring tools clearly show student progress relative to grade level standards. These tools will be used as data collection sources to refer students for further intervention services if necessary.	Teacher Collaboration	Tier 2	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	Building Leadership, Classroom Teachers, Title I teacher

Activity - Assessing Transient Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will assess each student's current performance level within the first 10 days of the student's entry into the school. Using the District Benchmark Assessment Guide for fall, winter, and spring, teachers will identify any student falling into the at risk category in the core areas of Reading, Writing or Mathematics, and bring the student's name and current assessment data to the next available Teacher Assistance Team meeting.	Evaluation	Tier 1	Monitor	09/06/2016	06/12/2020	\$0	No Funding Required	Building Leadership, Classroom Teachers

### Strategy 3:

Upper Elementary Intervention Block - Third-Fifth grade students participate in supplementary programs based on their proficiency ranking in the core subject areas, on



## School Improvement Plan

R. Grant Graham Elementary School

the Prioritized list, developed during Grade Level Student Progress Meetings. In mathematics intervention, small groups of Title I identified students are pulled out, in consultation with the teacher, 4x per week for 40-50 minute sessions to work with a Title I teacher. Instructional focus includes: Math fact fluency, support with current classroom math objectives, and remediation for concepts not yet attained. Instruction during the intervention is explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review. This support is provided through the use of direct teacher led instruction and Pearson Successmaker program for Math applications.

Category: Mathematics

Research Cited: Gersten, R., Beckmann, 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 (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>. This practice guide offers eight recommendations for identifying and supporting students struggling in mathematics The recommendations are intended to be implemented within an RtI framework (typically three-tiered). The panel chose to limit its discussion of tier 1 to universal screening practices (i.e., the guide does not make recommendations for general classroom mathematics instruction). Recommendation 1 provides specific suggestions for conducting universal screening effectively. For RtI tiers 2 and 3, recommendations 2 through 8 focus on the most effective content and pedagogical practices that can be included in mathematics interventions.

Tier: Tier 3

Activity - Student Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student progress toward grade level standards will be reviewed and analyzed 3x per year at the Grade Level Student Progress meetings. Student progress will be analyzed to assure that there is adequate growth towards grade level proficiency . If grade level proficiency is not met interventions are examined and changed to meet the needs of the student.	Academic Support Program	Tier 3	Evaluate	09/06/2016	06/12/2020	\$0	Title I Part A	Building Administration, and Classroom Teachers

### (shared) Strategy 4:

Summer Extended Learning - Students determined to be at risk of or failing to meet grade level proficiency expectations during Grade Level Student Progress meetings are invited to attend Title I funded Summer School. Scheduled for 12 days in July this program targets students below grade level in reading and math. Students are placed in small (no more than 12) grade level groupings and receive direct instruction from highly qualified teachers from 9:00-1:30 4 days per week for 1 week. Transportation as well as breakfast and lunch are provided to students free of charge. The goal is to help these students close the achievement gap between themselves and their grade level peers.

Category: Mathematics

Research Cited: Title | Making the Most of Summer School: A Meta-Analytic and Narrative Review

Authors | Cooper, H., Charlton, K., Valentine, J.C., & Muhlenbruck, L.

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R. Grant Graham Elementary School

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Students at all grade levels benefit from remedial summer school, but students in the earliest grades and in secondary school may benefit most. These and other findings are examined for their implications for future research, public policy, and the implementation of summer programs. Based on these results, recommendations to policy makers are that summer programs:

- contain substantial components aimed at teaching math and reading, and
- include rigorous evaluations, but also
- permit local control of curricula and delivery systems.

Funds should be set aside to foster participation in summer programs, especially among disadvantaged youth. Program implementers should (a) begin summer program planning earlier in the year, (b) strive for continuity of staffing and programs across years, (c) use summer school in conjunction with summer staff development opportunities, and (d) begin integrating summer school experiences with those that occur during the regular school year. (Abstract by Author/JSTOR, amended.)

Tier: Tier 3

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Teachers will evaluate student growth using the Avondale Benchmark Assessments in Reading and Math. Spring assessments for participating students will be compared to fall assessments in order to measure achievement in reading and math. Achievement results will be compared to students in the general student population in order to determine the impact of the program on achievement. A survey will be sent home to participating families in the fall in order to evaluate parent satisfaction and suggestions for improvement.	Evaluation	Tier 3	Evaluate	09/06/2016	06/12/2020	\$3600	Title I Part A	Building Leadership Title I coordinator, Summer School staff, classroom teachers
Activity - Differentiated Instruction (K-5)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Direct instruction's purposeful instructional planning provides extensive support as student practice and apply what they have learned.	Academic Support Program	Tier 3	Implement	07/05/2018	08/21/2020	\$9309	Title I Part A	Teachers and Paraprofessionals

## School Improvement Plan

R. Grant Graham Elementary School

### (shared) Strategy 5:

5 Dimensions of Teaching and Learning instructional framework - Implement 5 Dimensions of Teaching and Learning instructional framework with purpose and fidelity. Developed from multiyear research efforts at the University of Washington, the 5 Dimensions of Teaching and Learning instructional framework is a comprehensive reflection of the core elements of effective teaching. The 5D™ instructional framework provides a common language of instruction that defines teaching and learning along five dimensions: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture.

Category: Mathematics

Research Cited: "5 Dimensions of Teaching and Learning", University of Washington, Center for Educational Leadership, (2013).

Tier: Tier 1

Activity - Professional Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the school year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leadership, Building Leadership and Teachers

### (shared) Strategy 6:

Job-embedded professional learning - Job-embedded professional learning opportunities will be provided to build the collective understanding and capacity of teachers throughout the school community. Through a facilitated collaborative district network, the Avondale School District will provide job-embedded professional learning experiences (Teacher Lab), for all Avondale PreK-12 faculty and staff. Teacher Lab sessions will provide professional study, action research, and discourse around an agreed-upon curricular/pedagogical focus, live observation of a teacher(s) classroom practice, and post-observation discussion. Specifically, teachers partake in the examination of instructional practices including differentiation, student work, and strategies for struggling learners. Professional literature, through book study, will serve to anchor these professional learning opportunities.

Category: Mathematics

Research Cited: • Croft, A., Cogshall, J., Dolan, M., and Powers, E. (2010). Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well.

• Teacher Lab and First Conversations: [https://issuu.com/communicationsos/docs/jobembeddedproflerning\\_2\\_14\\_14\\_e2bd61c28fed17](https://issuu.com/communicationsos/docs/jobembeddedproflerning_2_14_14_e2bd61c28fed17)

Tier: Tier 2

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

R. Grant Graham Elementary School

Teacher Leaders will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning, Teacher Collaboration	Tier 3	Monitor	09/06/2016	06/12/2020	\$0	Title II Part A	District Leadership, Building Leadership and Teachers
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### (shared) Strategy 7:

Math Direct Instruction and Skill Development - Direct instruction's purposeful instructional planning provides extensive support as students practice and apply what they have learned. Direct teaching involves directing student attention toward specific learning by introducing teaching methods for reading and writing or actively involving students in knowledge construction. The instruction is focused on producing specific learning outcomes.

Category: Mathematics

Research Cited: • Adams, G., & Engelmann, S. (1996). Research on Direct Instruction: 25 years beyond DISTAR.

- The Education Alliance. (2006). Closing the Achievement Gap: Best Practices in Teaching Mathematics.
- Przychodzin-Havis, A. M., Marchand-Martella, N. E., Martella, R. C., & Azim, D. (2004). Direct Instruction mathematics programs: An overview and research summary.
- Stockard, J. (2010). Improving elementary level mathematics achievement in a large urban district: The effects of Direct Instruction in the Baltimore City Public School System.

Tier: Tier 2

Activity - Differentiated Instruction (K-5)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, Project Learning, Math Skill Development, Data Analysis, Teacher Labs, The school will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, Project Learning, Math Skill Development, Data Analysis, Teacher Labs, The school will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, Project Learning, Math Skill Development, Data Analysis, and Teacher Labs.	Academic Support Program, Professional Learning, Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leadership, Building Leadership and Teachers

Activity - Fluency and Skill Development Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

R. Grant Graham Elementary School

The school will allot time in the daily schedule to allow staff to use a variety of activities that will allow students to become proficient with essential foundational mathematical skills. The students will practice these foundational skills often enough so that they can flexibly engage with the content at a higher level.	Academic Support Program, Direct Instruction	Tier 3	Getting Ready	09/06/2016	06/12/2020	\$0	General Fund	Building Leadership, Teachers and Paraprofessionals
<b>Activity - Data Collection, Assessment and Evaluation</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>
Utilize a system of data collection, evaluation, and program accountability, including assessments to inform instruction.	Evaluation	Tier 2	Implement	09/06/2016	06/12/2020	\$0	General Fund	Building Leadership, Teachers and Paraprofessionals
<b>Activity - Build teacher expertise for intervention</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>
Provide teachers with appropriate professional learning opportunities (i.e. teacher lab) in order to make decisions based on meaningful assessment of learners' strengths and needs. These learning opportunities will include professional development in the use of interventions, supports and scaffolds for struggling learners.	Academic Support Program, Professional Learning, Teacher Collaboration	Tier 3	Implement	09/06/2016	06/12/2020	\$5000	Section 31a	District Leadership, Building Leadership, Teachers and Paraprofessionals
<b>Activity - Success Maker</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>
Success Maker is an adaptive and prescriptive scheduling intervention program delivering both reading and math curriculum. Stealth formative assessments adjust instruction with every click, swipe and student response.	Academic Support Program, Technology	Tier 3	Implement	09/06/2016	06/12/2020	\$3690	Title I Part A	Title 1 Intervention Teacher, Title 1 Paraprofessionals
<b>Activity - Small Group Targeted Learning</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>
Eligible Title 1 students will work in small groups and one-on-one with Title 1 intervention teacher and Title 1 paraprofessionals focusing on math and literacy skill development	Academic Support Program, Direct Instruction	Tier 3	Monitor	09/06/2016	06/12/2020	\$187795	Title I Part A	Title 1 Teacher, Title 1 Paraprofessionals

## Goal 4: All Students at R. Grant Graham will become proficient in Science.

### Measurable Objective 1:

A 10% increase of Fifth grade Black or African-American, Asian, Bottom 30%, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth in Science as evidenced by a performance level of proficient or advanced in Science by 06/12/2020 as measured by the Science portion of the state required assessment for 5th graders. .

### Strategy 1:

Non-Linguistic Representation and ELL - 2nd through 5th grade classroom teachers will incorporate Non Linguistic and Visible Thinking Routines into Science and Social Studies lessons aimed at increasing the comprehension levels of all students. Teachers will meet during grade level meetings to discuss lesson design appropriate for grade level instruction. Teachers will model the strategies, providing scaffolded support to students as needed with the idea of working towards independence. ELL support and facilitation of non-linguistic representations will be provided to those students in need of further language support to develop new concepts and vocabulary. Student progress will be monitored through Student Progress Meetings and analysis of MEAP/Common Core Data.

Category: Science

Research Cited: Marzano, Pickering, & Pollock, 2001 Alexandria, VA. Association for Supervision and Curriculum Development. Learners acquire and store knowledge in two primary ways: linguistic (by reading or hearing lectures), and nonlinguistic (through visual imagery, kinesthetic or whole-body modes, and so forth). The more students use both systems of representing knowledge, the better they are able to think about and recall what they have learned.

NCTM, 2000 Visual representations help students recognize how related topics connect.

Bransford et al (1999) How people learn: Brain, mind experience, and school. Washington D.C., National Academy Press.

Lehrer & Chazen, (1998) Finding patterns helps students organize their ideas so that they can later recall and apply what they have learned. Research has shown an increase in understanding of geometry when students learn to represent and visualize three-dimensional forms. Mahwah, N.J., Erlbaum.

Hyerle, (1996) After brainstorming to generate ideas, students can improve their reading, writing, and thinking skills by using thinking maps to help them organize key concepts in a visual way. .Educational Leadership, 53(4), 85-89.

Tier: Tier 3

Activity - Monitor Implementation of strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will monitor the implementation of the instructional strategies through walk through and program fidelity checks.	Monitor	Tier 3	Monitor	09/06/2016	06/12/2020	\$0	No Funding Required	Principal, ELL Paraprofessional

### Strategy 2:

5 Dimensions of Teaching and Learning instructional framework - Implement 5 Dimensions of Teaching and Learning instructional framework with purpose and fidelity.

## School Improvement Plan

R. Grant Graham Elementary School

Developed from multiyear research efforts at the University of Washington, the 5 Dimensions of Teaching and Learning instructional framework is a comprehensive reflection of the core elements of effective teaching. The 5D™ instructional framework provides a common language of instruction that defines teaching and learning along five dimensions: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture.

Category: Science

Research Cited: • “5 Dimensions of Teaching and Learning”, University of Washington, Center for Educational Leadership, (2013).

Tier: Tier 1

Activity - Professional Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the school year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders and Teachers

### Strategy 3:

Job-embedded professional learning - Job-embedded professional learning opportunities will be provided to build the collective understanding and capacity of teachers throughout the school community. Through a facilitated collaborative district network, the Avondale School District will provide job-embedded professional learning experiences (Teacher Lab), for all Avondale PreK-12 faculty and staff. Teacher Lab sessions will provide professional study, action research, and discourse around an agreed-upon curricular/pedagogical focus, live observation of a teacher(s) classroom practice, and post-observation discussion. Specifically, teachers partake in the examination of instructional practices including differentiation, student work, and strategies for struggling learners. Professional literature, through book study, will serve to anchor these professional learning opportunities.

Category: Science

Research Cited: • Croft, A., Coggshall, J., Dolan, M., and Powers, E. (2010). Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well.

• Teacher Lab and First Conversations: [https://issuu.com/communicationsos/docs/jobembeddedproflearning\\_2\\_14\\_14\\_e2bd61c28fed17](https://issuu.com/communicationsos/docs/jobembeddedproflearning_2_14_14_e2bd61c28fed17)

Tier: Tier 2

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

R. Grant Graham Elementary School

Teacher Leaders across the system will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning, Teacher Collaboration	Tier 3	Monitor	09/06/2016	06/12/2020	\$0	Title II Part A	District Leaders, Building Leaders and Teachers
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### Strategy 4:

Differentiated Instruction (K-5) - Teachers will implement NGSS with fidelity. They will incorporate hands-on inquiry and teach content-specific vocabulary. Teachers will design activities that require students to think deeply, explore, ask questions, formulate hypotheses and articulate their findings.

Category: Science

Research Cited: Harvard Project Zero Lorch, Jr., R. F., Lorch, E. P., Calderhead, W. J., Dunlap, E. E., Hodell, E. C., & Freer, B. D. (2010). Learning the control of variables strategy in higher and lower achieving classrooms: Contributions of explicit instruction and experimentation. *Journal of Educational Psychology*, 102(1), 90–101.

Tier: Tier 1

Activity - Implementation of NGSS FOSS Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This year every teacher will implement the physical science unit from the FOSS curriculum	Implementation, Teacher Collaboration, Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	General Fund	District Leaders, Building Leaders and Teachers

## Goal 5: We will create and Maintain a learning environment for all Graham students that fosters curiosity, confidence, and collaboration while building critical thinking skills and character through Project Based Learning (PBL)

### Measurable Objective 1:

collaborate to cultivate innovation, fostering strong relationships and engage ALL students in the real world experiences through Project Based Learning (PBL) by 06/12/2020 as measured by classroom observations, student performance outcomes, and feedback surveys..

### Strategy 1:

PBL for Students - From Buck Institute for Education: "Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by developing a public product or presentation for a real audience. As a result, students develop deep content knowledge as well as critical thinking, creativity, and communication skills in the context of doing an



## School Improvement Plan

R. Grant Graham Elementary School

authentic, meaningful project. Project Based Learning unleashes a contagious, creative energy among students and teachers."

Category: School Culture

Research Cited: Buck Institute for Education (<http://www.bie.org/>)

Tier: Tier 1

Activity - Professional Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kim Kocsis, Oakland Schools Consultant, has been our partner in PBL. She is a certified trainer from the Buck Institute for Education (BIE). BIE offers professional development on how to design, assess, and manage projects that engage and motivate students ( <a href="https://www.bie.org/">https://www.bie.org/</a> ) Components of all PBL projects include: (1.) Key Knowledge, Understanding and Success Skills (2.) Challenging Problem/Questions (3.) Sustained Inquiry (4.) Authenticity (5.) Student Voice and Choice (6.) Reflection (7.) Critique /Revision (8.) Public Product During the school year, professional learning for PBL cohort members will focus on building PBL lessons that include the various components. Teachers will utilize the knowledge and skills of each other and Kim to ensure the PBL components are properly addressed in the PBL projects. In addition to professional learning during the school day, after school professional learning will provided to different buildings	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/12/2020	\$5000	Title I Part A	District Leadership, Building Leadership and Teachers

## Goal 6: Students will graduate from Avondale college and career ready

### Measurable Objective 1:

collaborate to and facilitate career awareness and focused activities for students at each grade level by 06/12/2020 as measured by the number of career focused activities students engage in over the course of the school year..

### Strategy 1:

Careers and Literacy - We will utilize our current literacy resources and tools to increase student awareness about the variety of careers. In addition, we will partner with parents, community members and business partners to support our focus on career awareness.

Category: Career and College Ready

Tier: Tier 1

Activity - Guest Speaker Book Talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

R. Grant Graham Elementary School

We will partner with parents, community members and business partners to support our focus on career awareness.	Career Preparation /Orientation	Tier 1	Getting Ready	09/03/2019	06/12/2020	\$0	No Funding Required	District Administrators, School Administrators and Teachers
<b>Activity - Career Focused Journal Starters</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>
At least one time/month, students will complete a writing journal entry focused on career awareness and preparation. These journal starters can be implemented into the writing curriculum activities.	Career Preparation /Orientation	Tier 1	Getting Ready	10/01/2019	06/12/2020	\$0	No Funding Required	District Administrators, School Administrators, Teachers, Literacy Coach

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on Visible Thinking Routines	Teachers in 1st-5th grade will be trained in the Visible Thinking Routine "Claim, Support, Question" and it's applications to writing through Teacher Lab or collaborative Grade Level Team work.	Professional Learning	Tier 1	Implement	09/06/2016	06/12/2020	\$500	Classroom Teachers, Principal, District Literacy Consultant
Teacher Lab Design	Teacher Leaders across the system will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning, Teacher Collaboration	Tier 3	Monitor	09/06/2016	06/12/2020	\$0	District Leaders, Building Leaders and Teachers
Teacher Lab Design	Teacher Leaders will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning, Teacher Collaboration	Tier 3	Monitor	09/06/2016	06/12/2020	\$0	District Leadership, Building Leadership and Teachers
Professional Learning Opportunities	Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the school year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/12/2020	\$0	District Leadership, Building leadership and Teachers

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## School Improvement Plan

R. Grant Graham Elementary School

Build teacher expertise for intervention	Provide teachers with appropriate professional learning opportunities (i.e. teacher lab) in order to make decisions based on meaningful assessment of learners' strengths and needs. These learning opportunities will include professional development in the use of interventions, supports and scaffolds for struggling learners.	Academic Support Program, Professional Learning, Teacher Collaboration	Tier 3	Implement	09/06/2016	06/12/2020	\$5000	District Leadership, Building Leadership, Teachers and Paraprofessionals
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### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group Targeted Learning	Eligible Title 1 students will work in small groups and one-on-one with Title 1 intervention teacher and Title 1 paraprofessionals focusing on math and literacy skill development	Academic Support Program, Direct Instruction	Tier 3	Monitor	09/06/2016	06/12/2020	\$187795	Title 1 Teacher, Title 1 Paraprofessionals
Monitor Leveled Literacy Implementation	Monitor the implementation of the Leveled Literacy instruction and program fidelity through principal walk through .	Academic Support Program, Teacher Collaboration, Walkthrough, Monitor	Tier 3	Monitor	09/06/2016	06/12/2020	\$0	District Leaders, Principal, Teaching Staff, Title I teachers and paraprofessionals
Evaluate impact on student achievement	Teachers will evaluate student growth using the Avondale Benchmark Assessments in Reading and Math. Spring assessments for participating students will be compared to fall assessments in order to measure achievement in reading and math. Achievement results will be compared to students in the general student population in order to determine the impact of the program on achievement. A survey will be sent home to participating families in the fall in order to evaluate parent satisfaction and suggestions for improvement.	Evaluation	Tier 3	Evaluate	09/06/2016	06/12/2020	\$3600	Building Leadership Title I coordinator, Summer School staff, classroom teachers

# School Improvement Plan

R. Grant Graham Elementary School

Utilization of Para-Professionals	Through Title I and 31A funds, Para-professionals and Reading Support Paraprofessionals will provide struggling learners with support in writing and also provide behavioral and academic interventions such as small group instruction, homework support/tutoring, push-in/pull-out instruction methods, and mentoring	Behavioral Support Program, Academic Support Program	Tier 2	Implement	09/06/2016	06/12/2020	\$0	Building Principal, Assistant Superintendent for Curriculum and Instruction, Classroom teachers, paraprofessionals
Parent Informational Meetings	In the fall, parents of students who have been targeted for Title I intervention services on the basis of Benchmark Reading and Math Scores are invited to an informational meeting. The parents of all students identified as eligible for the Title I program are invited to a meeting in the fall which describes in detail the Title I supplementary programs and allows for input from parents. These communications focus on the objectives of the supplemental programs, the length of service (number of weeks and number of days per week) and instructional period (number of minutes per session). Parents are informed of their child's eligibility for the service and their rights as parents. Parents are also informed of the various ways that they can support their child's achievement in the program. Parents are coached as to how to best use the daily home bound materials with their child to promote academic success. Parents indicate acknowledgment and support of their child's participation through their signature on the program letter. Parents also complete a survey where they have the opportunity to provide valuable feedback in regards to the design/implementation of the program. Parental feedback and input is used to target specific student needs and adjust instruction in the supplemental program	Parent Involvement	Tier 2	Implement	09/06/2016	06/12/2020	\$100	Title I coordinator, Title I teacher, principal
Success Maker	Success Maker is an adaptive and prescriptive scheduling intervention program delivering both reading and math curriculum. Stealth formative assessments adjust instruction with every click, swipe and student response.	Academic Support Program, Technology	Tier 3	Implement	09/06/2016	06/12/2020	\$3690	Title 1 Intervention Teacher, Title 1 Paraprofessionals

## School Improvement Plan

R. Grant Graham Elementary School

Identify students, collect appropriate materials	<p>Tier 1: Teachers will assemble and send home weekly leveled book bags to increase parent engagement and student proficiency. Teachers will assess students according to the District Benchmark Standards for Reading. Teachers will identify students at risk of failing to meet grade level standards.</p> <p>Tier 2: Teachers will contact parents regarding additional support at home for their child. Teachers will collect appropriate leveled books for students to read at home, including an instruction sheet with tips for parents to aid in their child's reading success. Teachers will exchange the books in the bag on a weekly basis.</p>	Parent Involvement, Materials, Supplemental Materials	Tier 2	Monitor	09/06/2016	06/12/2020	\$500	Building Leadership, K-5 Classroom staff, Title I staff
Professional Learning Opportunities	<p>Kim Kocsis, Oakland Schools Consultant, has been our partner in PBL. She is a certified trainer from the Buck Institute for Education (BIE). BIE offers professional development on how to design, assess, and manage projects that engage and motivate students (<a href="https://www.bie.org/">https://www.bie.org/</a>)</p> <p>Components of all PBL projects include: (1.) Key Knowledge, Understanding and Success Skills (2.) Challenging Problem/Questions (3.) Sustained Inquiry (4.) Authenticity (5.) Student Voice and Choice (6.) Reflection (7.) Critique /Revision (8.) Public Product</p> <p>During the school year, professional learning for PBL cohort members will focus on building PBL lessons that include the various components. Teachers will utilize the knowledge and skills of each other and Kim to ensure the PBL components are properly addressed in the PBL projects. In addition to professional learning during the school day, after school professional learning will provided to different buildings</p>	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/12/2020	\$5000	District Leadership, Building Leadership and Teachers

## School Improvement Plan

R. Grant Graham Elementary School

Parents as Partners In Education Night	Parents will have the opportunity to learn about the Title1 programs at Graham elementary school. Building leaders, teachers and paraprofessionals will lead and facilitate the learning and conversations. snack and baby-sitting services will be provided for families there will be three meeting hosted for the school year	Parent Involvement	Tier 3	Implement	09/06/2016	06/12/2020	\$794	Teachers, Paraprofessionals and Building Leadership
Evaluate impact on student achievement	Teachers will evaluate student growth using the Avondale Benchmark Assessments in Reading and Math. Spring assessments for participating students will be compared to fall assessments in order to measure achievement in reading and math. Achievement results will be compared to students in the general student population in order to determine the impact of the program on achievement. A survey will be sent home to participating families in the fall in order to evaluate parent satisfaction and suggestions for improvement.	Evaluation	Tier 2	Monitor	09/06/2016	06/12/2020	\$3600	District Leadership, Title I coordinator, principal, classroom teachers, summer school staff
Differentiated Instruction (K-5)	Literacy Direct Instruction and Skill Development-Direct instruction's purposeful instructional planning provides extensive support as students practice and apply what they have learned	Academic Support Program	Tier 3	Implement	09/06/2016	06/12/2020	\$9309	Teachers and Paraprofessionals
Parents as Partners In Education Night	Parents will have the opportunity to learn about the Title 1 programs at Graham elementary school. Building leaders, teachers and paraprofessionals will lead and facilitate the learning and conversations. Snack and Baby-sitting services will be provided for families. There will be three meetings hosted for the school year,	Parent Involvement	Tier 3	Implement	09/06/2016	06/12/2020	\$794	Teachers, paraprofessionals and Building Leadership
Parents as Partners In Education Night	Parents will have the opportunity to learn about the Title 1 programs and Graham Elementary school. Building leaders, teachers and paraprofessionals will lead and facilitate the learning conversations. Snack and baby-sitting services will be provided for families. there will be three meetings hosted for the school year.	Parent Involvement	Tier 3	Implement	09/06/2016	06/12/2020	\$794	Teachers, Paraprofessionals and Building Leadership

## School Improvement Plan

R. Grant Graham Elementary School

Determine and monitor students that are eligible for Title I supplementary services	<ul style="list-style-type: none"> <li>Students are identified as needing intervention in Reading through the use of District Benchmark assessments criteria, NWEA MAP data, letter/word identification, reading fluency rate and reading comprehension level and teacher recommendation. The lowest students at each grade level and subject area are identified and targeted for this Tier 2 Response to Intervention program and placed on a prioritized list. Exit criteria include grade level performance on District Benchmark Assessments and NWEA MAP. All K-2nd grade identified and targeted students are reevaluated at minimum of once every two weeks as well as at each trimester. All Kindergarten - 3rd grade students in the general population are assessed at a minimum of once every trimester. Student Progress Meetings to continue to look at the grade level group as a whole, evaluate needs, and determine the lowest students to be identified and placed on a prioritized list.</li> </ul>	Academic Support Program	Tier 3	Monitor	09/06/2016	06/12/2020	\$1000	Title I paras, Title I Teacher, Classroom teachers, Principal, Literacy Consultant and Data Coach
Small Group Targeted Learning	Eligible Title 1 students will work in small groups and one-on-one with Title 1 intervention teacher and Title 1 paraprofessionals focusing on math and literacy skill development	Academic Support Program, Direct Instruction	Tier 3	Monitor	09/06/2016	06/12/2020	\$187795	Title 1 Teacher and Title 1 Paraprofessional
Success Maker	Success Maker is an adaptive and prescriptive scheduling intervention program delivering both reading and math curriculum. Stealth formative assessments adjust instruction with every click, swipe and student response.	Academic Support Program, Technology	Tier 3	Implement	09/06/2016	06/12/2020	\$3690	Title 1 Intervention Teacher and Title 1 Paraprofessionals
Differentiated Instruction (K-5)	Direct instruction's purposeful instructional planning provides extensive support as student practice and apply what they have learned.	Academic Support Program	Tier 3	Implement	07/05/2018	08/21/2020	\$9309	Teachers and Paraprofessionals
Student Progress Monitoring	Student progress toward grade level standards will be reviewed and analyzed 3x per year at the Grade Level Student Progress meetings. Student progress will be analyzed to assure that there is adequate growth towards grade level proficiency. If grade level proficiency is not met interventions are examined and changed to meet the needs of the student.	Academic Support Program	Tier 3	Evaluate	09/06/2016	06/12/2020	\$0	Building Administration, and Classroom Teachers
Differentiated Instruction (K-5)	Literacy Direct Instruction and Skill Development-Direct instruction's purposeful instructional planning provides extensive support as students practice and apply what they have learned.	Academic Support Program	Tier 3	Implement	08/06/2018	08/10/2018	\$9309	Administration. Teachers and Paraprofessionals



## School Improvement Plan

R. Grant Graham Elementary School

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessing Student Writing	The elementary literacy consultant in collaboration with Literacy Leaders will identify student anchor papers and use them to provide elementary teachers with professional learning on how to norm and score the writing common assessment based on the use of primary source documents.	Evaluation, Professional Learning, Teacher Collaboration, Curriculum Development	Tier 2	Implement	09/06/2016	06/12/2020	\$0	District Leaders, Building Leaders and Teachers
Data Collection, Assessment and Evaluation	Utilize a system of data collection, evaluation, and program accountability, including assessments to inform instruction.	Teacher Collaboration	Tier 3	Getting Ready	09/06/2016	06/12/2020	\$0	District Leaders, Building Leaders and Teachers
Fluency and Skill Development Activity	The District/school will allot time in the daily schedule to allow staff to use a variety of activities that will allow students to become fluent with essential foundational skills. The students will practice these foundational skills often enough so that they can flexibly engage with the content at a higher level.	Direct Instruction	Tier 1	Implement	09/06/2016	06/12/2020	\$0	District Leadership, Building Leadership, Teachers and Paraprofessionals
Differentiated Instruction (K-5)	The school will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, , Fluency and Skill Development, Data Analysis, Teacher Labs,	Academic Support Program, Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2020	\$0	District Leaders, Building Leaders and Teachers
Implementation of NGSS FOSS Curriculum	This year every teacher will implement the physical science unit from the FOSS curriculum	Implementation, Teacher Collaboration, Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	District Leaders, Building Leaders and Teachers
Fluency and Skill Development Activity	The school will allot time in the daily schedule to allow staff to use a variety of activities that will allow students to become proficient with essential foundational mathematical skills. The students will practice these foundational skills often enough so that they can flexibly engage with the content at a higher level.	Academic Support Program, Direct Instruction	Tier 3	Getting Ready	09/06/2016	06/12/2020	\$0	Building Leadership, Teachers and Paraprofessionals

## School Improvement Plan

R. Grant Graham Elementary School

Differentiated Instruction (K-5)	<p>The school will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, Project Learning, Math Skill Development, Data Analysis, Teacher Labs,</p> <p>The school will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, Project Learning, Math Skill Development, Data Analysis, Teacher Labs,</p> <p>The school will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, Project Learning, Math Skill Development, Data Analysis, and Teacher Labs.</p>	Academic Support Program, Professional Learning, Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2020	\$0	District Leadership, Building Leadership and Teachers
Teacher Lab Design	Teacher Leaders will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning, Teacher Collaboration	Tier 3	Monitor	09/06/2016	06/12/2020	\$0	District Leadership, Building Leadership, and Teachers
Data Collection, Assessment and Evaluation	Utilize a system of data collection, evaluation, and program accountability, including assessments to inform instruction.	Evaluation	Tier 2	Implement	09/06/2016	06/12/2020	\$0	Building Leadership, Teachers and Paraprofessionals
Gather and Evaluate Achievement Data	Grade level teachers will analyze grade level lists that includes data points from: Reading Benchmark, M-Step, NWEA MAP, and classroom performance data. At the three times per year Grade Level Student Progress Meetings, teachers will analyze that data and discuss effectiveness of existing interventions. Data will be prepared before the meetings with class lists and assessment information by the Title One Consultant.	Evaluation, Teacher Collaboration, Monitor	Tier 1	Monitor	09/06/2016	06/12/2020	\$2040	District Leadership, Principal, Title I Teacher, Classroom Teachers, Paraprofessionals
Evaluate Progress	Teachers will evaluate student progress during the 3x per year Grade Level Student Progress meetings. The progress of Targeted students will be evaluated to determine whether or not sufficient progress toward grade level goals is taking place. If a student is not making sufficient progress more/different strategies will be proposed in order to help to accelerate learning.	Academic Support Program, Teacher Collaboration, Technology, Monitor	Tier 2	Monitor	09/06/2016	06/12/2020	\$1800	District Leadership, Building Leadership, Title I teacher, Classroom teachers

## School Improvement Plan

R. Grant Graham Elementary School

Professional Learning Opportunities	Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the school year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/12/2020	\$0	District Leadership, Building Leadership and Teachers
Professional Learning Opportunities	Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the school year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/12/2020	\$0	District Leaders, Building Leaders and Teachers

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Implementation of strategies	Principal will monitor the implementation of the instructional strategies through walk through and program fidelity checks.	Monitor	Tier 3	Monitor	09/06/2016	06/12/2020	\$0	Principal, ELL Paraprofessional
Data Dialogues	Data Dialogues will allow the opportunity for teachers to assess and monitor student progress in math by analyzing the results from unit assessments and/or NWEA MAP. Student performance will guide instructional and programming decisions. Notes from the meetings will be documented in district common data dialogue Google Form. NWEA MAP will be administered three times during the year (Fall - Winter - Spring).	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$0	Teachers, Administrators, Literacy Consultant, Data Coach
Career Focused Journal Starters	At least one time/month, students will complete a writing journal entry focused on career awareness and preparation. These journal starters can be implemented into the writing curriculum activities.	Career Preparation /Orientation	Tier 1	Getting Ready	10/01/2019	06/12/2020	\$0	District Administrators, School Administrators, Teachers, Literacy Coach

## School Improvement Plan

R. Grant Graham Elementary School

Professional Learning Opportunities	Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the school year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/12/2020	\$0	District Leadership, Building Leadership and Teachers
Professional Development	To help ensure a high quality program, professional support to paraprofessionals is provided through monthly Title I para-educator meetings as well as on-site coaching from the Elementary Literacy Consultant. Title I para-educators have received professional development targeting Leveled Literacy Intervention programming, materials usage, record-keeping, and assessment practices.	Professional Learning	Tier 3	Monitor	09/06/2016	06/12/2020	\$0	District Literacy Consultant, Title I coordinator, District Leadership, Building Leadership and Teachers
Utilize Progress Monitoring Tools	Classroom teachers will utilize progress monitoring tools to use during Grade Level Student Progress Meetings and TAT meetings that meet the needs of all users. Progress monitoring tools clearly show student progress relative to grade level standards. These tools will be used as data collection sources to refer students for further intervention services if necessary.	Teacher Collaboration	Tier 2	Implement	09/06/2016	06/12/2020	\$0	Building Leadership, Classroom Teachers, Title I teacher
Professional Learning – NWEA MAP	NWEA MAP will be administered three times during the year (Fall - Winter - Spring). Teachers will receive ongoing support and professional learning focused on the reports and tools NWEA MAP has to offer that will impact instruction and student outcomes.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$0	Teachers, Administrators, Literacy Consultant, Data Coach
Build teacher and literacy leader expertise for intervention	Provide teachers with appropriate professional learning opportunities (i.e. teacher lab) in order to make decisions based on meaningful assessment of learners' strengths and needs. These learning opportunities will include professional development in the use of interventions, supports and scaffolds for struggling readers.	Academic Support Program, Professional Learning, Teacher Collaboration, Direct Instruction	Tier 3	Implement	09/06/2016	06/12/2020	\$0	District Leadership, Building Leadership and Teachers

## School Improvement Plan

R. Grant Graham Elementary School

Teacher Lab Design	Teacher Leaders across the system will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning, Teacher Collaboration	Tier 3	Monitor	09/06/2016	06/12/2020	\$0	District Leaders, Building Leaders and Teachers
Parent Engagement	All teachers will clearly communicate grade level expectations to parents through the use of weekly classroom newsletters, math fluency progress reports, Curriculum guides, and Parent/Teacher conferences. The Parent Compact will be used at the Fall Parent/Teacher conference to discuss how the school and parents can work together to nurture the success of each child. Parents new to the building will be informed about the Parent Compact and will have the opportunity to discuss the Compact with the school administrator and/or the classroom teacher. In this way the new parents will be introduced to the collaborative culture of the building.	Parent Involvement	Tier 1	Implement	09/06/2016	06/12/2020	\$0	Building leadership and Teachers
Guest Speaker Book Talks	We will partner with parents, community members and business partners to support our focus on career awareness.	Career Preparation /Orientation	Tier 1	Getting Ready	09/03/2019	06/12/2020	\$0	District Administrators, School Administrators and Teachers
Assessing Transient Students	All classroom teachers will assess each student's current performance level within the first 10 days of the student's entry into the school. Using the District Benchmark Assessment Guide for fall, winter, and spring, teachers will identify any student falling into the at risk category in the core areas of Reading, Writing or Mathematics, and bring the student's name and current assessment data to the next available Teacher Assistance Team meeting.	Evaluation	Tier 1	Monitor	09/06/2016	06/12/2020	\$0	Building Leadership, Classroom Teachers