



School Improvement Plan

Ottawa Elementary School

Public Schools of Petoskey

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Petoskey, MI 49770-3216

TABLE OF CONTENTS

Introduction	1
--------------------	---

Executive Summary

Introduction	3
--------------------	---

Description of the School	4
---------------------------------	---

School's Purpose	5
------------------------	---

Notable Achievements and Areas of Improvement	6
---	---

Additional Information	7
------------------------------	---

Improvement Plan Stakeholder Involvement

Introduction	9
--------------------	---

Improvement Planning Process	10
------------------------------------	----

School Data Analysis

Introduction	12
--------------------	----

Demographic Data	13
------------------------	----

Process Data	15
--------------------	----

Achievement/Outcome Data	17
--------------------------------	----

Perception Data	21
-----------------------	----

Summary	24
---------------	----

School Additional Requirements Diagnostic

Introduction 26
School Additional Requirements Diagnostic 27

Title I Targeted Assistance Diagnostic

Introduction 30
Component 1: Needs Assessment 31
Component 2: Services to Eligible Students 38
Component 3: Incorporated Into Existing School Program Planning 39
Component 4: Instructional Strategies 40
Component 5: Title I and Regular Education Coordination 43
Component 6: Instruction by Highly Qualified Staff 46
Component 7: High Quality and Ongoing Professional Development/Learning 47
Component 8: Strategies to Increase Parental Involvement 48
Component 9: Coordination of Title I and Other Resources 52
Component 10: Ongoing Review of Student Progress 53
Evaluation 55

Ottawa Elementary School Improvement Plan 2016-2017

Overview 60
Goals Summary 61
 Goal 1: All Ottawa Elementary students will increase proficiency in mathematics by meeting or exceeding state standards 62
 Goal 2: All Ottawa Elementary students will increase reading proficiency by meeting or exceeding state reading standards 65

Goal 3: All Ottawa Elementary students will increase proficiency in science by meeting or exceeding state standards	68
Goal 4: All Ottawa Elementary students will increase proficiency in social studies by meeting or exceeding state standards	72
Goal 5: All Ottawa Elementary students will increase proficiency in writing across content areas by meeting or exceeding state standards	73
Goal 6: Ottawa Elementary will raise positive climate and culture in the school.	77
Activity Summary by Funding Source	79

Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

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

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

Description of the School

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

The Public Schools of Petoskey is a "Special Place for Everyone" with intentional focus to become a great school district.

Together, we at Ottawa Elementary School believe that everyone can:

1. Work to his/her fullest potential,
2. Achieve his/her goals, and
3. Develop a more caring attitude.

Ottawa's TEAM: Together Everyone Achieves More.

Ottawa Elementary School is an improvement-minded learning environment and is sustained through an ongoing focus on the needs of individuals. Our "Good to Great" plan uses data, research, professional development, multiple communication mechanisms, and collaboration teams as intertwined components. Our mission is optimal student growth, and it is accomplished through aligned curriculum, common grade level pacing, balanced assessment plans, appropriate interventions, exceptional instruction, parental/community involvement, and a single-minded concern for the "whole" student. It is our firm belief that ALL of our students can and do learn through the many opportunities afforded them and the united dedication of our staff and families.

Ottawa Elementary is one of four elementary schools in the Petoskey Public Schools. Our student count has dropped about 30 students in the last three years. The student population is approximately 58% and 42% female, with approximately 40% ED students. Petoskey itself is a vacation destination, and 68% of the population is 55-59 years of age, which has contributed to the decline in student numbers. Petoskey also has a significant Native American population and active tribal support in the area.

School's Purpose

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

The Public Schools of Petoskey is a "Special Place for Everyone" with intentional focus to become a great school district.

Mission Statement

Together, we at Ottawa Elementary School believe that everyone can:

1. Work to his/her fullest potential,
2. Achieve his/her goals, and
3. Develop a more caring attitude.

Ottawa's TEAM: Together Everyone Achieves More.

Beliefs Statement

Ottawa Elementary School is an improvement-minded learning environment and is sustained through an ongoing focus on the needs of individuals. Our "Good to Great" plan uses data, research, professional development, multiple communication mechanisms, and collaboration teams as intertwined components. Our mission is optimal student growth, and it is accomplished through aligned curriculum, common grade level pacing, balanced assessment plans, appropriate interventions, exceptional instruction, parental/community involvement, and a single-minded concern for the "whole" student. It is our firm belief that ALL of our students can and do learn through the many opportunities afforded them and the united dedication of our staff and families.

Notable Achievements and Areas of Improvement

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

Ottawa Elementary has been named a Rewards School in 2012, 2013, 2014, and 2015, and a Beating the Odds school for 2014 and 2015. Areas for improvement are raising scores of our lowest achievers, and improving math, science and writing scores to meet proficiency targets.

Additional Information

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

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Meetings were held after school and during PLC times. Teacher and staff representatives from the grades participated in writing the plans, then shared information and gathered input from their colleagues. Parents were surveyed and some participated in the process.

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

Input was collected from parents, staff and students. Building improvement team wrote the draft plan based on this input, then gathered stakeholder input on the plan revision.

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

Hard copy shared with all staff and discussed. Summary of plan shared with parents via website and go home letters, as well as face to face.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

Decrease in students, increase in economically disadvantaged students

Student Demographic Data

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

a few students struggle with attendance, so we work closely with their families

Student Demographic Data

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

behavior incidents have held steady in amount/frequency, hosting a special ed program for social/emotional needs has increased some issues

Student Demographic Data

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

more help in behavior modification and local governmental support with truancy

Teacher/School Leader(s) Demographic Data

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

more experienced teachers often have better achievement

Teacher/School Leader(s) Demographic Data

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

more experienced teachers often have better achievement

Teacher/School Leader(s) Demographic Data

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

students perform better when receiving instruction from the experienced teacher

Teacher/School Leader(s) Demographic Data

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

students perform better when receiving instruction from the experienced teacher

Teacher/School Leader(s) Demographic Data

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

schedule PD outside the school day

Process Data

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

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

communication

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

systems

12. How might these challenges impact student achievement?

not all staff know how to use the systems to work with data

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

teach staff how to use data more effectively

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

data is used to identify each child in need and to provide help he/she needs

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

PALS grades 3-5 gifted and talented program

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

review of NWEA scores, performance on KBIT. Parents contacted when students NWEA scores meet the expectations

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

curriculum guides, pacing guide, assessments and results

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

n/a

Achievement/Outcome Data

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

19a. Reading- Strengths

comprehension

19b. Reading- Challenges

vocabulary

19c. Reading- Trends

scores on the rise

19d. Reading- Summary

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

we are working to use common vocabulary instruction techniques/strategies in grades K-5, and aligning the actual vocabulary used in grades K-5 in reading instruction

20a. Writing- Strengths

frequency and variety

20b. Writing- Challenges

explicit feedback

20c. Writing- Trends

scores going up

20d. Writing- Summary

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

work on explicit feedback

21a. Math- Strengths

computation

21b. Math- Challenges

visualization

21c. Math- Trends

scores going up

21d. Math- Summary

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

focus on visualization strategies and intervention

22a. Science- Strengths

frequency taught

22b. Science- Challenges

physical science and STEAM connections

22c. Science- Trends

scores stagnant

22d. Science- Summary

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

include more science PD, STEAM strategies and more time for science, as well as increase vocabulary and use NGSS

23a. Social Studies- Strengths

community connections

23b. Social Studies- Challenges

vocabulary

23c. Social Studies- Trends

achievement is stable

23d. Social Studies- Summary

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

work on vocabulary

Perception Data

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

24a. Student Perception Data

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

climate

24b. Student Perception Data

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

cafeteria climate

24c. Student Perception Data

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

change in scheduling and expectations

25a. Parent/Guardian Perception Data

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

climate and curriculum

25b. Parent/Guardian Perception Data

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

cafeteria climate

25c. Parent/Guardian Perception Data

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

change in cafeteria schedule and expectations

26a. Teacher/Staff Perception Data

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

climate

26b. Teacher/Staff Perception Data

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

ever changing targets

26c. Teacher/Staff Perception Data

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

provide education and training in content targets

27a. Stakeholder/Community Perception Data

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

climate and academic performance

27b. Stakeholder/Community Perception Data

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

n/a

27c. Stakeholder/Community Perception Data

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

n/a

Summary

28a. Summary

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

climate is improving, academic improving, but always need review and revision

28b. Summary

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

keep achievement from improving unless addressed

28c. Summary

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

professional development, content strategies

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.petoskeyschools.org/slanec.tl.m/aer_cal/	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	n/a	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	n/a	

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Lynn Slanec, Director of Teaching and Learning Spitler Bldg. Howard Street Petoskey, MI 49770 231-348-2352	

School Improvement Plan

Ottawa Elementary School

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

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

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

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?

Ottawa Elementary School schedules regular School Improvement (BTLC) meetings throughout the year to examine multiple sources of data and review current goals/objectives/strategies/activities/outcomes. We design adjustments as indicated by our achievement data (individual/subgroup/group), perception data (students/staff/parents/community), demographic data (enrollment/mobility/attendance), and program and process data (school data profile analysis/self-assessment/program impact reviews).

It should be noted that we were awarded the honor of an MDE "Rewards School" for the fourth consecutive year (2012, 2013, 2014, 2015), and as a Beating the Odds School in 2014 and 2015, due to our efforts to support academic growth for ALL students. This was accomplished through a culture of continuous school improvement: gathering data, studying and analyzing the data to set goals with measurable objectives, planning action strategies, and devising plans that are monitored weekly to monthly, reflecting by our school's stakeholders, evaluating our progress, and beginning the process all over again.

Ottawa Elementary School uses a balanced assessment approach to ascertain levels of student achievement and areas of strengths and weaknesses (K-5th) in all core five content areas (e.g., reading, writing, math, science, and social studies). There are many types of evaluation instruments that comprise our assessment plan. For the purpose of this report on Title I, individuals and subgroups of students are designated for special core content interventions based upon a triangulation of their personal and subgroup (below grade-level) achievement scores. Achievement scores are monitored minimally two to three times a year and can be progress monitored more frequently during the intervention process (e.g., DIBELS every 2-3 weeks). Levels of proficiency performance are evaluated, monitored, and analyzed. This monitoring and evaluation takes a team made up of teachers, paraprofessionals, parents, students, and principal. Following the findings of our summative, interim, and formative assessments, targeted intervention decisions are derived from an amalgamation of this data using national and state assessments, purchased appraisal instruments (e.g., Treasures, Triumphs, DIBELS, math, etc.), PLC-created common assessments (e.g., grade-level science and social studies, writing prompts, teacher checklists, etc.), and teacher-created assessments (e.g., narrative observation tools). Assessments are delivered via computer, paper/pencil, performance, product, verbal information, or may rely on teacher observation protocols. The same process and assessment of strengths and weaknesses is also utilized to exit students from intervention services when students or subgroups meet or exceed and maintain grade-level expectations in the core content areas of: reading, writing, mathematics, science, and social studies for at least 4 weeks.

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?

A targeted assistance plan is part of our School Improvement Plan (SIP). Goals for meeting the needs of eligible students are written to ensure that eligible students are given the assistance they require to be successful in the five content areas (e.g., reading, writing, math, science, and social studies). Throughout the school year, teachers and academic paraprofessionals work together to identify students in all grades K-5th who need additional assistance in order to meet grade-level goals and content expectations that align with Michigan's Standards and Benchmarks (e.g., GLCEs, CCSS, NGSS, and C3). Multiple measures (as described below) indicate performance trends that are used to identify participating students. Ongoing teacher observations and classroom assessments, parental input, and common gradelevel

assessments are additional measures used to classify areas of need for students who may need supplemental support due to belowgrade-
SY 2016-2017

School Improvement Plan

Ottawa Elementary School

level achievement in one or more of the five core content areas.

The data is reviewed in present-time and longitudinally using intervention forms and online documents found in INFORM and NWEA. The review is a collaborative effort by classroom teachers, Title I (and other academic) paraprofessionals, special education teachers, and administrators. Academic records are combined to get a picture of a student's overall academic profile and also to identify any changes in that profile. A priority list of students is ranked by grade and subject area based upon need--as evidenced by lowest scores in each subject area and also specific content weaknesses within subject areas. Student data are then reviewed again across grade levels, and a final priority list for supplemental Tier II intervention services during the school day for Ottawa Elementary School is produced. (This same process takes place for our summer learning program.) Progress monitoring continues throughout the intervention process, and students are reconsidered for support each trimester. (Note: There is also progress monitoring every several weeks within team meetings to ascertain if students require different services or if supplemental academic services are no longer necessary.)

STUDENT ACHIEVEMENT DATA (& Scores Below Grade Level to Help Use for Ranking)

Kindergarten - Minimally

MLPP (Sept, Jan., & May Scores 0-6 per Subtest)

DRA (May Scores 0-3)

DIBELS (Sept. Scores 0-3, Jan. Scores 0-14, & April Scores 0-14)

District Writing Prompt (Jan. Score 0-1 & May Score 0-2)

Dolch Sight Words (May Kindergarten List)

PLC Common Assessments in all 5 content areas (by Trimester Scores set by PLC)

Teacher-Created Inventories

Treasures & Triumphs Assessment Inventory

1st Grade- Minimally

MLPP (Jan. & May Scores 0-6 per Subtest)

DRA (Jan. Scores 0-8 & May Scores 0-16/18)

DIBELS (Sept. Scores 0-24, Jan. Scores 0-29, & April Scores 0-29)

NWEA- Reading & Math (Jan. Below 40th Percentile & April Below 40th Percentile)

Words Their Way Spelling Inventory (Jan. Scores Not Proficient)

Dolch Sight Words (May 1st Grade List)

District Writing Prompt (Jan. Score 0-1 & May Score 0-1)

PLC Common Assessments in all 5 content areas (by Trimester Scores set by PLC)

Treasures & Triumphs Assessment Inventory

Teacher-Created Inventories

Scott Foresman-Addison Wesley Math Diagnosis and Intervention System tool

2nd Grade- Minimally

MLPP for At-Risk Readers (Jan. & May Scores 0-6 per Subtest)

DRA for At-Risk Readers (Jan. Scores 0-18 & May Scores 0-28)

DIBELS (Sept. Scores 0-29, Jan. Scores 0-51, & April Scores 0-69)

NWEA- Reading & Math (Jan. Below 40th Percentile & April Below 40th Percentile)

Words Their Way Spelling Inventory (Sept. Scores Not Proficient)

Dolch Sight Words (May 2nd Grade List)

Title I Targeted Assistance Diagnostic

Ottawa Elementary School

District Writing Prompt (Jan. Score 0-1 & May Score 0-1)

Treasures & Triumphs Assessment Inventory

Teacher-Created Inventories

School Improvement Plan

Ottawa Elementary School

Scott Foresman-Addison Wesley Math Diagnosis and Intervention System tool

3rd Grade- Minimally

DRA for At-Risk Readers (Jan. Scores 0-30 & May Scores 0-34)

DIBELS (Sept. Scores 0-52, Jan. Scores 0-66, & April Scores 0-79)

NWEA- Reading, Language Usage, & Math (Jan. & April both Below 40th Percentile)

Words Their Way Spelling Inventory (Sept. Scores Not Proficient)

District Writing Prompt (Jan. Score 0-2 & May Score 0-2)

MEAP, MEAP-Access, or MI-Access with MDE Appointed Subjects (Oct. Level 3/4)

3-Minute Assessment Reading for At-Risk Learners

Treasures & Triumphs Assessment Inventory

Teacher-Created Inventories

Scott Foresman-Addison Wesley Math Diagnosis and Intervention System tool

4th Grade- Minimally

DRA for At-Risk Readers (Jan. Scores 0-34 & May Scores 0-38)

DIBELS (Sept. Scores 0-70, Jan. Scores 0-82, & April Scores 0-95)

NWEA- Reading, Language Usage, & Math (Jan. & April both Below 40th Percentile)

Words Their Way Spelling Inventory (Sept. Scores Not Proficient)

District Writing Prompt (Jan. Score 0-2 & May Score 0-2)

MEAP, MEAP-Access, or MI-Access with MDE Appointed Subjects (Oct. Level 3/4)

3-Minute Assessment Reading for At-Risk Learners

Teacher-Created Inventories

Scott Foresman-Addison Wesley Math Diagnosis and Intervention System tool

5th Grade- Minimally

DRA for At-Risk Readers (Jan. Scores 0-38 & May Scores 0-40)

DIBELS (Sept. Scores 0-80, Jan. Scores 0-93, & April Scores 0-102)

NWEA- Reading, Language Usage, & Math (Jan. & April both Below 40th Percentile)

Words Their Way Spelling Inventory (Sept. Scores Not Proficient)

District Writing Prompt (Jan. Score 0-2 & May Score 0-2)

MEAP, MEAP-Access, or MI-Access with MDE Appointed Subjects (Oct. Level 3/4)

3-Minute Assessment Reading for At-Risk Learners

Teacher-Created Inventories

Scott Foresman-Addison Wesley Math Diagnosis and Intervention System tool

Many of our assessment resources are also used to mine the data into smaller bits of information for specific intervention work.

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.

A targeted assistance plan is part of our School Improvement Plan (SIP). Goals for meeting the needs of eligible students are written to ensure that eligible students are given the assistance they require to be successful in the five content areas (e.g., reading, writing, math, science, and social studies). Throughout the school year, teachers and academic paraprofessionals work together to identify students in all grades K-5th who need additional assistance in order to meet grade level goals and content expectations that align with Michigan's Standards and Benchmarks (e.g., GLCEs, CCSS, NGSS, and C3). Multiple measures (as described below) indicate performance trends that

School Improvement Plan

Ottawa Elementary School

are used to identify participating students. Ongoing teacher observations and classroom assessments, parental input, and common grade level assessments are additional measures used to classify areas of need for students who may need supplemental support due to below grade-level achievement in one or more of the five core content areas.

The data is reviewed in present-time and longitudinally using intervention forms and online documents found in INFORM and NWEA. The review is a collaborative effort by classroom teachers, Title I (and other academic) paraprofessionals, special education teachers, and administrators. Academic records are combined to get a picture of a student's overall academic profile and also to identify any changes in that profile. A priority list of students is ranked by grade and subject area based upon need--as evidenced by lowest scores in each subject area and also specific content weaknesses within subject areas. Student data are then reviewed again across grade levels, and a final priority list for supplemental Tier II intervention services during the school day for Ottawa Elementary School is produced. (This same process takes place for our summer learning program.) Progress monitoring continues throughout the intervention process, and students are reconsidered for support each trimester. (Note: There is also progress monitoring every several weeks within team meetings to ascertain if students require different services or if supplemental academic services are no longer necessary.)

STUDENT ACHIEVEMENT DATA (& Scores Below Grade Level to Help Use for Ranking)

Kindergarten - Minimally

Gesell Readiness Inventory (Spring: Preceding Knd by appointment)

MLPP (Sept, Jan., & May Scores 0-6 per Subtest)

DRA (May Scores 0-2)

DIBELS (Sept. Scores 0-3, Jan. Scores 0-14, & April Scores 0-14)

District Writing Prompt (Jan. Score 0-1 & May Score 0-2)

Dolch Sight Words (May Kindergarten List)

PLC Common Assessments in all 5 content areas (by Trimester Scores set by PLC)

Teacher-Created Inventories

Treasures & Triumphs Assessment Inventory

1st Grade- Minimally

MLPP (Jan. & May Scores 0-6 per Subtest)

DRA (Jan. Scores 0-8 & May Scores 0-14)

DIBELS (Sept. Scores 0-24, Jan. Scores 0-29, & April Scores 0-29)

NWEA- Reading & Math (Jan. Below 40th Percentile & April Below 40th Percentile)

Words Their Way Spelling Inventory (Jan. Scores Not Proficient)

Dolch Sight Words (May 1st Grade List)

District Writing Prompt (Jan. Score 0-1 & May Score 0-1)

PLC Common Assessments in all 5 content areas (by Trimester Scores set by PLC)

Treasures & Triumphs Assessment Inventory

Teacher-Created Inventories

Scott Foresman-Addison Wesley Math Diagnosis and Intervention System tool

2nd Grade- Minimally

MLPP for At-Risk Readers (Jan. & May Scores 0-6 per Subtest)

DRA for At-Risk Readers (Jan. Scores 0-18 & May Scores 0-24)

DIBELS (Sept. Scores 0-29, Jan. Scores 0-51, & April Scores 0-69)

NWEA- Reading & Math (Jan. Below 40th Percentile & April Below 40th Percentile)

Words Their Way Spelling Inventory (Sept. Scores Not Proficient)

Dolch Sight Words (May 2nd Grade List)

District Writing Prompt (Jan. Score 0-1 & May Score 0-1)

Treasures & Triumphs Assessment Inventory

School Improvement Plan

Ottawa Elementary School

Teacher-Created Inventories

Scott Foresman-Addison Wesley Math Diagnosis and Intervention System tool

3rd Grade- Minimally

DRA for At-Risk Readers (Jan. Scores 0-30 & May Scores 0-34)

DIBELS (Sept. Scores 0-52, Jan. Scores 0-66, & April Scores 0-79)

NWEA- Reading, Language Usage, & Math (Jan. & April both Below 40th Percentile)

Words Their Way Spelling Inventory (Sept. Scores Not Proficient)

District Writing Prompt (Jan. Score 0-2 & May Score 0-2)

MEAP, MEAP-Access, or MI-Access with MDE Appointed Subjects (Oct. Level 3/4)

3-Minute Assessment Reading for At-Risk Learners

Treasures & Triumphs Assessment Inventory

Teacher-Created Inventories

Scott Foresman-Addison Wesley Math Diagnosis and Intervention System tool

4th Grade- Minimally

DRA for At-Risk Readers (Jan. Scores 0-34 & May Scores 0-38)

DIBELS (Sept. Scores 0-70, Jan. Scores 0-82, & April Scores 0-95)

NWEA- Reading, Language Usage, & Math (Jan. & April both Below 40th Percentile)

Words Their Way Spelling Inventory (Sept. Scores Not Proficient)

District Writing Prompt (Jan. Score 0-2 & May Score 0-2)

MEAP, MEAP-Access, or MI-Access with MDE Appointed Subjects (Oct. Level 3/4)

3-Minute Assessment Reading for At-Risk Learners

Teacher-Created Inventories

Scott Foresman-Addison Wesley Math Diagnosis and Intervention System tool

5th Grade- Minimally

DRA for At-Risk Readers (Jan. Scores 0-38 & May Scores 0-40)

DIBELS (Sept. Scores 0-80, Jan. Scores 0-93, & April Scores 0-102)

NWEA- Reading, Language Usage, & Math (Jan. & April both Below 40th Percentile)

Words Their Way Spelling Inventory (Sept. Scores Not Proficient) District Writing Prompt (Jan. Score 0-2 & May Score 0-2)

MEAP, MEAP-Access, or MI-Access with MDE Appointed Subjects (Oct. Level 3/4)

3-Minute Assessment Reading for At-Risk Learners

Teacher-Created Inventories

Scott Foresman-Addison Wesley Math Diagnosis and Intervention System tool

Many of our assessment resources are also used to mine the data into smaller bits of information for specific intervention work.

As indicated above, data from the described national, state, district, PLC-created, and classroom assessment resources were considered to generate the list of eligible students using the below-level cut score information (also available above in #2). The assessments not only enable us to rank students, they also help us modify instruction to meet student needs in Tier I and Tier II. Our staff members work together to provide additional assistance to enable ALL students to meet state standards and benchmarks.

Student progress is reviewed at multiple times during the year (also presented in item #2 above). All of our assessment resources are used to determine eligibility, and they are also used to mine the data into smaller bits of information to determine specific interventions. For example, Northwest Evaluation Association (NWEA) is research-based, and the data can be divided into subcategories to delineate data by student, subgroup, and full group. The DesCartes section of NWEA provides areas to target for instruction (e.g., multiplying by 2-digit numbers). Likewise, the Michigan Educational Assessment Program (MEAP) also allows us to review student and subgroup gaps in achievement with references to specific areas for improvement within each core area tested. If at any time the instruction team feels that there is not enough available data, they may request further testing from our school psychologist (ISD provided) or gifted and talented

School Improvement Plan

Ottawa Elementary School

teacher. An intervention plan for each student not reaching grade-level expectations in a core academic area (and ranked for intervention) is developed and implemented by the teacher and paraprofessional team.

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.

Pre-Kindergarten- Although Public Schools of Petoskey does not have a preschool program run by the district, we are in direct contact with area preschools. (Note: Ottawa Elementary School rents space to an area-wide Great Start Readiness Program, so their students are often included in Ottawa's assemblies and other activities.) Area preschools provide our staff with MLPP assessment information for each child attending compensatory programs. However, Title I funds at Ottawa may be only used only for supplemental interventions in grades K-5th. Preschool families are transitioned to Ottawa through our Kindergarten Round-Up orientation and guided tours of the school. During Kindergarten Round-Up, parents are given information about ways they can help their child prepare for and succeed in school. All of the assessment resources below are used to determine eligibility in grades K-2nd Title I programs. Early elementary (K-2) also rely heavily on teacher judgment, pre-school data, and parent information. All assessment resources are used to establish eligibility and help us mine data into smaller fragments of information for specific lesson planning and intervention work.

Kindergarten - Minimally

MLPP (Sept, Jan., & May Scores 0-6 per Subtest)DRA (May Scores 0-2)

DIBELS (Sept. Scores 0-3, Jan. Scores 0-14, & April Scores 0-14)

District Writing Prompt (Jan. Score 0-1 & May Score 0-2)

Dolch Sight Words (May Kindergarten List)

PLC Common Assessments in all 5 content areas (by Trimester Scores set by PLC)

Teacher-Created Inventories

Treasures & Triumphs Assessment Inventory

1st Grade- Minimally

MLPP (Jan. & May Scores 0-6 per Subtest)

DRA (Jan. Scores 0-8 & May Scores 0-14)

DIBELS (Sept. Scores 0-24, Jan. Scores 0-29, & April Scores 0-29)

NWEA- Reading & Math (Jan. Below 40th Percentile & April Below 40th Percentile)

Words Their Way Spelling Inventory (Jan. Scores Not Proficient)

Dolch Sight Words (May 1st Grade List)

District Writing Prompt (Jan. Score 0-1 & May Score 0-1)

PLC Common Assessments in all 5 content areas (by Trimester Scores set by PLC)

Treasures & Triumphs Assessment Inventory

Teacher-Created Inventories

Scott Foresman-Addison Wesley Math Diagnosis and Intervention System tool

2nd Grade- Minimally

MLPP for At-Risk Readers (Jan. & May Scores 0-6 per Subtest)

DRA for At-Risk Readers (Jan. Scores 0-18 & May Scores 0-24)

DIBELS (Sept. Scores 0-29, Jan. Scores 0-51, & April Scores 0-69)

NWEA- Reading & Math (Jan. Below 40th Percentile & April Below 40th Percentile)

Words Their Way Spelling Inventory (Sept. Scores Not Proficient)

Dolch Sight Words (May 2nd Grade List)

School Improvement Plan

Ottawa Elementary School

District Writing Prompt (Jan. Score 0-1 & May Score 0-1)

Treasures & Triumphs Assessment Inventory

Teacher-Created Inventories

Scott Foresman-Addison Wesley Math Diagnosis and Intervention System tool

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.

The supplemental assistance provided to Title I, Part A eligible students are included as Activities within the Goals section of the school improvement plan.

Component 3: Incorporated Into Existing School Program Planning

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

At the beginning of the school year an "Ottawa Title I Referral Form" is drawn up for eligible Title I students based on the previous years' and current student data analysis.

Ottawa's teachers in collaboration with their Title I/academic paraprofessional meet at least 4-7 times a year to rank order students from those with the highest needs to those with the lowest. Then, through the Response to Intervention (RtI) model, decisions are made concerning eligibility for Title I support in Tiers II and III. An intervention plan for each student not reaching grade level expectations in core academic areas is developed and implemented by the teacher and Title I/academic paraprofessional. Intervention groups are reorganized as needed throughout the school year to ensure that academic needs of targeted students are being met. Student intervention plans include strategies from ELA, mathematics, social studies, and science as identified in Ottawa's School Improvement Plan. Ottawa's Title I parents are informed of their child's eligibility and given the "Parent-Student-School Paraprofessional Compact" to review, sign, and return to the Title I/academic paraprofessional. In the areas of reading, writing, math, social studies, and science interventions are given by the Title I/academic paraprofessionals. These interventions include the "pull-out" model of students in groups of no more than four and the "push-in" model added assistance in the classroom, whether it be one-on-one or small group (see instructional strategies below).

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?

The instructional strategies that are focused on helping eligible students who are failing or at risk of failing to meet the State core curriculum standards in the four core academic areas are included as Strategies within the Goals section. The strategies are based on scientific research and minimize the amount of time students are pulled from the regular classroom.

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

All students receive instruction in both whole group and small group lessons directed by the classroom teacher. Teachers' lessons are based on the ITIP model and include the instructional strategies of identifying similarities and differences, summarizing and note taking reinforcing effort, providing recognition, nonlinguistic representations of mental images, kinesthetic activities and pictures, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, and questions, cues, and advance organizers. The instructional methods used in classrooms are models and explains, guided practice, supported applications and independent practice. Principal Walk-Throughs focus on seeing these elements happening in all classrooms with attention also paid to how teachers are evaluating for understanding, differentiating instruction, the general classroom environment, and student engagement. Language Arts lessons are at least a ninety minute part of the instructional day and are based on the balanced literacy approach that includes guided reading, self-selected reading, working with words and writing. A book room has been developed for grades K-5 and the Treasures Reading program has been adopted for district use Kindergarten through 3rd grade so many leveled readers are available to students so they have opportunities to read on their reading level throughout the day.

In writing we have gone through a progression of the Collins Writing Program, Six plus One Traits Writing and several years ago adopted Lucy Calkins, A Guide to the Writing Workshop, 2006 as the foundation of our writing program. Many staff have attended and some presented at the Red Cedar Writing Program workshops. We are using the MAISA writing units into K-5 writing instruction.

In math teachers are using the Scott Foresman Math program and Rocket Math, and Engage NY. Our school improvement plan includes using the visualization program On Cloud Nine, Visualizing and Verbalizing for Math by Nanci Bell and Kimberly Tuley 2009 to provide all our students with a deeper understanding of math concepts on a concrete level. Visualization strategies to increase math achievement were a suggested teaching strategy in the document from the National Center for Education Evaluation and Regional Assistance: Institute of Educational Resource Sciences Practice Guide. NCEE2009-4060. U.S. Department of Education. In addition increased instruction time for math was also implemented at all grade levels.

All students receive science and social studies instruction based on the information we have received first as GLCEs and now under the common core, C3 and NGSS.

and Providing Recognition, Homework and Practice.

In working with our Occupational Therapist through Char-Em Intermediate School District we have come up with a variety of sensory tools we put in place for our general education students who demonstrate a need for the ability to move. These include weighted balls for sitting on, wiggle seats, Therabands, fidget tools, and sensory breaks.

Once we have completed the needs assessment outlined in question one, teachers, title Para pros, and the principal look at the data as a grade level and chart where each student falls in reading and math percentage wise. Students who fall between 25 and 40 % on assessment
SY 2016-2017

given are considered a Tier two student, students who fall between 13% and 39% are considered a Tier two minus student and those students who fall under 12% are considered a Tier three student. Teacher discretion is used when tests give different results to make sure we have accurate data on where all students are performing. Once students have been placed into these Tiers we hold individual planning sessions on each student and decide group placement. Students in Tier two may only need extended time, preteaching, or additional checks for understanding and review. Title service may provide additional help to these students a few times a week for 20 minutes in group sizes of four or five. Students in Tier 2 minus may need more time each day and or smaller groups, Students in Tier 3 additional time on concepts daily for longer periods of time and in a one on one setting or a one on two setting. Decisions are made on the group size, duration, and direct instruction by the teacher with input from the title Para pro and principal. A plan for each student is then written. Placement in a group and the written plan is reviewed and updated minimally every ten weeks in formal meetings between teachers and Para pro with plan review happening at a mid-point in the ten weeks to make sure the additional instruction is still needed and appropriate. Teachers and the Para pros they are working with talk informally weekly. During the ten week intervention sessions, Para pros keep records of groups they met with, instruction given, and time spent with each group which is reviewed at formal meetings with teachers.

In Language Arts the Triumph Intervention Program by Macmillan/McGraw-Hill that is the reading intervention program for our Treasures Reading series is utilized. Lessons focus on additional phonemic awareness, vowel sounds, and vocabulary: High-Frequency words, comprehension and leveled take home books at a student's reading level. Students who are having difficulty with breaking the code for reading words are given additional help with the intensive intervention program Sound Partners by Sopris West, 2005. This program focuses on phonological awareness, segmenting, blending, phonics, letter-sound correspondence. Additional fluency practice is given to students who demonstrate a need in this area using the 6 Minute Solution materials. In writing, paraprofessionals assist with extended time and guided practice to master the components of writing as outlined in the Common Core and area of need identified in MEAP data.

In Math, students who are identified by the needs assessment are also classified into our Tiers and individually looked at for intervention help. Extended time, re-teaching, pre-teaching, visualization, hands on learning, small group guided practice are all strategies used to remediate students. Students having difficulties grasping concepts are also given more concept work in small group settings using On Cloud Nine program mentioned previously.

In Social Studies and Science (especially at grades three, four, and five when students demonstrate difficulty on classroom assessments) pre-teaching, vocabulary work, and multiple comprehension strategies are methods used in small group instruction to give extended time and repeated teaching to help students master concepts.

At all grade levels, reading instruction and oral language opportunities are part of the regular curriculum. Students have complete access to these instructional opportunities.

In addition to the individual planning meetings, Title Para pros are included in after school curriculum discussions with classroom teachers twice a month, attend five PLC days with cross district grade level teachers, meet formally with the building principal five times a year, have opportunities to attend instructionally based in service trainings held by the Char-Em ISD, or have the Char-Em ISD reading consultant come in and in service title Para-pros in instructional strategies as identified during teacher/Para Pro or principal/parapro meetings.

Ottawa implements a "push-in" assistance model to improve student learning through added one-on-one assistance and support during and after whole group and within multiple forms of small group instruction. For example, the "push-in" model is used for rotating center activities in the lower elementary grades and utilized in the 5th grade science curriculum.

"Pull-out" services for individuals and small groups requiring more intensive, skill-based instruction are also part of the plan for some students. For example, the "pull-out" model is used in the areas of intensive reading and math instruction. The Macmillan McGraw-Hill Treasures and Triumphs intervention program and the Scott Foresman-Addison Wesley Mathematics Diagnosis and Intervention System are some of the tools the Title I/academic paraprofessionals utilize, as are Read Naturally, Sound Partners, Raz Kids, and IXL. In both "push-in" and "pull-out" models, teachers and Title I/academic paraprofessionals collaborate continually to identify and plan lessons that meet individual student and small group goals. Title I activities do not supplant regular classroom instruction in reading, writing, math, social studies, and science, but instead provide additional instruction to help each child achieve grade level standards. Sometimes this is introducing Title I students to information prior to full group instruction. Other times, it might include side-by-side support from a Title

l/academic paraprofessional during the independent or guided practice portion of a lesson. Still other incidences of Title I/academic paraprofessional support, but not limited to:

- Center work with Title I students
- Administering DIBELS benchmark testing and progress monitoring of Title I students
- Reinforcing specific skills taught by the teacher (i.e.: phonics, spelling rules, basic math facts)
- Reading aloud or partner reading to help develop fluency and comprehension
- Targeting specific skills in reading and math
- Pre-teaching and reinforcing concepts (i.e.: vocabulary, math, reading strategies)

In addition to support during the school day Ottawa provides extended learning opportunities focused on helping eligible students.

These include, but are not limited to:

- A summer learning program
- - Leveled readers (i.e.: Reading A-Z, 6-Minute Solution fluency passages with comprehension questions) for practice at home

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

Students in grades 3-5 are able to qualify for the PALS program, designed to meet the needs of accelerated students. Students attend one day a week for in depth exploration in ELA or math, and work on social skills as well.

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

PALS follows the core curriculum so students are still instructed in all the content areas, but with different strategies, activities and techniques. This programs supplements classroom instruction.

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?

All students receive instruction in both whole group and small group lessons directed by the classroom teacher. Teachers' lessons are based on the ITIP model and include the instructional strategies of identifying similarities and differences, summarizing and note taking reinforcing effort, providing recognition, nonlinguistic representations of mental images, kinesthetic activities and pictures, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, and questions, cues, and advance organizers. The instructional methods used in classrooms are models and explains, guided practice, supported applications and independent practice. Principal Walk-Throughs focus on seeing these elements happening in all classrooms with attention also paid to how teachers are evaluating for understanding, differentiating instruction, the general classroom environment, and student engagement. Language Arts lessons are at least a ninety minute part of the instructional day and are based on the balanced literacy approach that includes guided reading, self-selected reading, working with words and writing. A book room has been developed for grades K-5 and the Treasures Reading program has been adopted for district use Kindergarten through 3rd grade so many leveled readers are available to students so they have opportunities to read on their reading level throughout the day.

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School Improvement Plan

Ottawa Elementary School

and the written plan is reviewed and updated minimally every ten weeks in formal meetings between teachers and Para pro with plan review happening at a mid-point in the ten weeks to make sure the additional instruction is still needed and appropriate. Teachers and the Para pros they are working with talk informally weekly. During the ten week intervention sessions, Para pros keep records of groups they met with, instruction given, and time spent with each group which is reviewed at formal meetings with teachers.

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"Pull-out" services for individuals and small groups requiring more intensive, skill-based instruction are also part of the plan for some students. For example, the "pull-out" model is used in the areas of intensive reading and math instruction. The Macmillan McGraw-Hill Treasures and Triumphs intervention program and the Scott Foresman-Addison Wesley Mathematics Diagnosis and Intervention System are some of the tools the Title I/academic paraprofessionals utilize, as are Read Naturally, Sound Partners, Raz Kids, and IXL. In both "push-in" and "pull-out" models, teachers and Title I/academic paraprofessionals collaborate continually to identify and plan lessons that meet individual student and small group goals. Title I activities do not supplant regular classroom instruction in reading, writing, math, social studies, and science, but instead provide additional instruction to help each child achieve grade level standards. Sometimes this is introducing Title I students to information prior to full group instruction. Other times, it might include side-by-side support from a Title I/academic paraprofessional during the independent or guided practice portion of a lesson. Still other incidences of Title I/academic paraprofessional support, but not limited to:

- Center work with Title I students
- Administering DIBELS benchmark testing and progress monitoring of Title I students
- Reinforcing specific skills taught by the teacher (i.e.: phonics, spelling rules, basic math facts)
- Reading aloud or partner reading to help develop fluency and comprehension
- Targeting specific skills in reading and math
- Pre-teaching and reinforcing concepts (i.e.: vocabulary, math, reading strategies)

In addition to support during the school day Ottawa provides extended learning opportunities focused on helping eligible students.

These include, but are not limited to:

- A summer learning program
- - Leveled readers (i.e.: Reading A-Z, 6-Minute Solution fluency passages with comprehension questions) for practice at home

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.

Students and parents are invited to a Kindergarten Round-Up in the spring of the year prior to attending Ottawa. Photo books about Ottawa are sent home with students. These books include photos of Ottawa's principal, kindergarten teachers, Title I/academic paraprofessionals, and other relevant Ottawa staff. Calendars of activities for helping students transition to kindergarten are also sent home for the summer. Examples of these suggested activities include:

- Set aside a special time to read to your child each day.
- Encourage the artist in your child. Provide crayons, safety scissors, and large paper.
- Help your child practice writing his or her first name. Start with a capital letter, then, use lower case for the rest.

In addition, Great Start Readiness Program (GSRP) visits the kindergarten classrooms and spends the morning in activities to help students feel comfortable coming to Ottawa in the fall. A letter from the teacher is sent home in August introducing the teacher and welcoming the students to their classroom. In the fall an Ottawa Open House is held the night before school starts for parents and students to once again meet the teacher and familiarize themselves with the classroom.

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	Before being hired, all Title staff must provide the district with their valid elementary teaching certificate or their proof of Highly Qualified status. Staff will not be hired for a position without demonstrating their HQ status.	

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	Before being hired, all teaching staff must provide the district with their valid elementary teaching certificate and their proof of Highly Qualified status. Staff will not be hired for a position without demonstrating their HQ status.	

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?

phonics training, training with MAISA units, training in intervention techniques, training in teaching ED students, training in assessments such as DRA and DIBELS, math instructional strategies, STEAM teaching techniques

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?

Assistance provided to parents at Title Night, conferences, and meetings.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	attached	PD schedule 2016-2017

Component 8: Strategies to Increase Parental Involvement

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

Surveys, conferences, school improvement meetings, Title I nights

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

volunteers, work at home, supporting child at home and school.

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	through surveys, school improvement meetings, conferences.	

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

Ottawa Elementary School believes that high student performance and improved student achievement is a responsibility shared by a partnership between school staff, students and their parents. Because we strongly feel that parents and families play an integral role in a student's educational journey and achieving their full potential, parents are a significant part of the school improvement process [Section 1118(e)(2)]. Ottawa's Title 1/31A program is designed in accordance with these beliefs, the requirements of NCLB, and our Board of Education Policy on Parental Involvement (attached in Supporting Documentation).

2. Describe the role of parents in the following targeted school plan/program areas:

2a. Design

Ottawa's Teaching and Learning Committee that meets regularly includes parent members. We have an extremely active PTO here that involves many parents and staff and facilitates numerous activities in our school. Title 1/31A parents/guardians are invited to attend Ottawa's School Improvement planning and review meeting three times a year to provide information on programs and services and to solicit the suggestions on program development and evaluation. Any and all informal feedback from parents given to staff is shared at staff meetings.

2b. Implementation

We continually attempt to engage our parents in many aspects of our Title1/31A and school wide programs.

* Every fall we conduct a Title 1 Family Night where we disseminate information regarding who we are and what services we provide for the students. We discuss and demonstrate ways for parents to participate in their child's education at home such as how to select books at their level and use "directed reading" strategies with them. We provide training on how to access our District's and Ottawa's websites to facilitate communication with our staff and use the many available learning sites with their children.

* Ottawa conducts other school wide evening educational activities throughout the year for all families, such as Literacy and Math/Science Nights. Different teacher teams and their paraprofessionals also have parent nights geared to their particular grade levels where they share what will be involved in their child's academic experience that year. In addition, various grade levels stage numerous plays, author's teas, "Living History" presentations to which families are invited

* Throughout the year our Ottawa PTO sponsors and invites families to visit and participate in our Welcome Back Open House, Grandparents

Day, Muffins-With-Mom, Donuts-With-Dad, Holiday Festivities Night, Pot-of-Gold Auction and Dance, Winter Sports Park Day, and our spring Field Day.

* Year round we maintain locations in our hallways called "Free Parent tips for Home Support". Here materials and information sources are made available explaining our curriculum and expectations for each grade level, as well as ideas for family learning activities to use outside of school and background information on childhood education.

* In Ottawa's Media Center we maintain a section of books and educational games devoted entirely for families to check out and use at home.

* Whenever parents request more information and/or materials for working with their children at home, we compile a variety of packets including such items as take-home booklets, fluency practice reading material, spelling / vocabulary lists and writing "journals".

* We continually encourage all parents to visit and/or volunteer in their child's classrooms and other school activities. Many of our family members serve as informal instructors for ELF (an environmental science program) and Junior Achievement lessons and as reading and math paraprofessionals. In addition to the weekly newsletters that classroom teachers send out, all families are sent a monthly Ottawa News packet . Several times a year we include "Title 1" information and/or news in this packet.

c. Evaluation: (* See #5) Through Ottawa's "open door" policy and our multitude of previously described activities, we ensure parents have many ongoing opportunities to share experiences and make suggestions regarding our programs. We conduct formal annual parent/family surveys at the both district and school level as well as our separate Title 1 Parent Survey. The results of these are reviewed and discussed at staff meeting and responded to in a timely manner.

3. Describe how the school provides individual student academic assessments results, including interpretation of those results, in a language the parents can understand.

To effectively communicate a child's assessments, results and goals the Ottawa staff employs several means. In addition to the general education Report Cards issued during the year, Academic Paraprofessionals are available for all parent/teacher conferences where we review a written Title 1 Progress Report. This report explains current targeted skills and goals being worked on, with associated test data, as well as what future levels of achievement we are aiming at for the child. Parents are given several data reports in the forms of graphs and/or written explanations (NWEA, MEAP, DIBELS, Accelerated Math and 6-Minute Solutions summaries) to show their student's continuing progress in reading, writing, math, social studies and science. Teachers and Paraprofessionals are all available before or after school, or at any scheduled time, to discuss and further explain these items with parents, and address any other issues or questions they may have. Our school e-mail addresses, web pages and phone numbers are made available to families to facilitate communication.

4. All Title I schools must have a School-Parent Compact. Describe the role of parents in the development of the School-Parent Compact, including the most recent review and revision of content. Elementary schools must also provide an assurance statement that the compact is discussed at least annually at parent-teacher conferences. The parents/guardians of each targeted Ottawa student must sign our "Parent-Student-School Paraprofessional Compact", or agreement of responsibilities. This compact will be presented and reviewed with the family at parent/teacher conferences to revisit and assess how the student's educational partnership plan is progressing. This compact form has been and will continue to be revised and updated each year based on staff and parent input and suggestions.

5. Describe how the parent involvement components of the targeted plan will be evaluated.

The parent involvement plan will be evaluated through parental attendance at school conferences, student activity programs conducted during school hours and special nights, and parent volunteering in the classroom. In addition, families are requested to answer both a school wide survey and a Title 1 Parent Survey which include questions assessing the effectiveness of these parent involvement activities.

6. Summarize the results of the evaluation and how those results will be used to improve the targeted program.

Parental attendance at Ottawa's conferences is above 95%. Surveys and teacher reports indicated that the majority of our parents attend these activities and/or volunteer in the building. Our School Improvement committee and staff continually discuss and research ideas as how to improve on and increase family involvement both here at Ottawa and at home. One example of this is our implementation of the Title1Progress Report this year as a result of parents indicating on our Title 1 Parent Survey that they needed more specific information (like test scores) as to how their children are selected to be in the program, what their goals are and how they are progressing in those targeted areas.

School Improvement Plan

Ottawa Elementary School

7. Attach the School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy in the Supporting Documentation section. Attach the School-Parent Compact in the Supporting Documentation section.

Parents of eligible students are informed and given a "Parent-Student-School Paraprofessional Compact." An intervention plan for each student not reaching grade level expectations in core academic areas is developed and implemented by the teacher and Title I/academic paraprofessional. Parents are kept informed through Title I Progress Reports given at Parent-Teacher Conferences, phone calls, personal notes, and our Title I/academic paraprofessional website. Intervention groups are reorganized as needed throughout the year to ensure that academic needs of targeted students are being met. Students with percentiles of 0% to 19% are placed in Tier III intensive small groups. Students with percentiles of 20% to 39% are placed in Tier II strategic small groups. Rtl tiers are also determined using partially and not proficient MEAP scores.

5. Describe how the parent involvement activities are evaluated.

These are evaluated through surveys, review of participants and number participating, school improvement meetings and conferences. The parent involvement plan will be evaluated through parental attendance at school conferences, student activity programs conducted during school hours and special nights, and parent volunteering in the classroom. In addition, families are requested to answer both a school wide survey and a Title 1 Parent Survey which include questions assessing the effectiveness of these parent involvement activities.

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

The parents/guardians of each targeted Ottawa student must sign our "Parent-Student-School Paraprofessional Compact", or agreement of responsibilities. This compact will be presented and reviewed with the family at parent/teacher conferences to revisit and assess how the student's educational partnership plan is progressing. This compact form has been and will continue to be revised and updated each year based on staff and parent input and suggestions.

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

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

written materials are translated to another language as needed, or we use an interpreter, or we discuss as needed

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

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

The parents/guardians of each targeted Ottawa student must sign our "Parent-Student-School Paraprofessional Compact", or agreement of

School Improvement Plan

Ottawa Elementary School

responsibilities. This compact will be presented and reviewed with the family at parent/teacher conferences to revisit and assess how the student's educational partnership plan is progressing. This compact form has been and will continue to be revised and updated each year based on staff and parent input and suggestions.

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.

The Public Schools of Petoskey works to coordinate Title I and regular instructional services with local, state, and federal programs. By attending professional development days offered through the Char-Em Intermediate School District, Ottawa's staff continues to remain "highly-qualified." There is ongoing communication between Title I/academic paraprofessionals and Title VII personnel regarding shared students. Also, Ottawa's Title I/academic paraprofessionals communicate shared student information with the principal, who in turn shares with Char-Em ISD School Psychologist, Occupational Therapist, Speech Therapist, and Social Worker.

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.

The Public Schools of Petoskey works to coordinate Title I and regular instructional services with local, state, and federal programs. By attending professional development days offered through the Char-Em Intermediate School District, Ottawa's staff continues to remain "highly-qualified." There is ongoing communication between Title I/academic paraprofessionals and Title VII personnel regarding shared students. Also, Ottawa's Title I/academic paraprofessionals communicate shared student information with the principal, who in turn shares with Char-Em ISD School Psychologist, Occupational Therapist, Speech Therapist, and Social Worker.

Component 10: Ongoing Review of Student Progress

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

As students complete assessments periodically throughout the year, Ottawa teachers and Title I/academic paraprofessionals receive achievement data for their students in reading, writing, ELA, and math. Assessment results are recorded from the DRA, writing assessments, NWEA, MLPP, and DIBELS Benchmark are given three times a year. For Title I students, more frequent and in depth progress monitoring is essential. DIBELS Progress Monitoring is given every two to three weeks. NOTE: it is also important to include common assessment data, student/home information, and teacher and Title I/Academic Paraprofessional observations into this data mix. As MEAP results are revealed late in the school year, we use these results to help make accommodations.

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.

Ottawa's teachers in collaboration with their Title I/academic paraprofessional meet 4-7 times a year to rank order students from those with the highest needs to those with the lowest based on assessment data. Then, through the Response to Intervention (RtI) model, decisions are made concerning eligibility for Title I support in Tiers II and III. An intervention plan for each student not reaching grade level expectations in core academic areas developed and implemented by the teacher and Title I/Academic Paraprofessional.

Intervention groups are reorganized as needed throughout the year to ensure that academic needs of targeted students are being met. Student intervention plans include strategies from ELA, mathematics, social studies, and science as identified in Ottawa's School Improvement Plan. At the end of the school year the Title I/academic paraprofessional records the following information on the "Title I Student Progress Information for Ottawa Elementary School" form for each student:

- Multiple achievement results
- Interventions completed
- Intervention outcomes (positive and negative)
- Comments about annual performance
- Indication to continue or dismiss academic areas is developed and implemented by the teacher and Title I/Academic Paraprofessional.

Intervention groups are reorganized as needed throughout the year to ensure that academic needs of targeted students are being met. Student intervention plans include strategies from ELA, mathematics, social studies, and science as identified in Ottawa's School Improvement Plan. At the end of the school year the Title I/academic paraprofessional records the following information on the "Title I Student Progress Information for Ottawa Elementary School" form for each student placed in their CA-60 file:

- Multiple achievement results
- Interventions completed
- Intervention outcomes (positive and negative)
- Comments about annual performance
- Indication to continue or dismiss from Title I services

This form follows the Title I student through grades K-5th and is placed in their CA-60 file.

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.

After evaluating student data Ottawa's Title I/academic paraprofessionals are able to identify instructional weaknesses. Title I/academic paraprofessionals look for professional development opportunities offered through Char-Em ISD, district-wide in-services, and Ottawa's staff meetings to learn strategies to address those instructional weaknesses. Some examples are:

- Common Core
- Summarization
- Fluency
- Effort
- Gender gaps

The Public Schools of Petoskey's Teaching and Learning Director conducts a survey to collect information from district staff regarding the future direction of professional development. Professional development opportunities offered are based on "best practice" and research. Title I/academic paraprofessionals receive training in research proven methods to improve literacy and math skills such as:

- Macmillan McGraw-Hill Treasures and Triumphs
- Lucy Calkins: A Guide to the Writing Workshop
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

As students complete assessments periodically throughout the year, Ottawa teachers and Title I/academic paraprofessionals receive achievement data for their students in reading, writing, ELA, and math. Assessment results are recorded from the DRA, writing assessments, NWEA, MLPP, and DIBELS Benchmark are given three times a year. For Title I students, more frequent and in depth progress monitoring is essential. DIBELS Progress Monitoring is given every two to three weeks. In grades 3rd-5th ACC Math is given frequently.

NOTE: it is also important to include common assessment data, student/home information, and teacher and Title I/Academic Paraprofessional observations into this data mix. As MEAP results are revealed late in the school year, we use these results to help make accommodations.

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.

As students complete assessments periodically throughout the year, Ottawa teachers and Title I/academic paraprofessionals receive achievement data for their students in reading, writing, ELA, and math. Assessment results are recorded from the DRA, writing assessments, NWEA, MLPP, and DIBELS Benchmark are given three times a year. For Title I students, more frequent and in depth progress monitoring is essential. DIBELS Progress Monitoring is given every two to three weeks. In grades 3rd-5th ACC Math is given frequently.

NOTE: it is also important to include common assessment data, student/home information, and teacher and Title I/Academic Paraprofessional observations into this data mix. Being that MEAP results are revealed late in the school year, we use these results to help make accommodations.

2. Describe how data will be utilized to inform instruction.

Each of Ottawa's assessment measures previously discussed (in the paragraph above) provides information about specific skill mastery or gaps in mastery for individuals and groups of students. Classroom assessments and NWEA DesCartes objectives provide curriculum information that matches state standards and benchmarks. This knowledge helps academic paraprofessionals to identify instructional targets for individual and groups of students. As instructional needs are identified, teachers and Title I/academic paraprofessionals work collaboratively to address each student's academic deficit.

3. Describe how data will be utilized to evaluate and, if necessary, revise the targeted assistance program services for students.

Ottawa's teachers in collaboration with their Title I/academic paraprofessional meet 4-7 times a year to rank order students from those with the highest needs to those with the lowest based on assessment data. Then, through the Response to Intervention (RtI) model, decisions are made concerning eligibility for Title I support in Tiers II and III. An intervention plan for each student not reaching grade level expectations in core academic areas developed and implemented by the teacher and Title I/Academic Paraprofessional. Intervention groups are reorganized as needed throughout the year to ensure that academic needs of targeted students are being met. Student intervention plans include strategies from ELA, mathematics, social studies, and science as identified in Ottawa's School Improvement Plan. At the end of the school year the Title I/academic paraprofessional records the following information on the "Title I Student Progress Information for Ottawa Elementary School" form for each student:

- Multiple achievement results
 - Interventions completed
 - Intervention outcomes (positive and negative)
 - Comments about annual performance
 - Indication to continue or dismiss academic areas is developed and implemented by the teacher and Title I/Academic Paraprofessional.
- Intervention groups are reorganized as needed throughout the year to ensure that academic needs of targeted students are being met. Student intervention plans include strategies from ELA, mathematics, social studies, and science as identified in Ottawa's School Improvement Plan. At the end of the school year the Title I/academic paraprofessional records the following information on the "Title I Student Progress Information for Ottawa Elementary School" form for each student placed in their CA-60 file:
- Multiple achievement results
 - Interventions completed
 - Intervention outcomes (positive and negative)
 - Comments about annual performance
 - Indication to continue or dismiss from Title I services

This form follows the Title I student through grades K-5th and is placed in their CA-60 file.

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.

As students complete assessments periodically throughout the year, Ottawa teachers and Title I/academic paraprofessionals receive achievement data for their students in reading, writing, ELA, and math. Assessment results are recorded from the DRA, writing assessments, NWEA, MLPP, and DIBELS Benchmark are given three times a year. For Title I students, more frequent and in depth progress monitoring is essential. DIBELS Progress Monitoring is given every two to three weeks. In grades 3rd-5th ACC Math is given frequently.

NOTE: it is also important to include common assessment data, student/home information, and teacher and Title I/Academic Paraprofessional observations into this data mix. Being that MEAP results are revealed late in the school year, we use these results to help make accommodations.

2. Describe how data will be utilized to inform instruction.

Each of Ottawa's assessment measures previously discussed (in the paragraph above) provides information about specific skill mastery or gaps in mastery for individuals and groups of students. Classroom assessments and NWEA DesCartes objectives provide curriculum information that matches state standards and benchmarks. This knowledge helps academic paraprofessionals to identify instructional targets for individual and groups of students. As instructional needs are identified, teachers and Title I/academic paraprofessionals work collaboratively to address each student's academic deficit.

3. Describe how data will be utilized to evaluate and, if necessary, revise the targeted assistance program services for students.

Ottawa's teachers in collaboration with their Title I/academic paraprofessional meet three times a year (fall, winter, and spring) to rank order students from those with the highest needs to those with the lowest based on assessment data. Then, through the Response to Intervention (RtI) model, decisions are made concerning eligibility for Title I support in Tiers II and III. An intervention plan for each student not reaching grade level expectations in core academic areas developed and implemented by the teacher and Title I/Academic Paraprofessional. Intervention groups are reorganized as needed throughout the year to ensure that academic needs of targeted students are being met. Student intervention plans include strategies from ELA, mathematics, social studies, and science as identified in Ottawa's School Improvement Plan. At the end of the school year the Title I/academic paraprofessional records the following information on the "Title I Student Progress Information for Ottawa Elementary School" form for each student:

- Multiple achievement results

Title I Targeted Assistance Diagnostic

Ottawa Elementary School

Page | Interventions completed

- Intervention outcomes (positive and negative)

- Comments about annual performance

- Indication to continue or dismiss academic areas is developed and implemented by the teacher and Title I/Academic Paraprofessional.

Intervention groups are reorganized as needed throughout the year to ensure that academic needs of targeted students are being met.

Student intervention plans include strategies from ELA, mathematics, social studies, and science as identified in Ottawa's School

Improvement Plan. At the end of the school year the Title I/academic paraprofessional records the following information on the "Title I Student Progress Information for Ottawa Elementary School" form for each student placed in their CA-60 file:

- Multiple achievement results

- Interventions completed

- Intervention outcomes (positive and negative)

- Comments about annual performance

- Indication to continue or dismiss from Title I services

This form follows the Title I student through grades K-5th and is placed in their CA-60 file.

4. Describe how evaluation of program services will be used to plan professional development for teachers related to identification of students and implementing student academic achievement standards in the classroom.

After evaluating student data Ottawa's Title I/academic paraprofessionals are able to identify instructional weaknesses. Title I/academic paraprofessionals look for professional development opportunities offered through Char-Em ISD, district-wide in-services, and Ottawa's staff meetings to learn strategies to address those instructional weaknesses. Some examples are:

- Common Core
- Summarization
- Fluency
- Effort
- Gender gaps

The Public Schools of Petoskey's Teaching and Learning Director conducts a survey to collect information from district staff regarding the future direction of professional development. Professional development opportunities offered are based on "best practice" and research. Title I/academic paraprofessionals receive training in research proven methods to improve literacy and math skills such as:

- Macmillan McGraw-Hill Treasures and Triumphs
- Lucy Calkins: A Guide to the Writing Workshop
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

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.

As students complete assessments periodically throughout the year, Ottawa teachers and Title I/academic paraprofessionals receive achievement data for their students in reading, writing, ELA, and math. Assessment results are recorded from the DRA, writing assessments, NWEA, MLPP, and DIBELS Benchmark are given three times a year. For Title I students, more frequent and in depth progress monitoring is essential. DIBELS Progress Monitoring is given every two to three weeks. In grades 3rd-5th ACC Math is given frequently.

NOTE: it is also important to include common assessment data, student/home information, and teacher and Title I/Academic Paraprofessional observations into this data mix. Being that MEAP results are revealed late in the school year, we use these results to help make accommodations.

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.

As students complete assessments periodically throughout the year, Ottawa teachers and Title I/academic paraprofessionals receive achievement data for their students in reading, writing, ELA, and math. Assessment results are recorded from the DRA, writing assessments, NWEA, MLPP, and DIBELS Benchmark are given three times a year. For Title I students, more frequent and in depth progress monitoring is essential. DIBELS Progress Monitoring is given every two to three weeks. In grades 3rd-5th ACC Math is given frequently.

NOTE: it is also important to include common assessment data, student/home information, and teacher and Title I/Academic Paraprofessional observations into this data mix. Being that MEAP results are revealed late in the school year, we use these results to help make accommodations.

2. Describe how data will be utilized to inform instruction.

Each of Ottawa's assessment measures previously discussed (in the paragraph above) provides information about specific skill mastery or gaps in mastery for individuals and groups of students. Classroom assessments and NWEA DesCartes objectives provide curriculum

School Improvement Plan

Ottawa Elementary School

information that matches state standards and benchmarks. This knowledge helps academic paraprofessionals to identify instructional targets for individual and groups of students. As instructional needs are identified, teachers and Title I/academic paraprofessionals work collaboratively to address each student's academic deficit.

3. Describe how data will be utilized to evaluate and, if necessary, revise the targeted assistance program services for students.

Ottawa's teachers in collaboration with their Title I/academic paraprofessional meet 4-7 times a year to rank order students from those with the highest needs to those with the lowest based on assessment data. Then, through the Response to Intervention

(RtI) model, decisions are made concerning eligibility for Title I support in Tiers II and III. An intervention plan for each student not reaching grade level expectations in core academic areas developed and implemented by the teacher and Title I/Academic Paraprofessional.

Intervention groups are reorganized as needed throughout the year to ensure that academic needs of targeted students are being met.

Student intervention plans include strategies from ELA, mathematics, social studies, and science as identified in Ottawa's School

Improvement Plan. At the end of the school year the Title I/academic paraprofessional records the following information on the "Title I Student Progress Information for Ottawa Elementary School" form for each student:

- Multiple achievement results

- Interventions completed

- Intervention outcomes (positive and negative)

- Comments about annual performance

- Indication to continue or dismiss academic areas is developed and implemented by the teacher and Title I/Academic Paraprofessional.

Intervention groups are reorganized as needed throughout the year to ensure that academic needs of targeted students are being met.

Student intervention plans include strategies from ELA, mathematics, social studies, and science as identified in Ottawa's School

Improvement Plan. At the end of the school year the Title I/academic paraprofessional records the following information on the "Title I Student Progress Information for Ottawa Elementary School" form for each student placed in their CA-60 file:

- Multiple achievement results

- Interventions completed

- Intervention outcomes (positive and negative)

- Comments about annual performance

- Indication to continue or dismiss from Title I services

This form follows the Title I student through grades K-5th and is placed in their CA-60 file.

Ottawa Elementary School Improvement Plan 2016-2017

Overview

Plan Name

Ottawa Elementary School Improvement Plan 2016-2017

Plan Description

Ottawa Elementary School Improvement Plan 2016-2017

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 Ottawa Elementary students will increase proficiency in mathematics by meeting or exceeding state standards	Objectives: 1 Strategies: 4 Activities: 8	Academic	\$61686
2	All Ottawa Elementary students will increase reading proficiency by meeting or exceeding state reading standards	Objectives: 1 Strategies: 4 Activities: 5	Academic	\$59787
3	All Ottawa Elementary students will increase proficiency in science by meeting or exceeding state standards	Objectives: 1 Strategies: 4 Activities: 5	Academic	\$45995
4	All Ottawa Elementary students will increase proficiency in social studies by meeting or exceeding state standards	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$41180
5	All Ottawa Elementary students will increase proficiency in writing across content areas by meeting or exceeding state standards	Objectives: 1 Strategies: 4 Activities: 8	Academic	\$47152
6	Ottawa Elementary will raise positive climate and culture in the school.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

Goal 1: All Ottawa Elementary students will increase proficiency in mathematics by meeting or exceeding state standards

Measurable Objective 1:

A 3% increase 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 by meeting or exceeding state achievement standards in Mathematics by 06/17/2016 as measured by State assessments, NWEA, district assessments and teacher observations..

Strategy 1:

Building Vocabulary - Staff will increase student mathematical knowledge through building academic vocabulary in Mathematics by helping students develop effective strategies that support vocabulary knowledge and conceptual understanding in mathematics.

Category:

Research Cited: Feldman and Kinsella (2005). Narrowing the language gap: The case for explicit vocabulary instruction. New York: Scholastic Inc.

Marzano, R.J. 2004. Building background knowledge for academic achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Baker, Simmons, and Kame'enui (1995). Vocabulary acquisition: Synthesis of the research. (Tech. Rep.No.13) Eugene: University of Oregon, National Center to Improve the Tools of Educators.

Tier: Tier 1

Activity - Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building School Improvement Team will communicate to staff the strategy and determine activities to be completed this year.	Teacher Collaboration	Tier 1	Monitor	09/09/2015	06/01/2018	\$0	No Funding Required	Building School Improvement team

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our team leaders in the area of math will attend professional learning to understand and teach the strategy. Professional learning will include the Michigan Mathematics Program Improvement (MMPI); Talk Like a Mathematician...Math vocab and discourse; Singapore Strategies; Online learning opportunities like the ISD math consultant's live binder site.	Professional Learning	Tier 1	Monitor	09/09/2015	06/01/2018	\$2450	Title II Part A	Team leaders in math

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

Ottawa Elementary School

Teachers will incorporate the strategies into their lesson plans weekly.	Direct Instruction	Tier 1	Monitor	09/09/2015	06/01/2018	\$13000	General Fund	All teaching staff
Activity - Assessment and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will administer and utilize data from local assessments (NWEA, student work, unit tests, common assessments) to adjust instruction and identify students for Tier II interventions	Academic Support Program	Tier 2	Monitor	09/09/2015	06/01/2018	\$21094	Title I Part A	All teaching and support staff
Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will offer support in the areas of weakness for students who are not meeting grade level expectations as directed by the classroom teachers.	Academic Support Program	Tier 2	Monitor	09/09/2015	06/01/2018	\$12903	Section 31a	Classroom teachers and title I paraprofessionals

Strategy 2:

Making Math Thinking Visible - Teachers will make math thinking visible in their instruction (modeling) and increase opportunities for students to make math thinking visible through increased use of math manipulatives, graphic representations, think alouds (partner share, etc.), and math writing opportunities. This will occur in all areas of math, but with an intense focus in the areas of math facts, time, money, fractions, and measurement. Special education teachers will be trained in On Cloud Nine instructional methods and share mental math strategies with all staff.

Category:

Research Cited: National Center for Education Evaluation and Regional Assistance: Institute of Educational Resource Sciences Practice Guide. NCEE2009-4060. U.S. Department of Education.

Cleaver (2012). Hands-On Is Minds-On: Want to engage every student? Retrieved from <http://www.scholastic.com/browse/article>

Giles, Pitre, & Womack (2003). Multiple intelligences and learning styles. In M. Orey (Ed.), *Emerging perspectives on learning, teaching, and technology*. Retrieved from <http://projects.coe.uga.edu/epltt/>

The use of formative and summative assessment data has shown to increase student achievement in math.

Ainsworth, L., & Viegut, D. (2006). *Common formative assessments: An essential part of the integrated whole*. Thousand Oaks, CA: Corwin.

Black, P., Harrison, C., Lee, C., Marsh, B., & William, D. (2004). Working inside the black box: Assessment for learning in the classroom. *Phi Delta Kappan*, 86(1), 9 -19.

Clements, D. H., Sarama, J., & Wolfe, C. B. (2011). *TEAM: Tools for early assessment in mathematics*. Columbus, OH: McGraw-Hill Education.

Foegen, A., Jiban, C. & Deno, S. (2007). *Progress monitoring measures in*

School Improvement Plan

Ottawa Elementary School

mathematics: A review of the literature. Journal of Special Education, 41(2), 121-139.

Johnson, B. (2002). Instant feedback: Principles of, and techniques for, formative assessment.

Marzano, R., Pickering, D., & McTighe, J. (1993). Assessing student outcomes. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Monitor Implementation of Making Math Visible	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff working to build math skills capacity in students (academic and health care aides and teachers) will receive training, implement, reflect on, and assess student growth in relationship to strategies that make math thinking visible. As a result of training, staff will more frequently and effectively use manipulatives, graphic representations, think-alouds, and mathematical writing during math instruction, as well as provide increased opportunities for students to make their own math thinking visible using similar strategies. Student misconceptions, as unveiled through making thinking visible, will be addressed through effective re-teaching strategies.	Direct Instruction	Tier 1	Monitor	09/09/2015	06/01/2018	\$12239	General Fund	Teaching and support staff

Strategy 3:

Curriculum and Pedagogy - Teachers will be supported through professional development, administrative walkthroughs, noticings and wonderings feedback, and opportunities for collaboration with Colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies for increasing student achievement. This will be monitored through 5D+ coaching and evaluation practices.

Category: Mathematics

Research Cited: Zwiers, J. (2008). Building Academic Language: Essential Practices for Content Classrooms. San Francisco, CA: Jossey-Bass.

Saphier, J. & Gower, R. (1997). The skillful teacher: Building your teaching skills. Acton MA: Research for Better Teaching.

Bransford, J. Brown, A., & Cocking, R. (2000) How people learn: Brain, mind, experience, and school. Washington DC: National Academy Press.

Tier: Tier 1

Activity - Teaching Approaches and/or Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Ottawa Elementary School

Teachers will learn and use discipline specific teaching strategies to develop student understanding and achievement. Teachers will learn and use strategies to differentiate instruction for all students.	Professional Learning	Tier 1	Implement	08/29/2016	06/30/2017	\$0	No Funding Required	Principal, teachers
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Strategy 4:

Assessment for Student Learning - Teachers will be supported through professional development, administrative walkthroughs, noticings and wonderings feedback, and opportunities for collaboration with Colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies for increasing student achievement. This will be monitored through 5D+ coaching and evaluation practices.

Category: Mathematics

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

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

Stiggins, R.J., Arter, J.A., Chappuis, J. ^ Chappius, S. (2007) Classroom assessment for student learning: Doing it right -using it well. Portland, OR: Educational Testing Service.

Tier: Tier 1

Activity - Teachers and Students Using Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn and use strategies to provide formative assessments that align with learning targets. teachers will learn how to use the data, how to teach students to use the data, and students will use the data.	Professional Learning	Tier 1	Implement	08/29/2016	06/30/2017	\$0	No Funding Required	Principal, teachers

Goal 2: All Ottawa Elementary students will increase reading proficiency by meeting or exceeding state reading standards

Measurable Objective 1:

A 1% increase 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 by meeting or exceeding state standards in Reading by 06/17/2016 as measured by State assessments, NWEA, and local assessments.

Strategy 1:

Increase use of close and critical reading strategies - Staff will implement strategies for close and critical reading.

School Improvement Plan

Ottawa Elementary School

Focus will include:

Professional Development for staff in close and critical reading.

- A. Comprehension (Grades 2-5) with the emphasis on retelling/summary.
- B. Word Study (Grade 2-5) with emphasis on meaning of vocabulary in context.
- C. Informational Reading (Grades 2-5) with emphasis on
 - 1. Text structure (ex: Compare/contrast, Sequence, cause and effect, problem/solution, etc.)
 - 2. Text features (ex: headings, titles, photos, graphs, diagrams, etc.)

Category:

Research Cited: Marzano, Pickering, & Pollack (2001). Classroom instruction that works. ASCD.

Weber, Nelson, & Schofield (2012). Guided highlighted reading: A close-reading strategy for navigating complex text. Maupin House Publishing Co.

Five close reading strategies to support the Common Core. <http://iteachicoachiblog.blogspot.com/2012/06/five-simple-close-reading-strategies.html>

Tier: Tier 1

Activity - Professional Development and Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide staff members with professional development for strategies in guided highlighted reading, summarizing, vocabulary development, and author's craft. Planning and implementation to be determined after training.	Professional Learning	Tier 1	Implement	09/09/2015	06/08/2018	\$12450	Title II Part A, General Fund	Title I staff, teachers, administrator
Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will offer support in the areas of weakness for students who are not meeting grade level expectations as directed by the classroom teachers.	Academic Support Program	Tier 2	Monitor	09/09/2015	06/01/2018	\$33997	Section 31a, Title I Part A	Classroom teachers and Title I paraprofessionals

Strategy 2:

Establish consistent grade level learning targets for grammar/conventions - Staff will work to align learning targets for grades K-5 in grammar and conventions, then teach these skills to students.

Category:

Research Cited: Pickering, & Pollack (2001). Classroom instruction that works. Alexandria: ASCD.

Education Nation: Revived support for grammar instruction. http://hechingered.org/content/education-nation-revived-support-for-grammar-instruction_5638/

Grammar gallery, the research basis. Stathis, R. and Gotsch, P. <http://www.teacherwritingcenter.org/explicitgrammarpaperfinal.pdf>

School Improvement Plan

Ottawa Elementary School

Tier: Tier 1

Activity - Align Grammar/Convention Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work together to build a K-5 continuum of grammar and conventions learning targets.	Other	Tier 1	Getting Ready	09/09/2015	06/08/2018	\$0	No Funding Required	Teachers, administrators, and academic aides K-5

Strategy 3:

Professional Collaboration - Collaboration will exist between teachers and Title I and At Risk paraprofessionals and general classroom teachers. Students identified in the needs assessment will have a written plan for interventions that are updated every ten weeks in formal meetings between teachers and paraprofessionals, with plan review happening at a mid-point in the ten weeks to make sure the additional instruction is still needed and appropriate. During the ten week intervention sessions, paraprofessional keep records of groups they met with, instruction given, and time spent with each group. This is reviewed at formal meetings with teachers every five to ten weeks. Teachers and paraprofessionals talk informally weekly.

In addition to the individual planning meetings, Title I paraprofessionals are included in after school curriculum discussions with classroom teachers twice a month, attend five PLC days with cross district grade level teachers, meet formally with the building principal five times a year, have opportunities to attend instructionally based in service trainings held by the Char-Em ISD, or have the Char-Em ISD reading consultant come in and in service title Para-pros in instructional strategies as identified during teacher/Para Pro or principal/paraprofessional meetings.

Collaboration will exist between academic paraprofessionals (Title I/31a At risk), general ed. teachers, and special ed. teachers at least 3 times (with additional PLC/PD time) a year to plan interventions for students who have difficulty in comprehension, word study and informational/narrative texts. Staff will move to meeting every 4-6 weeks, and will have transition meetings at the end of the year.

Category:

Research Cited: DuFour, DuFour, Eaker, Karhanek (2004). Whatever it takes: How a professional learning community responds when kids don't learn.

Schmoker, M. (2006). Results now. ASCD.

Schmoker, M. (2011). Focus: Elevating the essentials to radically improve student learning. ASCD

The Importance of Collaboration in Teacher Professional Development, Dyer, K. <https://www.nwea.org/blog/2013/the-importance-of-collaboration-in-teacher-professional-development/#sthash.T9SHE9h1.dpuf>

Tier: Tier 1

School Improvement Plan

Ottawa Elementary School

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will focus on collaborative units (e.g., building improvement committees and grade-level PLCs) to improve overall academic performance. They will concentrate on curriculum standards and benchmarks (Common Core State Standards), analyze student data, and target strategies of best-practice for specific students and subgroups identified through their RtI/DI process.	Professional Learning	Tier 1	Monitor	09/04/2015	06/08/2018	\$13340	General Fund	: PLC teams, Principal, Teaching and Learning Director, Superintendent, Teachers, Paraprofessionals

Strategy 4:

Purpose - Teachers will be supported through professional development, administrative walkthroughs, noticings and wonderings feedback, and opportunities for collaboration with Colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies for increasing student achievement. This will be monitored through 5D+ coaching and evaluation practices.

Category: English/Language Arts

Research Cited: Moss, C.M. & Brookhart, S. (2009). Leveling the playing field: Sharing learning targets and criteria for success. In *Advancing Formative Assessment in Every Classroom* (chapter 2). Alexandria, VA: Association for Supervision and Curriculum Development.

Schmoker, M. (2001). *The results fieldbook: Practical strategies from dramatically improved schools*. Alexandria, VA: Association for Supervision and Curriculum Development.

Stronge, J. (2002). *Qualities of effective teachers*. Alexandria, VA : Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Communication of Learning Target	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn and use strategies to clearly link lessons to previous and future lessons, and how to clearly communicate the links and learning target verbally and visually, checking for student understanding.	Professional Learning	Tier 1	Implement	08/29/2016	06/30/2017	\$0	No Funding Required	Principal, teachers

Goal 3: All Ottawa Elementary students will increase proficiency in science by meeting or exceeding state standards

Measurable Objective 1:

A 7% increase 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 that meets or exceeds state standards in Science by 06/17/2016 as measured by State assessments and local assessments.

Strategy 1:

Incorporate science across the curriculum - Investigate various methods and enact ways to increase teaching and learning time for science across the curriculum in grades K-5.

I.1.A.1 The Common Core standards are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum/instruction practiced at the school and reflect the belief that all students should actively construct and apply knowledge.

I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's Common Core curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

II.1.A.4 The school staff maintains the focus on application of learning theory in the classroom. Staff has set an expectation that knowledge of how students learn is an essential factor in decisions related to curriculum planning, delivery, and assessment.

Category:

Research Cited:

<http://www.nextgenscience.org/next-generation-science-standards>

Elementary Science Coalition (research and resources). Retrieved at

<http://www.elementarysciencecoalition.org/mission.php>

National Academy of Sciences (2011, June 23). Science education: U.S. report recommends ways to improve K-12 STEM education, calls on policymakers.

ScienceDaily. Retrieved August 30, 2012, from <http://www.sciencedaily.com/releases/2011/06/110623130937.htm>

Pearce (1999). Nurturing inquiry: Real science for the elementary classroom. Heinemann.

Tier: Tier 1

Activity - - Use science texts, vocabulary, charts and graphs in multiple subject areas	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Ottawa Elementary School

Teachers will incorporate use of science informational reading materials during core reading and/or other times. Students will use scientific charts, graphs, and tables in math, reading, and social studies.	Technology , Direct Instruction, Supplemental Materials	Tier 1		09/01/2015	06/01/2018	\$27775	General Fund, Title I Part A	teachers, paraprofessionals and administrator
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Strategy 2:

Science Vocabulary Instruction - Intentional vocabulary instruction of scientific terms will be delivered in all elementary classrooms.

Category:

Research Cited: Lubliner, S. & Smetana, L. (2005, June). The effects of comprehensive vocabulary instruction on Title I students' metacognitive word-learning skills and reading comprehension. *Journal of Literacy Research*. 37,163-200.

Kame'enui, E. & Bauman, J. (2012). *Vocabulary instruction: Research to practice*. New York: Guilford Press

Tier: Tier 1

Activity - Student Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use anchor charts, graphic organizers, and visual representation to expose students to new science vocabulary and offer students practice using the words.	Direct Instruction, Curriculum Development	Tier 1	Implement	09/01/2015	06/01/2018	\$10332	Section 31a	teachers and paraprofessionals

Strategy 3:

Increase opportunities for students to engage in STEAM activities - Students need additional time and access to STEAM-related science tools, materials, and techniques

related to the Next Generation Science Standards and district required science curriculum.

Category:

Research Cited: a. *Journal of STEM Education: Innovations and Research*

www.jstem.org

b. *STEM Reports | Research Supporting STEM Education*

www.stemreports.com/

Haury and Rillero (1994), *Perspectives of Hands-On Science Teaching*. Columbus OH: The ERIC Clearinghouse for Science, Mathematics, and Environmental Education.

Jorgensen (2005), *What K-8 Principals Should Know about Hands-On Science, Principal- Effective Intervention- Special Section, Volume 85 Number 2, November/December 2005, page(s) 49-52.*

www.stemedcoalition.org

School Improvement Plan

Ottawa Elementary School

Tier: Tier 1

Activity - Share STEAM materials and resources across grade levels	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Store STEAM and science books, tools and materials in a central location so that teachers can access what they need without having to purchase new items at each grade level. In addition, maintain a building list of resources that teachers have stored in their own classrooms that other teachers may borrow. Purchase necessary resources for greater incorporation of STEAM units based on Next Generation Science Standards and district required curriculum.	Teacher Collaboration, Direct Instruction	Tier 1	Monitor	09/09/2015	06/01/2018	\$1960	Title II Part A	All staff
Activity - Schedule STEAM events in building	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At least once a month, students will be able to participate in STEAM activities at their grade level	Direct Instruction	Tier 1	Monitor	09/01/2015	06/01/2018	\$400	General Fund	All staff

Strategy 4:

Critical Thinking and Problem Solving through engineering opportunities - all teachers will incorporate more critical thinking and problem solving activities embedded into STEAM lessons and based on Next Generation Science Standards and district required curriculum

Category:

Research Cited: a. Thinking Skills (creative, critical, problem solving) in Education

www.asa3.org/ASA/education/think

b. Critical Thinking Skills and Teacher Education. ERIC Digest

www.ericdigests.org/pre-929/critical.htm

c. STEM Education Coalition |

www.stemedcoalition.org/

Tier: Tier 1

Activity - Critical Thinking and Problem Solving	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use instructional techniques to design lessons that incorporate critical thinking and problem solving in the area of engineering as it relates to STEAM initiatives and the Next Generation Science Standards and district science curriculum	Direct Instruction	Tier 1	Getting Ready	09/09/2015	06/01/2018	\$5528	General Fund	All staff

Goal 4: All Ottawa Elementary students will increase proficiency in social studies by meeting or exceeding state standards

Measurable Objective 1:

A 4% increase 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 to meet or exceed state standards in Social Studies by 06/17/2016 as measured by state assessments and local assessments.

Strategy 1:

Building Vocabulary - Teachers and paraprofessionals will use various instructional techniques to build students' knowledge and understanding of key vocabulary specific to what students are learning in Social Studies

Category:

Research Cited: Marzano, Pickering, & Pollock (2001). Classroom instruction that works. ASCD. McRel.

Marzano. (2003 & 2005). What works in schools. ASCD.

Marzano & Pickering. (2005). Building Academic Vocabulary. ASCD

MAISA Units, C3 materials and GLCE's

Eaker, Dufour, & Dufour. (2007). A leader's companion: inspiration for professional learning communities at work.

Lubliner, S. & Smetana, L. (2005, June). The effects of comprehensive vocabulary instruction on Title I students' metacognitive word-learning skills and reading comprehension. Journal of Literacy Research. 37,163-200.

Kame'enui, E. & Bauman, J. (2012). Vocabulary instruction: Research to practice. New York: Guilford Press.

Tier: Tier 1

Activity - Teaching key vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will focus on 10-15 key vocabulary words during each unit of study in Social Studies.	Direct Instruction	Tier 1	Monitor	09/09/2015	06/01/2018	\$27054	Title I Part A, General Fund	teachers and paraprofessionals

Activity - Building background knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Ottawa Elementary School

Teachers and paraprofessionals will provide students with key background information for key vocabulary and main concepts in the social studies curriculum.	Direct Instruction	Tier 1	Monitor	09/09/2015	06/01/2018	\$14126	Title II Part A, Section 31a	teachers and paraprofessionals
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Goal 5: All Ottawa Elementary students will increase proficiency in writing across content areas by meeting or exceeding state standards

Measurable Objective 1:

A 3% increase 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 to meet or exceed state standards in Writing by 06/17/2016 as measured by state assessments, local assessments, district writing prompts and a universal rubric and prompt per grade.

Strategy 1:

Explicit and meaningful feedback - Teachers will have opportunities to work in teams to practice using established grade-level writing norms and Lucy Calkins rubrics to examine student work for the purposes of providing explicit and meaningful feedback to students

Category:

Research Cited: Teaching of English 72.4 (1993): 395-422.

Black, Paul and Dylan William. "Assessment and Classroom Learning." Assessment in Education 5.1 (1998): 7-74.

Fuller, David C. "Teacher Commentary That Communicates: Practicing What We Preach in the Writing Class." Journal of Teaching Writing (1987): 307-317.

Sommers, Nancy. "Responding to Student Writing." College Composition and Communication 33.2 (1982): 148-156.

Tier: Tier 1

Activity - Providing quality feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide intentional and meaningful feedback on the structure, craft, and language conventions specifically outlined in Lucy Calkins opinion, narrative, and informational writing rubrics so that students explicitly understand how to move their writing forward.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	09/09/2015	06/01/2018	\$12207	Title I Part A	teachers, paraprofessionals, principal

Strategy 2:

Clear writing targets - Staff will be trained on how to infuse the Lucy Calkins grade-level writing kits and rubrics (narrative, argumentative, and informational) to fill gaps in writing resources and instruction and work toward a spiraled, consistent approach to providing clear learning targets.

Category:

Research Cited: Culham, R. (2005). *6+1 Traits of Writing*. Portland: Scholastic Inc.

SY 2016-2017

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School Improvement Plan

Ottawa Elementary School

Calkins, L. (2006). *A Guide to the Writing Workshop*. Portsmouth: Heinemann.

Ray, K. W. (1999). *Wonderous Words: Writers and writing in the elementary classroom*. National Council of Teachers of English.

Connie Moss and Susan Brookhart (2009). *Advancing Formative Assessment in Every Classroom*.

Jan Chappuis (2009). *Seven Strategies of Assessment for Learning*.

Alberta Assessment Consortium (2005). *Refocus: Looking at Assessment for Learning*.

Tier: Tier 1

Activity - Grade Level Writing Expectations & Feedback Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided opportunities to unpack the Lucy Calkins grade-level writing rubrics, norm student writing with a literacy consultant, collaborate as a team to establish explicit grade-level writing expectations, and establish consistent grade-level learning targets in the areas of writing structure, development, and language conventions.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/01/2018	\$14126	Title II Part A, Section 31a	Teachers, academic paraprofessionals, and administrator

Strategy 3:

Student Engagement - Teachers will be supported through professional development efforts, administrative walkthroughs, noticings and wonderings feedback, and opportunities for professional collaboration with colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies for increasing student engagement. Student engagement will be monitored through 5D+ coaching and evaluation practices.

Category:

Research Cited: De Frondeville, T. (2009). Ten steps to better student engagement. Edutopia. <http://www.edutopia.org/project-learning-teachingstrategies>

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence.

Review of Educational Research, 74(1), 59-109.

Reeve, J. (2005). How teachers can promote students' autonomy during instruction: Lessons from a decade of research. Paper presented at the Iowa Educational Research and Evaluation Association, Cedar Falls, IA.

Taylor, L. & Parsons, J. (2012). Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.). (2012). *Handbook of research on student engagement*. New York: Springer Science+Business Media.

Wolpert, H. (2012, April 26). Student engagement stories. [Web Log Post]. Retrieved from <http://www.edutopia.org/blog/studentengagement-stories-heather-wolpertgawron>

Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. *Active Learning in Higher Education*, 11(3), 167-177. Improving Student Engagement. *Current Issues in Education*, 14(1). Retrieved from <http://cie.asu.edu/>

Tier: Tier 1

School Improvement Plan

Ottawa Elementary School

Activity - Ownership of learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided professional development opportunities that increase the provision of opportunities and strategies for students to take ownership of their learning. The locus of control will shift to students in ways to support their learning. Teachers will receive feedback on implementation from administrators via noticings and wonderings after walkthroughs as part of the 5D+ instructional coaching and evaluation model.	Walkthrough, Direct Instruction, Professional Learning	Tier 1	Implement	09/09/2015	06/09/2017	\$3474	General Fund	teachers, paraprofessionals, administrators
Activity - Student-Centered Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn and use strategies that capitalize and build upon learning needs of students-academic background, life experiences, culture and language of students- for the whole group, small groups of students and individual students. Teachers will receive feedback on their use of these strategies through noticings and wonderings via administrative walkthrough feedback as part of the 5D+ instructional coaching/evaluation model.	Walkthrough, Direct Instruction, Professional Learning	Tier 1	Implement	09/09/2015	06/09/2017	\$3469	General Fund	Teachers, paraprofessionals, administrators
Activity - Substance of Student Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn strategies and consistently provide opportunities to increase student-to-student talk that reflects knowledge and ways of the thinking associated with the content. Students will provide evidence to support their arguments and new ideas. Teachers will receive feedback on their implementation of student talk strategies through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model	Walkthrough, Direct Instruction, Professional Learning	Tier 1	Implement	09/09/2015	06/09/2017	\$3469	General Fund	Teachers, paraprofessionals and administrators

Strategy 4:

Classroom Environment & Culture - Teachers will be supported through professional development efforts, administrative walkthroughs, noticings and wonderings feedback, and opportunities for professional collaboration with colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies for creating an effective classroom environment and culture for learning. Classroom environment and culture will be monitored through 5D+ coaching and evaluation practices.

Category:

Research Cited: Bucholz, Jessica L. and Julie L. Sheffler. "Creating a Warm and Inclusive Classroom Environment:

Planning for All Children to Feel Welcome." Electronic Journal for Inclusive Education,

Vol. 2, No. 4 (Spring/Summer, 2009). Accessed November 6, 2013.

School Improvement Plan

Ottawa Elementary School

Burke, Karen and Barbara Burke-Samide. "Required Changes in the Classroom Environment: It's a Matter of Design." *The Clearing House*, Vol. 77, No. 6 (Jul. - Aug., 2004), pp. 236-239.

Accessed November 6, 2013.

Fraser, B. (2002). Learning environments research: Yesterday, today, and tomorrow. In S. C. Goh & M. S. Khine (Eds.), *Studies in educational learning environments: An international perspective* (pp. 1–26). Singapore: World Scientific.

Freiberg, H. J. (Ed) (1999). *School climate: Measuring, improving, and sustaining healthy learning environments*. London: Falmer Press.

Patrick, H., Ryan, A., & Kaplan, A. (2007). Early adolescents' perceptions of the classroom social environment, motivational beliefs, and engagement. *Journal of Educational Psychology*, 99, 83–98. *Learning environments: An international perspective* (pp. 1–26). Singapore: World Scientific

Tier: Tier 1

Activity - Inclusive Physical Environments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive opportunities to learn about and develop physical environments that are safe and physically arranged to support student learning and the purpose of the lesson. Teachers and students will be able to use the physical arrangement of the classroom for learning. Teachers will receive feedback on the physical environment of their classroom through noticings and wonderings via walkthroughs	Walkthrough, Direct Instruction, Professional Learning	Tier 1	Implement	09/09/2015	06/09/2017	\$3469	General Fund	teachers, paraprofessionals and administrators
Activity - Effective Routines & Rituals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use the routines during the lesson. Students independently use the routines during the lesson, are held accountable for their work, take ownership for their learning and support the learning of others.	Walkthrough, Direct Instruction, Professional Learning	Tier 1		09/09/2015	06/09/2017	\$3469	General Fund	teachers, paraprofessionals, administrators
Activity - Maximizing Learning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Ottawa Elementary School

Teachers will receive support to help them effectively maximize time in service to learning, including student-managed effective transitions, and additional strategies to help maximize instructional time. Teachers will receive feedback on their use of learning time through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Walkthrough, Direct Instruction, Professional Learning	Tier 1	Implement	09/09/2015	06/09/2017	\$3469	General Fund	teachers, paraprofessionals, administrators
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Goal 6: Ottawa Elementary will raise positive climate and culture in the school.

Measurable Objective 1:

collaborate to improve positive climate and culture in the school by 06/30/2017 as measured by scores collected on the parent and student surveys provided on Advanc-ED.

Strategy 1:

Climate and Culture Committee - We will create and convene a School Climate and Culture Committee

Category: School Culture

Research Cited: Gruenert, S. & Todd Whitaker. School Culture Rewired: How to Define, Assess, and Transform It. ASCD, 2015.

Middleton, Kelly, & Elizabeth Pettit. Who Cares?: Improving Public Schools Through Relationships and Customer Service. Wheat Mark, 2007.

Tier: Tier 1

Activity - Planning for improving Culture and Climate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Committee will determine two priority areas of need to improve school climate and culture.	Other	Tier 1	Getting Ready	08/29/2016	09/30/2016	\$0	No Funding Required	Principal, committee members

Activity - Survey at end of year	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Have parents and students take a year end survey	Other	Tier 1	Getting Ready	05/15/2017	06/09/2017	\$0	No Funding Required	Principal, teachers, technology teacher

Activity - Address Priority Needs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Ottawa Elementary School

Committee plan two ways to address each of the two priority needs throughout the school year, and carry out planned activities to do so	Other	Tier 1	Getting Ready	08/29/2016	06/30/2017	\$0	No Funding Required	Principal, committee
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Building background knowledge	Teachers and paraprofessionals will provide students with key background information for key vocabulary and main concepts in the social studies curriculum.	Direct Instruction	Tier 1	Monitor	09/09/2015	06/01/2018	\$12656	teachers and paraprofessionals
Student Resources	Use anchor charts, graphic organizers, and visual representation to expose students to new science vocabulary and offer students practice using the words.	Direct Instruction, Curriculum Development	Tier 1	Implement	09/01/2015	06/01/2018	\$10332	teachers and paraprofessionals
Intervention	Paraprofessionals will offer support in the areas of weakness for students who are not meeting grade level expectations as directed by the classroom teachers.	Academic Support Program	Tier 2	Monitor	09/09/2015	06/01/2018	\$12903	Classroom teachers and Title I paraprofessionals
Intervention	Paraprofessionals will offer support in the areas of weakness for students who are not meeting grade level expectations as directed by the classroom teachers.	Academic Support Program	Tier 2	Monitor	09/09/2015	06/01/2018	\$12903	Classroom teachers and title I paraprofessionals
Grade Level Writing Expectations & Feedback Training	Teachers will be provided opportunities to unpack the Lucy Calkins grade-level writing rubrics, norm student writing with a literacy consultant, collaborate as a team to establish explicit grade-level writing expectations, and establish consistent grade-level learning targets in the areas of writing structure, development, and language conventions.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/01/2018	\$12656	Teachers, academic paraprofessionals, and administrator

Title II Part A

School Improvement Plan

Ottawa Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level Writing Expectations & Feedback Training	Teachers will be provided opportunities to unpack the Lucy Calkins grade-level writing rubrics, norm student writing with a literacy consultant, collaborate as a team to establish explicit grade-level writing expectations, and establish consistent grade-level learning targets in the areas of writing structure, development, and language conventions.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/01/2018	\$1470	Teachers, academic paraprofessionals, and administrator
Professional Learning	Our team leaders in the area of math will attend professional learning to understand and teach the strategy. Professional learning will include the Michigan Mathematics Program Improvement (MMPI); Talk Like a Mathematician...Math vocab and discourse; Singapore Strategies; Online learning opportunities like the ISD math consultant's live binder site.	Professional Learning	Tier 1	Monitor	09/09/2015	06/01/2018	\$2450	Team leaders in math
Share STEAM materials and resources across grade levels	Store STEAM and science books, tools and materials in a central location so that teachers can access what they need without having to purchase new items at each grade level. In addition, maintain a building list of resources that teachers have stored in their own classrooms that other teachers may borrow. Purchase necessary resources for greater incorporation of STEAM units based on Next Generation Science Standards and district required curriculum.	Teacher Collaboration, Direct Instruction	Tier 1	Monitor	09/09/2015	06/01/2018	\$1960	All staff
Building background knowledge	Teachers and paraprofessionals will provide students with key background information for key vocabulary and main concepts in the social studies curriculum.	Direct Instruction	Tier 1	Monitor	09/09/2015	06/01/2018	\$1470	teachers and paraprofessionals

School Improvement Plan

Ottawa Elementary School

Professional Development and Implementation	Provide staff members with professional development for strategies in guided highlighted reading, summarizing, vocabulary development, and author's craft. Planning and implementation to be determined after training.	Professional Learning	Tier 1	Implement	09/09/2015	06/08/2018	\$2450	Title I staff, teachers, administrator
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development and Implementation	Provide staff members with professional development for strategies in guided highlighted reading, summarizing, vocabulary development, and author's craft. Planning and implementation to be determined after training.	Professional Learning	Tier 1	Implement	09/09/2015	06/08/2018	\$10000	Title I staff, teachers, administrator
Lesson Planning	Teachers will incorporate the strategies into their lesson plans weekly.	Direct Instruction	Tier 1	Monitor	09/09/2015	06/01/2018	\$13000	All teaching staff
Effective Routines & Rituals	Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use the routines during the lesson. Students independently use the routines during the lesson, are held accountable for their work, take ownership for their learning and support the learning of others.	Walkthrough, Direct Instruction, Professional Learning	Tier 1		09/09/2015	06/09/2017	\$3469	teachers, paraprofessionals, administrators
Ownership of learning	Teachers will be provided professional development opportunities that increase the provision of opportunities and strategies for students to take ownership of their learning. The locus of control will shift to students in ways to support their learning. Teachers will receive feedback on implementation from administrators via noticings and wonderings after walkthroughs as part of the 5D+ instructional coaching and evaluation model.	Walkthrough, Direct Instruction, Professional Learning	Tier 1	Implement	09/09/2015	06/09/2017	\$3474	teachers, paraprofessionals, administrators

School Improvement Plan

Ottawa Elementary School

Monitor Implementation of Making Math Visible	Staff working to build math skills capacity in students (academic and health care aides and teachers) will receive training, implement, reflect on, and assess student growth in relationship to strategies that make math thinking visible. As a result of training, staff will more frequently and effectively use manipulatives, graphic representations, think-alouds, and mathematical writing during math instruction, as well as provide increased opportunities for students to make their own math thinking visible using similar strategies. Student misconceptions, as unveiled through making thinking visible, will be addressed through effective re-teaching strategies.	Direct Instruction	Tier 1	Monitor	09/09/2015	06/01/2018	\$12239	Teaching and support staff
Student-Centered Instruction	Teachers will learn and use strategies that capitalize and build upon learning needs of students-academic background, life experiences, culture and language of students- for the whole group, small groups of students and individual students. Teachers will receive feedback on their use of these strategies through noticings and wonderings via administrative walkthrough feedback as part of the 5D+ instructional coaching/evaluation model.	Walkthrough, Direct Instruction, Professional Learning	Tier 1	Implement	09/09/2015	06/09/2017	\$3469	Teachers, paraprofessionals, administrators
Inclusive Physical Environments	Teachers will receive opportunities to learn about and develop physical environments that are safe and physically arranged to support student learning and the purpose of the lesson. Teachers and students will be able to use the physical arrangement of the classroom for learning. Teachers will receive feedback on the physical environment of their classroom through noticings and wonderings via walkthroughs	Walkthrough, Direct Instruction, Professional Learning	Tier 1	Implement	09/09/2015	06/09/2017	\$3469	teachers, paraprofessionals and administrators

School Improvement Plan

Ottawa Elementary School

Substance of Student Talk	Teachers will learn strategies and consistently provide opportunities to increase student-to-student talk that reflects knowledge and ways of the thinking associated with the content. Students will provide evidence to support their arguments and new ideas. Teachers will receive feedback on their implementation of student talk strategies through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model	Walkthrough, Direct Instruction, Professional Learning	Tier 1	Implement	09/09/2015	06/09/2017	\$3469	Teachers, paraprofessionals and administrators
Critical Thinking and Problem Solving	Teachers will use instructional techniques to design lessons that incorporate critical thinking and problem solving in the area of engineering as it relates to STEAM initiatives and the Next Generation Science Standards and district science curriculum	Direct Instruction	Tier 1	Getting Ready	09/09/2015	06/01/2018	\$5528	All staff
Teaching key vocabulary	Teachers and paraprofessionals will focus on 10-15 key vocabulary words during each unit of study in Social Studies.	Direct Instruction	Tier 1	Monitor	09/09/2015	06/01/2018	\$14847	teachers and paraprofessionals
Professional Learning Communities	Staff will focus on collaborative units (e.g., building improvement committees and grade-level PLCs) to improve overall academic performance. They will concentrate on curriculum standards and benchmarks (Common Core State Standards), analyze student data, and target strategies of best-practice for specific students and subgroups identified through their RtI/DI process.	Professional Learning	Tier 1	Monitor	09/04/2015	06/08/2018	\$13340	: PLC teams, Principal, Teaching and Learning Director, Superintendent, Teachers, Paraprofessionals

School Improvement Plan

Ottawa Elementary School

Maximizing Learning Time	Teachers will receive support to help them effectively maximize time in service to learning, including student-managed effective transitions, and additional strategies to help maximize instructional time. Teachers will receive feedback on their use of learning time through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Walkthrough, Direct Instruction, Professional Learning	Tier 1	Implement	09/09/2015	06/09/2017	\$3469	teachers, paraprofessionals, administrators
Schedule STEAM events in building	At least once a month, students will be able to participate in STEAM activities at their grade level	Direct Instruction	Tier 1	Monitor	09/01/2015	06/01/2018	\$400	All staff
- Use science texts, vocabulary, charts and graphs in multiple subject areas	Teachers will incorporate use of science informational reading materials during core reading and/or other times. Students will use scientific charts, graphs, and tables in math, reading, and social studies.	Technology, Direct Instruction, Supplemental Materials	Tier 1		09/01/2015	06/01/2018	\$10000	teachers, paraprofessionals and administrator

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Providing quality feedback	Teachers will provide intentional and meaningful feedback on the structure, craft, and language conventions specifically outlined in Lucy Calkins opinion, narrative, and informational writing rubrics so that students explicitly understand how to move their writing forward.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	09/09/2015	06/01/2018	\$12207	teachers, paraprofessionals, principal
Teaching key vocabulary	Teachers and paraprofessionals will focus on 10-15 key vocabulary words during each unit of study in Social Studies.	Direct Instruction	Tier 1	Monitor	09/09/2015	06/01/2018	\$12207	teachers and paraprofessionals
- Use science texts, vocabulary, charts and graphs in multiple subject areas	Teachers will incorporate use of science informational reading materials during core reading and/or other times. Students will use scientific charts, graphs, and tables in math, reading, and social studies.	Technology, Direct Instruction, Supplemental Materials	Tier 1		09/01/2015	06/01/2018	\$17775	teachers, paraprofessionals and administrator

School Improvement Plan

Ottawa Elementary School

Assessment and Intervention	Staff will administer and utilize data from local assessments (NWEA, student work, unit tests, common assessments) to adjust instruction and identify students for Tier II interventions	Academic Support Program	Tier 2	Monitor	09/09/2015	06/01/2018	\$21094	All teaching and support staff
Intervention	Paraprofessionals will offer support in the areas of weakness for students who are not meeting grade level expectations as directed by the classroom teachers.	Academic Support Program	Tier 2	Monitor	09/09/2015	06/01/2018	\$21094	Classroom teachers and Title I paraprofessionals

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Planning for improving Culture and Climate	Committee will determine two priority areas of need to improve school climate and culture.	Other	Tier 1	Getting Ready	08/29/2016	09/30/2016	\$0	Principal, committee members
Survey at end of year	Have parents and students take a year end survey	Other	Tier 1	Getting Ready	05/15/2017	06/09/2017	\$0	Principal, teachers, technology teacher
Address Priority Needs	Committee plan two ways to address each of the two priority needs throughout the school year, and carry out planned activities to do so	Other	Tier 1	Getting Ready	08/29/2016	06/30/2017	\$0	Principal, committee
Communication of Learning Target	Teachers will learn and use strategies to clearly link lessons to previous and future lessons, and how to clearly communicate the links and learning target verbally and visually, checking for student understanding.	Professional Learning	Tier 1	Implement	08/29/2016	06/30/2017	\$0	Principal, teachers
Communication	Building School Improvement Team will communicate to staff the strategy and determine activities to be completed this year.	Teacher Collaboration	Tier 1	Monitor	09/09/2015	06/01/2018	\$0	Building School Improvement team
Align Grammar/Convention Learning Targets	Staff will work together to build a K-5 continuum of grammar and conventions learning targets.	Other	Tier 1	Getting Ready	09/09/2015	06/08/2018	\$0	Teachers, administrators, and academic aides K-5
Teachers and Students Using Formative Assessments	Teachers will learn and use strategies to provide formative assessments that align with learning targets. teachers will learn how to use the data, how to teach students to use the data, and students will use the data.	Professional Learning	Tier 1	Implement	08/29/2016	06/30/2017	\$0	Principal, teachers

School Improvement Plan

Ottawa Elementary School

Teaching Approaches and/or Strategies	Teachers will learn and use discipline specific teaching strategies to develop student understanding and achievement. Teachers will learn and use strategies to differentiate instruction for all students.	Professional Learning	Tier 1	Implement	08/29/2016	06/30/2017	\$0	Principal, teachers
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