



School Improvement Plan

Sheridan School

Public Schools of Petoskey

Mr. Patrick W Bevier, Principal
1415 HOWARD ST
PETOSKEY, MI 49770-3000

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	22
Summary	25

School Additional Requirements Diagnostic

Introduction 27

School Additional Requirements Diagnostic 28

Title I Targeted Assistance Diagnostic

Introduction 31

Component 1: Needs Assessment 32

Component 2: Services to Eligible Students 35

Component 3: Incorporated Into Existing School Program Planning 36

Component 4: Instructional Strategies 37

Component 5: Title I and Regular Education Coordination 39

Component 6: Instruction by Highly Qualified Staff 40

Component 7: High Quality and Ongoing Professional Development/Learning 41

Component 8: Strategies to Increase Parental Involvement 43

Component 9: Coordination of Title I and Other Resources 47

Component 10: Ongoing Review of Student Progress 49

Evaluation 51

2016-17 School Improvement Plan

Overview 53

Goals Summary 54

 Goal 1: Mathematics Achievement 55

 Goal 2: Science Proficiency 59

 Goal 3: Social Studies Proficiency 62

 Goal 4: Reading Achievement 64

Goal 5: Writing Achievement	69
Goal 6: Positive Climate and Culture	72
Activity Summary by Funding Source	73

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?

Sheridan Elementary School meets the educational needs of approximately 280 students and their families. We have adopted the motto of creating, "A Quality School, Just For Kids," and evaluate every decision through this lens.

Staff serve on active committees that look at data and make instructional decisions that drive our educational program. These PLC's are focused primarily on reviewing data from the core academic areas, but we also have groups looking at things like school pride and building school community.

Sheridan has earned the reputation in our community as a school with high academic expectations, and where learning can be fun. Our stakeholders also appreciate the fact that we work to meet the needs of the whole child.

Sheridan Elementary is often described by visitors as having a welcoming environment, and is seen as a place where all students can enjoy success.

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.

Mission:

At Sheridan Elementary School, we believe everyone can learn and that learning adds quality to life.

Sheridan 3 R's

I will come to school every day, ready to learn.

I will model respect for myself, others and my school.

I am responsible for my work and my actions.

Sheridan expects every child to succeed, and to provide the support any child needs to be successful. The three R's are taught through modelling, practice and intrinsic motivation. Our goal is to help every child see themselves as a champion of character, and as an individual with the skill set and attitude necessary for on-going achievement.

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.

Sheridan is recognized in our community as an academic center where high expectations are held for our students, but where fun can be part of the learning experience.

Requests for enrollment at our building have been on the increase, and staff has built a reputation for our building as a place where you'd like your child to receive their elementary foundation.

Improvement in academic achievement must remain a focus, while we continue to meet the needs of the whole child. Our staff actively embrace a "growth model" where each of us can improve a little each day.

Points of Pride Include:

*Considerably higher achievement scores are well above state average in all core subjects. Most notably we were 22 and 16 points above state averages on the 2015 M-STEP assessment in language arts and math, respectively.

*Our students and staff broke all records for our March Reading Month minutes read and several fundraisers including our Shape Up Sheridan initiative.

*Our students and staff played key roles and many, many community service initiatives

*Our school was awarded our second straight Michigan Green Schools Award for our environmental awareness initiatives

*We continue to be proud of our, "Quality School, Just for Kids!" in a district who's mission is, "A Special Place for Everyone!"

Additional Information

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

We invite our community to visit Sheridan Elementary School to "feel" what happens for our kids in this building each and every day.

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.

Parents are actively encouraged to be part of their child's school experience. This is done through volunteering, working with our active PTO or serving on a building committee. We ask for volunteers to serve in these roles, and may personally ask others to serve so we can ensure diverse representation.

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

Title One Parent(s)

Upper and lower elementary parents

Business owners

Staff from different facets of the educational team.

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

Members will receive a copy of the final plan, and any explanation that is necessary. The SIP will be referred to regularly throughout the year as school improvement work continues. Our SIP will be posted on our school's website.

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?

We have challenges in the area of equity of student success between subgroups, especially the free and reduced students vs the non free and reduced students as well as special education students vs general education students.

Student Demographic Data

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

Our student attendance is excellent with 93.5% average attendance daily. We identified 13 students who had excessive absences and worked with parents to remedy the problem.

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?

Our student behavior is excellent. Last year we only had 7 suspensions all year. We have a positive behavior intervention plan and follow the three R's--Respect, Responsibility, and Readiness.

Student Demographic Data

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

We have over 100 kids in our intervention programs in math and reading and have seen improvement and a closing of the achievement gap in those subject areas.

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?

We have a veteran staff and principal. We have 4 probationary teachers. This is a nice mix and really helps our climate and culture as well as student learning in a positive way.

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?

Our relatively veteran staff has a positive influence on student 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?

We are cognoscente of the amount of absences of school leaders and try to minimize them as much as possible. When school leaders need to be out we find competent substitutes for them.

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?

We try to minimize these absences as not to impact student achievement.

Teacher/School Leader(s) Demographic Data

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

We have no challenges in this area. We have an experienced, child-centered, and talented staff.

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?

We are strong in the areas of literacy instruction, having a common mission, effective school and district PLCs, TLCs, and task forces, aligned curriculum and collaboration of staff.

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?

We need to do more in the area of parent involvement and have plans to make improvements in that standard.

12. How might these challenges impact student achievement?

We know that parent involvement and school / home partnership is a key factor in impacting student achievement. Therefore, we are working hard on strategies to improve in this area. We do this by varying our start times for meetings, constant communication with parents, etc.

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.

We continually target parent involvement as an area where we need to improve. We have planned more parent curriculum nights and have staggered planning of meetings activities to accommodate more parents schedules.

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?

We have 7 academic aides who service over 100 students who are struggling in the areas of math and reading.

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

We have many extended learning programs including our Kids Clubs, after school tutoring, and YMCA after school program that includes a homework/schoolwork component.

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

We take teacher, parent, and other staff recommendations for students to be in these extended learning opportunities

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?

We incorporate the Common Core State Standards, Next Generation Science Standards, Social Studies 3 C's, and some GLCEs standards. Teachers are expected to incorporate these standards into every lesson post student learning targets for each lesson and our teacher evaluation system has a strong component in this area.

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.

We have identified students who have health needs and employ 6 health care aides to assist them. Our staff is also trained in health related information

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

We have almost 92% of our students reading at grade level by the end of each school year.

19b. Reading- Challenges

We continue to help struggling learners with close reading strategies and our intervention and resource room programs

19c. Reading- Trends

Our students continue to improve in the area of reading thanks to the focused work of our literacy team, teachers, and academic Title I aides.

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 continuing to provide professional development for our teachers in the area of close reading and have modified our curriculum to be more in line with all elementary schools in the district

20a. Writing- Strengths

We have improved writing scores with targeted instruction and use of MAISA units and Lucy Calkins writing programs.

20b. Writing- Challenges

We need to continue to improve in this area and are aligning our writing program with all other elementary schools in district by using Lucy Calkins materials.

20c. Writing- Trends

Improving in this area

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.

We are aligning our curriculum, scope and sequence, and programs with all other elementary schools in district

21a. Math- Strengths

School Improvement Plan

Sheridan School

We have made some improvement in the area of math especially by using an essential skills check-list assessment for all learners designed by our math team. We adopted a new math curriculum-Engage NY-and teachers have been implementing and receiving training for this program.

21b. Math- Challenges

We need to improve math achievement and are working hard to do so. We have adopted a new math program Engage NY and have developed formative assessments to increase our understanding of what are math learners can accomplish and areas were they need remediation

21c. Math- Trends

Improving math scores because of better formative assessments and academic aides targeting math skills

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.

We have developed a formative math assessment check list for all students to identify math strengths and weaknesses and our academic aides are providing remediation in math as well as reading

22a. Science- Strengths

This is an area where we really need to improve and have hired a STEM/science subject area coach for our teachers to work with teachers. She has done an exemplary job this year building capacity in our science teachers, training them, and bringing in engaging activities for students including ROVs and, for next year, drones.

22b. Science- Challenges

This is an area where we really need to improve and have hired a STEM/science subject area coach for our teachers to work with teachers. She has done an exemplary job this year building capacity in our science teachers, training them, and bringing in engaging activities for students including ROVs and, for next year, drones.

22c. Science- Trends

This is an area where we really need to improve and have hired a STEM/science subject area coach for our teachers to work with teachers. She has done an exemplary job this year building capacity in our science teachers, training them, and bringing in engaging activities for students including ROVs and, for next year, drones.

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.

This is an area where we really need to improve and have hired a STEM/science subject area coach for our teachers to work with teachers. She has done an exemplary job this year building capacity in our science teachers, training them, and bringing in engaging activities for students including ROVs and, for next year, drones.

23a. Social Studies- Strengths

We have a strong teaching core in the area of Social Studies but do not have MSTEP data yet to let us know how we are doing. We want to develop pre and post tests in the area of social studies. Our district TLC and SS task force has been unpacking the 3 C's standards and will continue to provide information to all social studies instructors.

23b. Social Studies- Challenges

We have a strong teaching core in the area of Social Studies but do not have MSTEP data yet to let us know how we are doing. We want to develop pre and post tests in the area of social studies. We are also investigating the social studies 3C's standards

23c. Social Studies- Trends

We have a strong teaching core in the area of Social Studies but do not have MSTEP data yet to let us know how we are doing. We want to develop pre and post tests in the area of social studies. Our district TLC and SS task force has been unpacking the 3 C's standards and will

continue to provide information to all social studies instructors.

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.

We have a strong teaching core in the area of Social Studies but do not have MSTEP data yet to let us know how we are doing. We want to develop pre and post tests in the area of social studies. Our district TLC and SS task force has been unpacking the 3 C's standards and will continue to provide information to all social studies instructors.

Perception Data

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

24a. Student Perception Data

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

Students love their teachers, feel as if they are learning in all subjects, and generally feel safe at school

24b. Student Perception Data

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

Students would like improved lunch and breakfast choices and some feel unsafe at school

24c. Student Perception Data

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

Through our pride packs and other means we are really going to stress the 3 R's this year-Responsibility, Respect, and Readiness for all students

25a. Parent/Guardian Perception Data

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

They think the staff is great and that their students are learning. Most feel their students are taken care of and are safe at school

25b. Parent/Guardian Perception Data

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

Would like to see an improvement in school lunches, wish students had more recess, and a few thought their child was unsafe at school. In these cases we worked closely with students and families to make sure we were doing all we can to keep their child safe

25c. Parent/Guardian Perception Data

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

We have talked to our food service folks and they are trying very hard to provide nutritious and delicious lunches based on state requirements. Any parent or student who felt they were unsafe we developed plans to address their concerns.

26a. Teacher/Staff Perception Data

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

Working as a team, trust, and child-centered.

26b. Teacher/Staff Perception Data

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

Working as a team, trust, and child-centered.

26c. Teacher/Staff Perception Data

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

We continue to work on a consistent plan for behavior management and have made strides in trying to get more parent involvement and school - home partnerships

27a. Stakeholder/Community Perception Data

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

Working as a team, teacher competence, student learning, and school climate and culture

27b. Stakeholder/Community Perception Data

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

Cafeteria food and parent involvement in school

27c. Stakeholder/Community Perception Data

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

We have talked to our food service folks and they are trying very hard to provide nutritious and delicious lunches based on state requirements. Any parent or student who felt they were unsafe we developed plans to address their concerns.

Summary

28a. Summary

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

We need to continue to improve in achievement in the areas of math and science, parent involvement in school and student feelings of safety

28b. Summary

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

We are addressing any challenges that have come to our attention

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?

We are addressing any challenges that have come to our attention

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	We assess these areas in several ways, including: Dibels DRA District Common Assessments MEAP MLPP	

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	www.petoskeyschools.org	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	We annually review and modify all IEPs and 504 plans	

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		

School Improvement Plan

Sheridan School

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Lynn Slanec 1130 Howard Street Petoskey MI 49770 231-348-2100	

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	Title I Updated Parent Involvement Plan for SIP 2016	

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

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes		

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?

Sheridan Elementary School schedules monthly School Improvement (TLC) meetings in our building. The goal is to maximize parental input by having a high parent to teacher ratio. This group regularly reviews the work of building committees which includes student/parent surveys, student assessments, and general educational programming. The building committees include: math, CAFÉ reading, pride (building community/service), able learners, building TLC, district TLC, and technology.

Specific committees meet monthly to review and disaggregate data to make informed curriculum decisions.

Academically, Sheridan 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) to ascertain building needs. There are many types of evaluation instruments that comprise our balanced assessment plan. Data sources include:

- DRA: administered 2 times annually by classroom teachers (reading)
- NWEA: administered 3 times annually by classroom teachers (2nd-5th)(math, reading, language-1 time year)
- MEAP: administered annually in the fall to grades 3-5 by classroom teachers
- MLPP: administered 2 times per year in grade K by classroom teachers
- DIBELS: administered 3 times per year to K-2 and progress monitored every 3rd week by classroom teachers and academic tutors
- PLC common assessments/ grade level assessments
- Sheridan Student/Parent annual survey
- Petoskey District Parent/Staff annual survey (online)
- Demographics such as free and reduced lunch, attendance, at-risk, ELL, homeless

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?

Throughout the school year, staff (and parents) 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. Multiple measures indicating performance trends are used to identify participating students. Especially at the beginning of the school year, teachers and academic tutors work together to assess the needs of continuing and new students, and identify students in need of Title I support. Needs are identified through the use of the following assessments:

STUDENT ACHIEVEMENT DATA USED

Kindergarten, First, and Second Grades:

Developmentally Appropriate Assessment & Criteria for Title I Participation

- Eligibility 2 years prior to Kindergarten- Participation in Head Start, Even Start, or Great Start; Homeless, Migrant, Neglected, or Delinquent

Status (In addition, student data information about preschoolers' literacy progress received from Head Start, area preschools, school

SY 2016-2017

School Improvement Plan

Sheridan School

readiness screening, and 4-year old at-risk programs is used to help identify needs of incoming kindergarteners.)

- DIBELS indicators of literacy progress- "At-Risk" or "Some Risk" Levels
- Classroom assessments and teacher observation of daily work in literacy, math, science, and social studies- Below Grade Level Standard
- MLPP and DRA- Below Grade Level score at Independent Level

- Teacher observations
- Parental input
- Common grade-level assessments
- NWEA Math/Reading Tests- 40th National Percentile or Below
- District Writing Prompt- Rubric Score Below Grade Level

Third through Fifth Grades:

Assessment & Criteria for Title I Participation

- DRA- Below Grade Level score at Independent Level
- Parental input
- Common grade-level assessments
- Teacher observations
- NWEA Math/Reading/Lang. Use/Science Tests- 40th National Percentile or Below
- District Writing Prompt- Rubric Score Below Grade Level
- MEAP Math/Reading/Writing/Science Tests- Level 3 or 4 (Partially or Not Proficient) A complete District Assessment Plan can be found at <http://www.petoskeyschools.org/tlc/assessment/district/index.htm>.

From these multiple pieces of achievement data, teacher/administrator teams talk with other staff members and parents and triangulate the data and other information to comprise a rank ordering of students from those with the highest needs to those with the lowest. Then, through the RtI process, decisions are made concerning intervention or prevention plans for each student in the high to moderately high-risk range of not reaching grade-level or beyond proficiency in core academic areas. These plans contain a wide array of resources available both inside and outside of the district. Title I is one portion of the intervention planning that takes into consideration those students needing most specifically Tier I and Tier II types of academic interventions.

At Sheridan, regular and consistent assessment has given us the ability to have a very current and fluid system of intervention. Focused instruction has also allowed us to move students in and out of the program based on a solid record of needs and/or success.

Monthly intervention logs are kept in the learning lab or electronically as a record of student intervention and achievement.

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.

Please review the information presented in the preceding question. Also, a complete listing of district Title I policies, procedures, and instruments for eligibility are available on the district's TLC website at

<http://www.petoskeyschools.org/tlc/admin/title.31A/index.htm>. Some of these include:

School Improvement Plan

Sheridan School

1. Not Proficient (Levels III & IV ranked by actual MEAP level) Reading

Writing Math Science

Social Studies

2. NWEA (Under the 40th national percentile)

Reading Language Usage Math

3. Other markers can include - MLPP

DRA QRI DIBELS

District Writing Prompts District Math Assessments PLC Common Assessments Sight Word Tests

Words Their Way Spelling Others as deemed necessary

4. Progress & Intervention Tracking Goal/Referral Form

Student Progress Forms Intervention Logs

Teacher-Aide Coordinated Action Plans

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.

In order to coordinate preschool educational programs with classroom and Title I instruction, Petoskey Public Schools communicates with Head Start, Great Start, day care providers, preschool programs, and parents about student achievement and future goals. Preschool educators and parents attend many of the same workshops and meetings with our Kindergarten teachers. Area preschools also provide our staff with MLPP assessment information on each child attending compensatory programs. In addition, preschool families are transitioned to district schools through our kindergarten orientation and guided tours of the school.

For district students in grades K-2, there is a clear assessment plan that involves all stakeholders. It can be reviewed in the document under the heading of COMPREHENSIVE NEEDS ASSESSMENT and Kindergarten, First, and Second Grades: Developmentally Appropriate Assessment & Criteria for Title I Participation, question #1.

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 a "Sheridan Title I Referral Form" is drawn up for eligible Title I students based on the previous years and current student data analysis.

Sheridan's teachers in collaboration with their Title I/academic tutors meet monthly 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 tutor. 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 Sheridan's School Improvement Plan. Sheridan's Title I parents are informed of their child's eligibility and given the "Parent-Student-School Compact" to review, sign, and return to the Title I/academic tutors. In the areas of reading, writing, math, social studies, and science interventions are given by the Title I/academic tutors. These interventions include groups of no more than five and added assistance in the classroom, whether it be one-on-one or small group (see instructional strategies in SIP). Interventions are in addition to core instruction.

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 must be included as Strategies within the Goals section. The strategies must be based on scientific research and minimize the amount of time students are pulled from the regular classroom.

1. Students who are failing or at risk of failing receive 30-60 minutes daily of additional instruction outside of core instruction. Academic tutors provide differentiated instruction individually or in small groups using hands-on manipulatives, technology, additional resources, and trade books. Teachers and tutors provide in-class re-teaching of concepts in all content areas to struggling students.

2. Methods include increased reading time, reading appropriate level books, conferring with teachers, hands-on learning/manipulatives, and technology.

Allington (2012) *What Really Matters for Struggling Readers*. Boston, MA: Pearson Education Inc. Boushey, G., & Moser, J. (2006). *The Daily 5*. Portland, ME: Stenhouse.

Boushey, G., & Moser, J. (2009). *The CAFÉ book*. Portland, ME: Stenhouse.

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.*

Bell and Tuley (2009) *On Cloud Nine: Visualizing and Verbalizing for Math*. San Luis-Obispo, CA: Gander Publishing.

3. Many Title I students have exited Title I programming upon receiving 30-60 minutes daily additional Tier II and III services. In addition, students who still currently receive services are closer to grade level standards than they were in the previous year. The school monitors the progress of students receiving interventions using methods listed above.

4. Students see their academic tutor outside of core instruction time. Each teacher has committed to 90 minutes of uninterrupted core reading instruction and 60 minutes core math instruction daily. The building follows a common intervention schedule so that all students receiving intervention do not miss core instruction.

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

Students spend more time reading in materials appropriate for their reading level. Interventions are diagnostic and focused.

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 must be included as Strategies within the Goals section. The strategies must be based on scientific research and minimize the amount of time students are pulled from the regular classroom.

1. Students who are failing or at risk of failing receive 30-60 minutes daily of additional instruction outside of core instruction. Academic tutors provide differentiated instruction individually or in small groups using hands-on manipulatives, technology, additional resources, and trade books. Teachers and tutors provide in-class re-teaching of concepts in all content areas to struggling students.

2. Methods include increased reading time, reading appropriate level books, conferring with teachers, hands-on learning/manipulatives, and
SY 2016-2017

technology.

Allington (2012) *What Really Matters for Struggling Readers*. Boston, MA: Pearson Education Inc. Boushey, G., & Moser, J. (2006). *The Daily 5*. Portland, ME: Stenhouse.

Boushey, G., & Moser, J. (2009). *The CAFÉ book*. Portland, ME: Stenhouse.

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.*

Bell and Tuley (2009) *On Cloud Nine: Visualizing and Verbalizing for Math*. San Luis-Obispo, CA: Gander Publishing.

3. Many Title I students have exited Title I programming upon receiving 30-60 minutes daily additional Tier II and III services. In addition, students who still currently receive services are closer to grade level standards than they were in the previous year. The school monitors the progress of students receiving interventions using methods listed above.

4. Students see their academic tutor outside of core instruction time. Each teacher has committed to 90 minutes of uninterrupted core reading instruction and 60 minutes core math instruction daily. The building follows a common intervention schedule so that all students receiving intervention do not miss core instruction.

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

Intervention time is in addition to protected time in core instruction. Strategies can be very focused on areas recognized in the general education classroom.

Primarily, in the Public Schools of Petoskey, we have a comprehensive extended learning program called PALS. This program provides math and reading enrichment to identified students from all 4 elementary schools. A certified teacher and aide provide an enriching experience for these students. At Sheridan we also offer after school enrichment through our Kids Club activities.

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

Core instruction time in math (60 minutes) and reading (90 minutes) are protected in our building's instructional schedule.

With our Title I intervention program we encourage a push-in approach and/or plan for pull out intervention during times when it would not impact the core curricular instruction that students need in their primary classroom.

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?

Academic tutors are an integral part of our Sheridan team. They support classroom instruction and students' learning, providing intervention in and out of the classroom. They are part of making building decisions and promoting student success. Classroom teachers will collaborate with academic tutors monthly for the development of individual student plans based on the DRA and other assessments. The intent of the meetings is to plan additional time building background knowledge and/ or re-teaching of concepts. Between each meeting, teachers will informally communicate with the tutors to review individual student's progress and adjust plans as necessary. Staff keeps updated intervention logs for each Tier II and Tier III student receiving interventions. Logs and assessment data are reviewed often to determine a child's eligibility for Title I services. Sheridan does not service LEP/ELL students at this time.

Having six Title I intervention teachers in the building make it easy to include them in planning and coordination of programs for our eligible, at-risk students. There are many opportunities for coordination between general education and Title I staff members.

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.

Sheridan hosts a kindergarten round-up in the spring of each year. In August, we host a "Beginergarten" experience in order to acclimate new kindergarteners and their parents to our school. Transition meetings are held with preschool staff and parents in the community. Enrollment information is shared in preschool programs and on the district website.

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	We are very diligent at making sure that all of our Title I instructional aides meet NCLB Highly Qualified requirements.	

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	All teachers meet NCLB requirements for highly qualified. In addition, the vast majority of our teachers possess advanced degrees including Masters and Ed Specialist degrees	

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?

Our Title I staff participate in some of our ongoing professional development learning opportunities with teachers. Teachers also train our Title I aides in research based instructional strategies to use with our targeted students.

Sheridan uses the results of the comprehensive needs assessment to examine professional development needs. Teachers and tutors take advantage of opportunities that address our Goals, Objectives and Strategies.

- Daily 5 and CAFÉ training
- Building visitations and observations (committees and individual teachers)
- MAISA training workshops (writing and math)
- ISD offered workshops
- Common Core training
- Regular attendance at Michigan Reading Association and Michigan Council of Teachers of Mathematics conferences

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?

We have provided, and are continuing to investigate collaborating with parents through activities like family science night, family math night, and other curriculum based experiences

When appropriate, we make training available to all staff. We try to be inclusive when it comes to something we want our full team to know.

Workshops like Love & Logic have been offered to parents, as well as sessions in technology.

School Improvement Plan

Sheridan School

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	No	Sheridan uses the results of the comprehensive needs assessment to examine professional development needs. Teachers and tutors take advantage of opportunities that address our Goals, Objectives and Strategies. - Daily 5 and CAFÉ training - Building visitations and observations (committees and individual teachers) - MAISA training workshops (writing and math) - ISD offered workshops - Common Core training - Regular attendance at Michigan Reading Association and Michigan Council of Teachers of Mathematics conferences	sheridan elementary school retreat agendapdf.pdf

Component 8: Strategies to Increase Parental Involvement

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

Sheridan's Teaching and Learning Committee (school improvement team) meets regularly and includes parent members. We have an active PTO here that involves parents and staff and facilitates numerous activities in our school. Title 1/31A parents/guardians are members of the Sheridan School Improvement team. Sheridan's School Improvement planning team meets regularly to review and discuss 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.

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

We continually attempt to engage our parents in many aspects of our Title1/31A and Target-Assist programs. Parents of eligible students are informed and given a "Parent-Student-School 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 tutors. Parents are kept informed through Title I Progress Reports given at Parent-Teacher Conferences, phone calls, personal notes, newsletters, informational bulletin boards, and our Title I website. Intervention groups are reorganized as needed throughout the year to ensure that academic needs of targeted students are being met.

* Twice a year 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 CAFÉ reading strategies with them. We provide training on how to access our District's and Sheridan's websites to facilitate communication with our staff and use the many available learning sites with their children.

* Sheridan conducts other school wide evening educational activities throughout the year for all families, such as grade level family nights.

* Throughout the year our Sheridan PTO sponsors and invites families to visit and participate in our Welcome Back Open House, Grandparents Day, Pastries with Parents, Holiday Festivities, Family breakfast, Winter Sports Park Day, movie night, and our spring Field Day.

* Year-round we maintain locations in our hallways called "Parent Pipelines: Using the CAFÉ strategies at home." 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 Sheridan'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 example, Junior Achievement lessons, book clubs, kids' club facilitators). In addition to the weekly newsletters that classroom teachers send out, all families are sent a weekly Sheridan newsletter. Several times a year we include "Title 1" information and/or news in this packet.

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 Sheridan's welcoming atmosphere 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/student surveys at the both district and school level as well as a separate Title I survey. The results of these are reviewed and discussed at staff meetings and Building TLC meetings and responded to in a timely manner.	

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

Staff will evaluate activities based on attendance and level of involvement, as well as parent response and feedback. Attendance at parent/teacher conferences is nearly 100% both in the fall and spring. The PTO meets monthly and is open to all families. Parent emails and phone calls are invited and encouraged and taken into consideration when planning new events.

Teachers communicate through weekly newsletters curriculum guidelines and expectations. Teaching and learning websites provide links for parents to access the State content standards and expectations. Grade level meetings are held to clarify and disseminate information to parents regarding student progress.

5. Describe how the parent involvement activities are evaluated.

Staff will evaluate activities based on attendance and level of involvement, as well as parent response and feedback. Attendance at parent/teacher conferences is nearly 100% both in the fall and spring. The PTO meets monthly and is open to all families. Parent emails and phone calls are invited and encouraged and taken into consideration when planning new events.

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

School improvement plan will be shared with the building Teaching and Learning Council (TLC) and at a Title 1 parent meeting. Questions will be answered and input incorporated.

The parent-teacher-student compact was developed by teachers and academic tutors and shared with parents at annual meetings for feedback.

School Improvement Plan

Sheridan School

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	<p>The compact was developed by teachers and academic tutors and shared with parents at annual meetings for feedback. See attached.</p> <p>This compact is sent home in the fall after it is determined who may qualify for Title 1 services. Parents are contacted directly by the teacher prior to receiving the compact. During parent/teacher conferences, teachers and parents review the parent commitment component of the compact to ensure student success.</p>	

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

To effectively communicate a child's assessments, results and goals the Sheridan staff employs several means. In addition to the general education report cards issued during the year, academic tutors 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 to which we are aiming for the child. Parents are given several data reports in the forms of graphs and/or written explanations (NWEA, MEAP, DIBELS, DRA graphs) to show their student's continuing progress in reading, writing, math, social studies and science. Teachers and academic tutors 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.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	<p>The following Federal, State, and local agencies, programs, services, and activities provide additional experiences or resources that benefit our Title I and At Risk students and coordinate Title I, general education, and special education instructional services with local, state, and federal programs.</p> <p>There is ongoing communication between Title I academic tutors, teachers, administrators, and Title VII personnel regarding shared students. Also, Sheridan's Title I academic tutors and teachers communicate shared student information with the Char-Em ISD School Psychologist, and OT</p>	

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

The parent compact is available to all parents at parent / teacher conferences and is referenced at said conference

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 following Federal, State, and local agencies, programs, services, and activities provide additional experiences or resources that benefit our Title I and At Risk students and coordinate Title I, general education, and special education instructional services with local, state, and federal programs. There is ongoing communication between Title I academic tutors, teachers, administrators, and Title VII personnel regarding shared students. Also, Sheridan's Title I academic tutors and teachers communicate shared student information with the Char-Em ISD School Psychologist, Occupational Therapist, Speech Therapist, and Social Worker.

Sheridan Elementary School:

1. Takes part in the Federal Nutrition Program for breakfast and lunch with Free/Reduced lunch provided to qualifying students.
2. Partners with the Manna Project to provide identified students with weekend food packages.
3. Works with Title VII, Indian Education, coordinator and program for tutoring services to tribe member's children.
4. Provides Homeless services under the McKinney-Vento Act.
5. Partners with Junior Achievement Organization to supplement economic curriculum lessons for all students.
6. Received a grant through the Zonta club for Girls on the Run.
7. Received numerous grants from the Petoskey Education Foundation to support special classroom initiatives.
8. Meets with the Head Start Program and the GSRP program twice a school year to review the grants and share ideas and plan on how to transition students into Kindergarten in the fall. Expectations for academic and social emotional readiness skills are discussed. A transition visit by preschool children is conducted in May.
9. Meets with the Char -Em ISD TEAM (psychologist, speech therapist, occupational therapist and social worker) at the monthly intervention meetings to discuss Tier II and III students, look over progress monitoring and interventions in place for the student, and in conjunction with the classroom teacher, Title paraprofessional., Special Education Teacher and principal determine whether formal evaluation for special education is needed.
10. Partners with the Holy Christ Child organization to provided food and presents during the holiday times of November through December for families indicating they need help during the holidays.
11. Student council holds a variety of fundraisers to support community non-profit organizations.
12. Collected books for the Grand Traverse Leadership Collaborative Book Give Away.
13. Takes recommended students, based on need for exposure to reading materials, to the Knead to Read Book Give a Way once a year sponsored by the Petoskey Massage Therapist Association.
14. Recommends a 5th grade boy each year for a Camp Daggett Scholarship.
15. Recommends a student for the McFall scholarship to Camp Daggett.
16. Partners with Emmet County Recycling to recycle and compost at the school.
17. Field trips to properties and invites the Little Traverse Conservancy into the school for demonstrations.
18. Holds a 3rd grade Social Studies Day based on the Native American heritage with Odawa tribal members providing education on the Native American Culture.
19. Holds a 5th grade Social Studies Colonial Day that partners with various community members to provide centers based on colonial life.
20. Partners with RSVP to involve senior citizens in our programming.
21. Partners with the Fly wheeler Association to provide a day for 4th grade students to visit centers based on turn of the century life in northern Michigan.

22. Students take part in the McCune Arts Center exhibits.

23. Take students to Independence Village at Halloween to entertain senior citizens.

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.

All of the aforementioned agencies and resources are tied to Sheridan's school improvement plan or enhancement strategies. The connections are made to supplement educational experiences and resources, many of which are targeted to our economically disadvantaged and academically below-level students. They aid their acquisition of background information, build vocabulary, address nutritional needs, and provide emotional and family supports. The additional experiences make those real-life connections that are often the very ones that keep our most at-risk students and families actively engaged in learning.

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, Sheridan teachers and Title I/academic tutors receive achievement data for their students in reading, writing, ELA, and math. We have noticed an increase in the number of students exiting Title 1 services. 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 tutors 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 the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

STUDENT ACHIEVEMENT DATA USED (& Scores Below Grade Level for Ranking): Kindergarten - Minimally
Gesell Readiness Inventory MLPP
DRA DIBELS
District Writing Prompt Dolch Sight Words
PLC Common Assessments in all 5 content areas Teacher-Created Inventories
Treasures & Triumphs Assessment Inventory

1st Grade- Minimally MLPP
DRA DIBELS

Dolch Sight Words District Writing Prompt
PLC Common Assessments in all 5 content areas 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 DRA
DIBELS
NWEA- Reading & Math Dolch Sight Words
District Writing Prompt Teacher-Created Inventories

3rd Grade- Minimally DRA

NWEA- Reading, Language Usage, & Math District Writing Prompt

MEAP, MEAP-Access, or MI-Access with MDE Appointed Subjects 3-Minute Assessment Reading for At-Risk Learners

Teacher-Created Inventories

4th Grade- Minimally DRA

NWEA- Reading, Language Usage, & Math District Writing Prompt

MEAP, MEAP-Access, or MI-Access with MDE Appointed Subjects 3-Minute Assessment Reading for At-Risk Learners

Teacher-Created Inventories 5th Grade- Minimally

DRA

NWEA- Reading, Language Usage, & Math District Writing Prompt

MEAP, MEAP-Access, or MI-Access with MDE Appointed Subjects 3-Minute Assessment Reading for At-Risk Learners

Teacher-Created Inventories

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

Each of Sheridan's assessment measures (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 tutors work collaboratively to address each student's academic deficit.

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.

CharEm ISD consultants have provided training, resources, and modeling for teachers and academic tutors. Conferences and workshops have provided additional resources, support, and time for adequate and accurate training and implementation of programming. Online training and resources are available as needed. Visitations to see instructional models is helpful. PLC time can be spent sharing, researching, and discussing best practices.

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.

3-5 times a year Sheridan's school improvement team formally meets to go over the school improvement plan, look at assessment results and determine whether our plan is on target for helping all students learn. Progress on the improvement plan is communicated on a continual basis in a language easily understood by all stakeholders during face-to-face meetings, emails, newsletters, and Friday Folders.

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.

Sheridan's school improvement team and staff formally meet to go over the school improvement plan, look at assessment results and determine whether our plan is on target for helping all students learn. Our building committees make this part of their responsibility. Progress on the improvement plan is communicated on a continual basis in a language easily understood by all stakeholders during face-to-face meetings, emails, newsletters, building minutes and Thursday Folders.

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.

Prior to Parent-Teacher Conferences (twice a year) parents receive a Progress Report of their student's academic status from 4th and 5th grade teachers. Progress Reports are optional in grades K-3rd .At both fall and spring Parent-Teacher Conferences student information and progress is explained by the teacher and Title I/academic paraprofessional, if applicable. Parents are given a visual, easy to read, graph of their child's academic progress in DIBELS and NWEA (reading and math). In addition, our building's progress monitoring tools are described to parents. The Title I progress reports contain the student's area of targeted intervention, frequency of intervention, intervention focus, student progress, and grade level goals.

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.

Feedback from stake holders or members of the PLC's working in our building is shared with staff committees for review and recommendation. Refined proposals are taken to the School Improvement team for potential action.

2016-17 School Improvement Plan

Overview

Plan Name

2016-17 School Improvement Plan

Plan Description

Plan for School Improvement 2016-17

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	Mathematics Achievement	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$93103
2	Science Proficiency	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$89478
3	Social Studies Proficiency	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$86803
4	Reading Achievement	Objectives: 1 Strategies: 4 Activities: 5	Academic	\$70447
5	Writing Achievement	Objectives: 1 Strategies: 4 Activities: 8	Academic	\$68606
6	Positive Climate and Culture	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Mathematics Achievement

Measurable Objective 1:

57% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency by meeting or exceeding state standards in Mathematics by 06/17/2016 as measured by state assessments, NWEA, and local assessments..

Strategy 1:

Explicit Instruction Strategies - Incorporate explicit instruction techniques specific to mathematics that include: clear explanation, modeling, problem-solving, verbalization of processes and thoughts, guided practice, immediate corrective feedback, visualizing math, and assessments to guide instruction.

Selected Target Areas

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

Fisher, D. & Frey, N. (2007). Checking for understanding: Formative assessment techniques for your classroom. ASCD.

Carnine, D. W., et al. 2006. Teaching Struggling and At-Risk Readers: A Direct Instruction Approach. Upper Saddle River NJ: Pearson, pp.17-19, 24-26.

Tier:

Activity - Extended Learning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Sheridan School

Maintain daily teaching schedules to ensure the amount of core instruction devoted to mathematics for all students is at least 60 minutes a day. For students identified by the needs assessment as Tier IIA through Tier IIIA, increase time by Academic tutors for building background knowledge, re-teaching, or providing additional hands-on activities in addition to providing guided instruction in groups ranging from one student to groups of five (outside of core instruction).	Direct Instruction, Other	Tier 1	Implement	09/01/2016	06/10/2017	\$37889	General Fund, Title II Part A, Section 31a, Title I Part A	K-5 Teachers, Academic tutors, administrator
--	---------------------------	--------	-----------	------------	------------	---------	--	--

Strategy 2:

Professional Collaboration - Classroom teachers will collaborate with academic tutors monthly for the development of individual student plans based on the needs assessment. The intent of the meetings is to plan additional time, building background knowledge and/ or re-teaching of concepts. Between each meeting, teachers will informally communicate with the tutors to review progress.

Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.

Category:

Research Cited: Eaker, DuFour, & Burnette (2002). Reculturing schools to become professional learning communities. National Educational Service.

Kanold (2006). The continuous improvement wheel of a professional learning community.

Lezotte (2005). More effective schools: Professional learning communities in action.

Tier:

Activity - Plan Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Sheridan School

<p>During staff curriculum meetings (held once a month September through May), there will be a report from the Math Committee that addresses student weaknesses in the GLCEs and Common Core State Standards. During Sheridan Math Committee meetings, held monthly, building-wide decisions about best math practices are researched, reviewed, and shared, prior to adoption and implementation by the entire staff. In addition, district PLC's share information and teaching strategies using the Common Core standards and best practices.</p>	Other			09/01/2016	06/10/2017	\$0	No Funding Required	Planned staff responsible for implementing activity: K-5 teachers and academic tutors. Actual staff responsible for implementing activity: K-5 teachers and academic tutors.
--	-------	--	--	------------	------------	-----	---------------------	--

Strategy 3:

Interventions - Academic tutors and special education personnel will be involved with Tier 2 and Tier 3 interventions for students in need. Regular planning will be done with the classroom teacher, and interventions will not interfere with core instruction.

Category:

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

Baker (2007). A synthesis of empirical research on teaching mathematics to low-achieving students.

NCTM Research Brief (2007). Effective Strategies for Teaching Students with Difficulties in Mathematics.

Tier:

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Sheridan School

<p>Differentiated instruction will take place either individually or in small groups to address specific learning styles and needs. Teachers and tutors will implement a variety of activities using manipulatives, charts, visual aids, technology, and other resources (such as music or role-playing). This instruction will be planned by teachers and tutors during the collaboration meetings.</p>	<p>Other</p>			<p>09/01/2016</p>	<p>06/10/2017</p>	<p>\$55214</p>	<p>Title I Part A, Title II Part A, General Fund, Section 31a</p>	<p>Planned staff responsible for implementing activity: K-5 teachers and academic tutors and administrator Actual staff responsible for implementing activity: K-5 teachers, tutors, and administrator</p>
--	--------------	--	--	-------------------	-------------------	----------------	---	--

Strategy 4:

Making Math Visible - 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: Research Cited: 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 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 - Making Math Visible Implementation	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	Getting Ready	09/01/2016	06/10/2017	\$0	No Funding Required	All teaching and support staff and principal

Goal 2: Science Proficiency

Measurable Objective 1:

44% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency by meeting or exceeding state standards in Science by 06/17/2016 as measured by state 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.

School Improvement Plan

Sheridan School

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
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.	Direct Instruction, Technology, Supplemental Materials	Tier 1		09/01/2016	06/10/2017	\$45509	General Fund, Section 31a, Title I Part A, Title II Part A	Planned staff responsible for implementing activity: Teachers and academic tutors Actual staff responsible for implementing activity: Teachers and academic tutors

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:

School Improvement Plan

Sheridan School

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		09/01/2016	06/10/2017	\$38209	Title II Part A, Title II Part A, Section 31a, Title I Part A	Planned staff responsible for implementing activity: K-5 teachers and academic tutors Actual staff responsible for implementing activity: K-5 teachers and academic tutors

Strategy 3:

Increase opportunities for students to engage in STEM activities - Students need additional time and access to STEM-related science tools, materials, and techniques related to the Next Generation Science Standards and district require 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

Tier: Tier 1

Activity - Share STEM materials and resources across grade levels	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Sheridan School

Store STEM 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 STEM units based on Next Generation Science Standards and district required curriculum.	Direct Instruction, Teacher Collaboration	Tier 1		09/01/2016	06/10/2017	\$3760	Title II Part A	Planned staff responsible for implementing activity: All staff Actual staff responsible for implementing activity: All staff
---	---	--------	--	------------	------------	--------	-----------------	---

Strategy 4:

Critic Thinking and Problem Solving through engineering opportunities - We want all teachers to incorporate more critical thinking and problem solving activities embedded into STEM 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/

b.

Tier: Tier 1

Activity - Critic 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 STEM initiatives and the Next Generation Science Standards and district science curriculum	Direct Instruction	Tier 1	Getting Ready	09/01/2016	06/10/2017	\$2000	General Fund	All instructional staff including teachers, academic aides, and principal

Goal 3: Social Studies Proficiency

Measurable Objective 1:

57% 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 reaching or exceeding standards in Social Studies by 06/15/2016 as measured by on state and local assessments.

Strategy 1:

Explicit Instruction Strategies - Incorporate explicit instruction techniques specific to social studies that include: clear explanation, modeling, specific and related vocabulary, verbalization of processes and thoughts, guided practice, immediate corrective feedback, and increasing history and geography exposure throughout all subjects.

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: Fisher, D. & Frey, N. (2007). Checking for understanding: Formative assessment techniques for your classroom. ASCD.

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

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

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

Tier:

Activity - Teaching Key Social Studies Vocabulary and Concepts	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. Teachers and academic tutors will provide background and activate prior knowledge of key vocabulary and main concepts within the social studies curriculum with the students.	Direct Instruction, Professional Learning	Tier 1	Getting Ready	09/01/2016	06/10/2017	\$36631	Title II Part A, General Fund, Section 31a, Title I Part A	Teachers, academic aides, principal

School Improvement Plan

Sheridan School

Activity - Building Background Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	09/01/2016	06/10/2017	\$24986	Section 31a, Section 31a	All teachers, academic aides, and principal

Strategy 2:

Formative Assessment - Staff will use formative assessments to monitor the attainment of curriculum goals and to guide instruction.

Category:

Research Cited: Fisher, D. & Frey, N. (2007). Checking for understanding: Formative assessment techniques for your classroom. ASCD.

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

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

Tier: Tier 1

Activity - Checks for Understanding	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize a variety of formative assessment strategies including: questioning, quick checks, informal observations, content area writing, and exit tickets to check for understanding.	Direct Instruction, Other	Tier 1		09/01/2016	06/10/2017	\$25186	Section 31a, General Fund	Planned staff responsible for implementing activity: Teachers and Academic Tutors Actual staff responsible for implementing activity: Teachers and Academic Tutors

Goal 4: Reading Achievement

Measurable Objective 1:

83% 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:

Explicit Instruction Strategies - Incorporate explicit instruction techniques specific to reading that include: Daily 5 and CAFÉ, modeling, specific vocabulary, verbalization of processes and thoughts, guided practice, immediate corrective feedback, visualizing reading, and assessments to guide instruction. Every classroom will allot 90 minutes of uninterrupted core reading instruction daily.

Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

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.

Fisher, D. & Frey, N. (2007). Checking for understanding: Formative assessment techniques for your classroom. ASCD.

Carnine, D. W., et al. 2006. Teaching Struggling and At-Risk Readers: A Direct Instruction Approach. Upper Saddle River NJ: Pearson, pp.17-19, 24-26.

Boushey, G., & Moser, J. (2006). The Daily 5. Portland, ME: Stenhouse.

Boushey, G., & Moser, J. (2009). The CAFÉ book. Portland, ME: Stenhouse.

Tier:

Activity - Extended Learning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Sheridan School

Maintain daily teaching schedules to ensure the amount of core instruction devoted to reading for all students is at least 90 minutes a day. For students identified by reading assessments as Tier IIA through Tier IIIA, increase time by academic tutors for building background knowledge, re-teaching, or providing additional hands-on activities or technology, in addition to providing guided instruction in groups ranging from one student to groups of three (outside of core instruction).	Direct Instruction, Other	Tier 1	Implement	09/01/2016	06/10/2017	\$49386	Title I Part A, General Fund, Section 31a, Title II Part A	Planned staff responsible for implementing activity: Teachers, academic tutors, administrator Actual staff responsible for implementing activity: K-5 Teachers, academic tutors, administrator
---	---------------------------	--------	-----------	------------	------------	---------	--	---

Strategy 2:

CAFÉ (comprehension, accuracy, fluency, expanded vocabulary) - Staff will continue to implement the CAFE strategies for proficient reading.

Focus will include: Whole group instruction, small group, and individualized reading goals based upon the following format:

- A. Comprehension (Grades K-5) with the emphasis on informational reading, author's purpose, summarization, literary devices, and narrative text (text structure).
- B. Accuracy (Grade K-5) with emphasis on phonics, cross-checking, sight words
- C. Fluency (Grades K-5) with emphasis on pacing, expression, and phrasing
- D. Expanded Vocabulary (K-5) with emphasis on word meanings and new vocabulary.

Category:

Research Cited: Boushey, G., & Moser, J. (2006). The Daily 5. Portland, ME: Stenhouse.

Boushey, G., & Moser, J. (2009). The CAFÉ book. Portland, ME: Stenhouse.

Tier:

Activity - Conferring with students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Sheridan School

<p>Teachers meet with students in small groups or one on one weekly or daily to work on individual goals tailored to each student's needs. Students will be reading "good fit" books at their individual DRA level.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/01/2016</p>	<p>06/10/2017</p>	<p>\$10061</p>	<p>General Fund</p>	<p>Planned staff responsible for implementing activity: Academic tutors and classroom teachers Actual staff responsible for implementing activity: Academic tutors and classroom teachers</p>
<p>Activity - "I PICK" Good Fit Books</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>Students will be trained to choose books at the appropriate DRA level so that they can build skills, confidence, and experience a wide variety of narrative and informational texts. I: pick a book; P: purpose (for choosing the book); I: interest; C: comprehend (understand what I'm reading); K: Know (know words).</p>	<p>Direct Instruction</p>	<p>Tier 1</p>		<p>09/01/2016</p>	<p>06/10/2017</p>	<p>\$9000</p>	<p>General Fund</p>	<p>Planned staff responsible for implementing activity: K-5 Classroom teachers and academic tutors Actual staff responsible for implementing activity: K-5 Classroom teachers and academic tutors</p>

Strategy 3:

Professional Development - Strategy 1:

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

School Improvement Plan

Sheridan 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>

www.corestandards.org: mission statement and listing of standards

Boushey, G., & Moser, J. (2006). The Daily 5. Portland, ME: Stenhouse.

Boushey, G., & Moser, J. (2009). The CAFÉ book. Portland, ME: Stenhouse.

Louis, K., Marks, HI, & Kruse, S. (1996). Professional community in restructuring schools. American Educational Research Journal, 33, 757-798.

Joyce, BI, and Showers, B. (2002). Student achievement through staff development(3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Professional Development	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	Getting Ready	09/01/2016	06/10/2017	\$2000	Title II Part A	All teachers, academic tutors, and administrator

Strategy 4:

Grammar and conventions learning targets - 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.

School Improvement Plan

Sheridan School

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>

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.	Direct Instruction	Tier 1	Getting Ready	09/01/2016	06/10/2017	\$0	No Funding Required	All teachers, academic aides, and principal

Goal 5: Writing Achievement

Measurable Objective 1:

65% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in grade level writing skills as defined by the Common Core State Standards in Writing by 06/17/2016 as measured by the state standardized assessment, NWEA, and local assessments..

Strategy 1:

Implementation of writing units/curriculum/rubrics - Follow the Lucy Calkins and MAISA writing units in order to address ideas, organization, and conventions in student writing.

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.

www.corestandards.org: mission statement and listing of standards

MAISA Collaboration Project: <http://oaklandk12public.rubiconatlas.org/Atlas/Public/View/Default>

Calkins, L. (2006). A guide to the writing workshop. Portsmouth: Firsthand Heinemann.

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

Tier: Tier 1

Activity - Facilitate Instruction of Writing Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Sheridan School

Implement the workshop model during writing instruction to include intentional instruction, writing time, and individual and small group conferring.	Direct Instruction	Tier 1		09/01/2016	06/10/2017	\$35243	General Fund, Title II Part A, Section 31a, Title I Part A	Teachers, academic aides, principal
--	--------------------	--------	--	------------	------------	---------	--	-------------------------------------

Activity - Modeling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use teacher and student models to demonstrate revision and editing of writing using Lucy Calkins and MAISA units to specifically address ideas, organization, and conventions.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/10/2017	\$24893	Title I Part A, Title I Part A, General Fund	teachers, academic aides, principal

Strategy 2:

Explicit & 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 collaborate to identify high interest text for boys to read and write about, including text written by male authors. All students will be given increased opportunities to write about high interest topics, exercising personal choice in writing when appropriate.	Direct Instruction	Tier 1	Getting Ready	09/01/2016	06/10/2017	\$0	General Fund	Teachers, academic aides, principal

Strategy 3:

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: 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 Connie Moss and Susan Brookhart (2009).

School Improvement Plan

Sheridan School

Tier: Tier 1

Activity - Grade Level Writing Expectations and 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	09/01/2016	06/10/2017	\$1470	Title II Part A	All teachers, academic aides, and principal

Strategy 4:

5D+ workshops - All Public Schools of Petoskey teachers will attend workshops facilitated by elementary principals to focus on training in the goal areas identified in our new 5D+ evaluation tool. This year we will train teachers in the areas of Classroom Environment and Culture and Student Engagement. These workshops will take place in October, November, January, and February during staff meeting and professional development time. This strategy applies to all subject areas-math, science, social studies, reading and writing.

Category:

Research Cited: Connie Moss and Susan Brookhart (2009). Advancing Formative Assessment in Every Classroom.

Michigan Association of Secondary School Principals;http://mymassp.com/content/teacher_and_administrator_evaluation

Tier: Tier 1

Activity - 5D+ training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Public Schools of Petoskey teachers will be trained in the new evaluation system--5D+--in the areas of Classroom Culture and Environment and Student Engagement	Professional Learning	Tier 1	Implement	09/01/2016	06/10/2017	\$0	No Funding Required	All instructional staff and principals

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 classroom observations after walkthroughs as part of the 5D+ instructional coaching and evaluation model.	Direct Instruction	Tier 1	Implement	09/01/2016	06/10/2017	\$5000	Section 31a	Teachers, paraprofessionals, administration

School Improvement Plan

Sheridan School

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 individual, small groups or whole group instruction. Teachers will receive feedback on their use of these strategies through walkthroughs and other classroom visits by administrator.	Direct Instruction	Tier 1		09/01/2016	06/10/2017	\$1000	Section 31a	Teachers, paraprofessionals, and administrator
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 thinking. Teachers will receive feedback on their implementation of student talk strategies as part of the teacher evaluation process.	Direct Instruction	Tier 1	Implement	09/01/2016	06/10/2017	\$1000	Section 31a	Teachers, paraprofessionals, administrator

Goal 6: Positive Climate and Culture

Measurable Objective 1:

collaborate to continue to build a positive climate and culture in our school by 06/30/2017 as measured by results of parent and student surveys.

Strategy 1:

Survey results analysis - Our already established Sheridan TLC (Teaching and Learning Committee) will review our new survey results from Spring 2016 and look for areas and strategies where we can improve. We will also celebrate and continue the positive results from the survey.

Category: School Culture

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

Tier: Tier 1

Activity - School Survey Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our TLC and other committees will review survey results and discuss specific actions we can take to improve in one or two areas of need	Other	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$0	No Funding Required	Principal and Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated Instruction	Differentiated instruction will take place either individually or in small groups to address specific learning styles and needs. Teachers and tutors will implement a variety of activities using manipulatives, charts, visual aids, technology, and other resources (such as music or role-playing). This instruction will be planned by teachers and tutors during the collaboration meetings.	Other			09/01/2016	06/10/2017	\$10828	Planned staff responsible for implementing activity: K-5 teachers and academic tutors and administrator Actual staff responsible for implementing activity: K-5 teachers, tutors, and administrator
Teaching Key Social Studies Vocabulary and Concepts	Teachers and paraprofessionals will focus on 10-15 key vocabulary words during each unit of study in Social Studies. Teachers and academic tutors will provide background and activate prior knowledge of key vocabulary and main concepts within the social studies curriculum with the students.	Direct Instruction, Professional Learning	Tier 1	Getting Ready	09/01/2016	06/10/2017	\$10000	Teachers, academic aides, principal

School Improvement Plan

Sheridan School

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.	Direct Instruction, Technology, Supplemental Materials	Tier 1		09/01/2016	06/10/2017	\$10000	Planned staff responsible for implementing activity: Teachers and academic tutors Actual staff responsible for implementing activity: Teachers and academic tutors
Facilitate Instruction of Writing Strategies	Implement the workshop model during writing instruction to include intentional instruction, writing time, and individual and small group conferring.	Direct Instruction	Tier 1		09/01/2016	06/10/2017	\$8612	Teachers, academic aides, principal
"I PICK" Good Fit Books	Students will be trained to choose books at the appropriate DRA level so that they can build skills, confidence, and experience a wide variety of narrative and informational texts. I: pick a book; P: purpose (for choosing the book); I: interest; C: comprehend (understand what I'm reading); K: Know (know words).	Direct Instruction	Tier 1		09/01/2016	06/10/2017	\$9000	Planned staff responsible for implementing activity: K-5 Classroom teachers and academic tutors Actual staff responsible for implementing activity: K-5 Classroom teachers and academic tutors

School Improvement Plan

Sheridan School

Checks for Understanding	Teachers will utilize a variety of formative assessment strategies including: questioning, quick checks, informal observations, content area writing, and exit tickets to check for understanding.	Direct Instruction, Other	Tier 1		09/01/2016	06/10/2017	\$7700	Planned staff responsible for implementing activity: Teachers and Academic Tutors Actual staff responsible for implementing activity: Teachers and Academic Tutors
Extended Learning Time	Maintain daily teaching schedules to ensure the amount of core instruction devoted to reading for all students is at least 90 minutes a day. For students identified by reading assessments as Tier IIA through Tier IIIA, increase time by academic tutors for building background knowledge, re-teaching, or providing additional hands-on activities or technology, in addition to providing guided instruction in groups ranging from one student to groups of three (outside of core instruction).	Direct Instruction, Other	Tier 1	Implement	09/01/2016	06/10/2017	\$5000	Planned staff responsible for implementing activity: Teachers, academic tutors, administrator Actual staff responsible for implementing activity: K-5 Teachers, academic tutors, administrator
Providing Quality Feedback	Teachers will collaborate to identify high interest text for boys to read and write about, including text written by male authors. All students will be given increased opportunities to write about high interest topics, exercising personal choice in writing when appropriate.	Direct Instruction	Tier 1	Getting Ready	09/01/2016	06/10/2017	\$0	Teachers, academic aides, principal
Modeling	Use teacher and student models to demonstrate revision and editing of writing using Lucy Calkins and MAISA units to specifically address ideas, organization, and conventions.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/10/2017	\$8612	teachers, academic aides, principal

School Improvement Plan

Sheridan School

Conferring with students	Teachers meet with students in small groups or one on one weekly or daily to work on individual goals tailored to each student's needs. Students will be reading "good fit" books at their individual DRA level.	Direct Instruction	Tier 1	Implement	09/01/2016	06/10/2017	\$10061	Planned staff responsible for implementing activity: Academic tutors and classroom teachers Actual staff responsible for implementing activity: Academic tutors and classroom teachers
Extended Learning Time	Maintain daily teaching schedules to ensure the amount of core instruction devoted to mathematics for all students is at least 60 minutes a day. For students identified by the needs assessment as Tier IIA through Tier IIIA, increase time by Academic tutors for building background knowledge, re-teaching, or providing additional hands-on activities in addition to providing guided instruction in groups ranging from one student to groups of five (outside of core instruction).	Direct Instruction, Other	Tier 1	Implement	09/01/2016	06/10/2017	\$10829	K-5 Teachers, Academic tutors, administrator
Critic 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 STEM initiatives and the Next Generation Science Standards and district science curriculum	Direct Instruction	Tier 1	Getting Ready	09/01/2016	06/10/2017	\$2000	All instructional staff including teachers, academic aides, and principal

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

School Improvement Plan

Sheridan School

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 individual, small groups or whole group instruction. Teachers will receive feedback on their use of these strategies through walkthroughs and other classroom visits by administrator.	Direct Instruction	Tier 1		09/01/2016	06/10/2017	\$1000	Teachers, paraprofessionals, and administrator
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.	Direct Instruction, Technology, Supplemental Materials	Tier 1		09/01/2016	06/10/2017	\$23315	Planned staff responsible for implementing activity: Teachers and academic tutors Actual staff responsible for implementing activity: Teachers and academic tutors
Checks for Understanding	Teachers will utilize a variety of formative assessment strategies including: questioning, quick checks, informal observations, content area writing, and exit tickets to check for understanding.	Direct Instruction, Other	Tier 1		09/01/2016	06/10/2017	\$17486	Planned staff responsible for implementing activity: Teachers and Academic Tutors Actual staff responsible for implementing activity: Teachers and Academic Tutors

School Improvement Plan

Sheridan School

Extended Learning Time	Maintain daily teaching schedules to ensure the amount of core instruction devoted to mathematics for all students is at least 60 minutes a day. For students identified by the needs assessment as Tier IIA through Tier IIIA, increase time by Academic tutors for building background knowledge, re-teaching, or providing additional hands-on activities in addition to providing guided instruction in groups ranging from one student to groups of five (outside of core instruction).	Direct Instruction, Other	Tier 1	Implement	09/01/2016	06/10/2017	\$10125	K-5 Teachers, Academic tutors, administrator
Differentiated Instruction	Differentiated instruction will take place either individually or in small groups to address specific learning styles and needs. Teachers and tutors will implement a variety of activities using manipulatives, charts, visual aids, technology, and other resources (such as music or role-playing). This instruction will be planned by teachers and tutors during the collaboration meetings.	Other			09/01/2016	06/10/2017	\$29144	Planned staff responsible for implementing activity: K-5 teachers and academic tutors and administrator Actual staff responsible for implementing activity: K-5 teachers, tutors, and administrator
Substance of Student Talk	Teachers will learn strategies and consistently provide opportunities to increase student-to-student talk that reflects knowledge and ways of thinking. Teachers will receive feedback on their implementation of student talk strategies as part of the teacher evaluation process.	Direct Instruction	Tier 1	Implement	09/01/2016	06/10/2017	\$1000	Teachers, paraprofessionals, administrator
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 classroom observations after walkthroughs as part of the 5D+ instructional coaching and evaluation model.	Direct Instruction	Tier 1	Implement	09/01/2016	06/10/2017	\$5000	Teachers, paraprofessionals, administration

School Improvement Plan

Sheridan School

Facilitate Instruction of Writing Strategies	Implement the workshop model during writing instruction to include intentional instruction, writing time, and individual and small group conferring.	Direct Instruction	Tier 1		09/01/2016	06/10/2017	\$17486	Teachers, academic aides, principal
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		09/01/2016	06/10/2017	\$23315	Planned staff responsible for implementing activity: K-5 teachers and academic tutors Actual staff responsible for implementing activity: K-5 teachers and academic tutors
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	09/01/2016	06/10/2017	\$7500	All teachers, academic aides, and principal
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	09/01/2016	06/10/2017	\$17486	All teachers, academic aides, and principal

School Improvement Plan

Sheridan School

Extended Learning Time	Maintain daily teaching schedules to ensure the amount of core instruction devoted to reading for all students is at least 90 minutes a day. For students identified by reading assessments as Tier IIA through Tier IIIA, increase time by academic tutors for building background knowledge, re-teaching, or providing additional hands-on activities or technology, in addition to providing guided instruction in groups ranging from one student to groups of three (outside of core instruction).	Direct Instruction, Other	Tier 1	Implement	09/01/2016	06/10/2017	\$29144	Planned staff responsible for implementing activity: Teachers, academic tutors, administrator Actual staff responsible for implementing activity: K-5 Teachers, academic tutors, administrator
Teaching Key Social Studies Vocabulary and Concepts	Teachers and paraprofessionals will focus on 10-15 key vocabulary words during each unit of study in Social Studies. Teachers and academic tutors will provide background and activate prior knowledge of key vocabulary and main concepts within the social studies curriculum with the students.	Direct Instruction, Professional Learning	Tier 1	Getting Ready	09/01/2016	06/10/2017	\$17486	Teachers, academic aides, principal

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
School Survey Analysis	Our TLC and other committees will review survey results and discuss specific actions we can take to improve in one or two areas of need	Other	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$0	Principal and Staff
Align Grammar/Convention Learning Targets	Staff will work together to build a K-5 continuum of grammar and conventions learning targets.	Direct Instruction	Tier 1	Getting Ready	09/01/2016	06/10/2017	\$0	All teachers, academic aides, and principal

School Improvement Plan

Sheridan School

Plan Instructional Strategies	During staff curriculum meetings (held once a month September through May), there will be a report from the Math Committee that addresses student weaknesses in the GLCEs and Common Core State Standards. During Sheridan Math Committee meetings, held monthly, building-wide decisions about best math practices are researched, reviewed, and shared, prior to adoption and implementation by the entire staff. In addition, district PLC's share information and teaching strategies using the Common Core standards and best practices.	Other			09/01/2016	06/10/2017	\$0	Planned staff responsible for implementing activity: K-5 teachers and academic tutors. Actual staff responsible for implementing activity: K-5 teachers and academic tutors.
5D+ training	All Public Schools of Petoskey teachers will be trained in the new evaluation system--5D+--in the areas of Classroom Culture and Environment and Student Engagement	Professional Learning	Tier 1	Implement	09/01/2016	06/10/2017	\$0	All instructional staff and principals
Making Math Visible Implementation	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	Getting Ready	09/01/2016	06/10/2017	\$0	All teaching and support staff and principal

Title I Part A

School Improvement Plan

Sheridan School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated Instruction	Differentiated instruction will take place either individually or in small groups to address specific learning styles and needs. Teachers and tutors will implement a variety of activities using manipulatives, charts, visual aids, technology, and other resources (such as music or role-playing). This instruction will be planned by teachers and tutors during the collaboration meetings.	Other			09/01/2016	06/10/2017	\$12792	Planned staff responsible for implementing activity: K-5 teachers and academic tutors and administrators Actual staff responsible for implementing activity: K-5 teachers, tutors, and administrators
Facilitate Instruction of Writing Strategies	Implement the workshop model during writing instruction to include intentional instruction, writing time, and individual and small group conferring.	Direct Instruction	Tier 1		09/01/2016	06/10/2017	\$7675	Teachers, academic aides, principal
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		09/01/2016	06/10/2017	\$10234	Planned staff responsible for implementing activity: K-5 teachers and academic tutors Actual staff responsible for implementing activity: K-5 teachers and academic tutors

School Improvement Plan

Sheridan School

Teaching Key Social Studies Vocabulary and Concepts	Teachers and paraprofessionals will focus on 10-15 key vocabulary words during each unit of study in Social Studies. Teachers and academic tutors will provide background and activate prior knowledge of key vocabulary and main concepts within the social studies curriculum with the students.	Direct Instruction, Professional Learning	Tier 1	Getting Ready	09/01/2016	06/10/2017	\$7675	Teachers, academic aides, principal
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.	Direct Instruction, Technology, Supplemental Materials	Tier 1		09/01/2016	06/10/2017	\$10234	Planned staff responsible for implementing activity: Teachers and academic tutors Actual staff responsible for implementing activity: Teachers and academic tutors
Extended Learning Time	Maintain daily teaching schedules to ensure the amount of core instruction devoted to reading for all students is at least 90 minutes a day. For students identified by reading assessments as Tier IIA through Tier IIIA, increase time by academic tutors for building background knowledge, re-teaching, or providing additional hands-on activities or technology, in addition to providing guided instruction in groups ranging from one student to groups of three (outside of core instruction).	Direct Instruction, Other	Tier 1	Implement	09/01/2016	06/10/2017	\$12792	Planned staff responsible for implementing activity: Teachers, academic tutors, administrator Actual staff responsible for implementing activity: K-5 Teachers, academic tutors, administrator

School Improvement Plan

Sheridan School

Modeling	Use teacher and student models to demonstrate revision and editing of writing using Lucy Calkins and MAISA units to specifically address ideas, organization, and conventions.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/10/2017	\$7675	teachers, academic aides, principal
Modeling	Use teacher and student models to demonstrate revision and editing of writing using Lucy Calkins and MAISA units to specifically address ideas, organization, and conventions.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/10/2017	\$8606	teachers, academic aides, principal
Extended Learning Time	Maintain daily teaching schedules to ensure the amount of core instruction devoted to mathematics for all students is at least 60 minutes a day. For students identified by the needs assessment as Tier IIA through Tier IIIA, increase time by Academic tutors for building background knowledge, re-teaching, or providing additional hands-on activities in addition to providing guided instruction in groups ranging from one student to groups of five (outside of core instruction).	Direct Instruction, Other	Tier 1	Implement	09/01/2016	06/10/2017	\$14485	K-5 Teachers, Academic tutors, administrator

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teaching Key Social Studies Vocabulary and Concepts	Teachers and paraprofessionals will focus on 10-15 key vocabulary words during each unit of study in Social Studies. Teachers and academic tutors will provide background and activate prior knowledge of key vocabulary and main concepts within the social studies curriculum with the students.	Direct Instruction, Professional Learning	Tier 1	Getting Ready	09/01/2016	06/10/2017	\$1470	Teachers, academic aides, principal
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.	Direct Instruction, Technology, Supplemental Materials	Tier 1		09/01/2016	06/10/2017	\$1960	Planned staff responsible for implementing activity: Teachers and academic tutors Actual staff responsible for implementing activity: Teachers and academic tutors

School Improvement Plan

Sheridan School

Share STEM materials and resources across grade levels	Store STEM 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 STEM units based on Next Generation Science Standards and district required curriculum.	Direct Instruction, Teacher Collaboration	Tier 1		09/01/2016	06/10/2017	\$3760	Planned staff responsible for implementing activity: All staff Actual staff responsible for implementing activity: All staff
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		09/01/2016	06/10/2017	\$2700	Planned staff responsible for implementing activity: K-5 teachers and academic tutors Actual staff responsible for implementing activity: K-5 teachers and academic tutors
Facilitate Instruction of Writing Strategies	Implement the workshop model during writing instruction to include intentional instruction, writing time, and individual and small group conferring.	Direct Instruction	Tier 1		09/01/2016	06/10/2017	\$1470	Teachers, academic aides, principal
Extended Learning Time	Maintain daily teaching schedules to ensure the amount of core instruction devoted to mathematics for all students is at least 60 minutes a day. For students identified by the needs assessment as Tier IIA through Tier IIIA, increase time by Academic tutors for building background knowledge, re-teaching, or providing additional hands-on activities in addition to providing guided instruction in groups ranging from one student to groups of five (outside of core instruction).	Direct Instruction, Other	Tier 1	Implement	09/01/2016	06/10/2017	\$2450	K-5 Teachers, Academic tutors, administrator

School Improvement Plan

Sheridan School

Professional Development	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	Getting Ready	09/01/2016	06/10/2017	\$2000	All teachers, academic tutors, and administrator
Grade Level Writing Expectations and 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	09/01/2016	06/10/2017	\$1470	All teachers, academic aides, and principal
Extended Learning Time	Maintain daily teaching schedules to ensure the amount of core instruction devoted to reading for all students is at least 90 minutes a day. For students identified by reading assessments as Tier IIA through Tier IIIA, increase time by academic tutors for building background knowledge, re-teaching, or providing additional hands-on activities or technology, in addition to providing guided instruction in groups ranging from one student to groups of three (outside of core instruction).	Direct Instruction, Other	Tier 1	Implement	09/01/2016	06/10/2017	\$2450	Planned staff responsible for implementing activity: Teachers, academic tutors, administrator Actual staff responsible for implementing activity: K-5 Teachers, academic tutors, administrator

School Improvement Plan

Sheridan School

Differentiated Instruction	Differentiated instruction will take place either individually or in small groups to address specific learning styles and needs. Teachers and tutors will implement a variety of activities using manipulatives, charts, visual aids, technology, and other resources (such as music or role-playing). This instruction will be planned by teachers and tutors during the collaboration meetings.	Other			09/01/2016	06/10/2017	\$2450	Planned staff responsible for implementing activity: K-5 teachers and academic tutors and administrator Actual staff responsible for implementing activity: K-5 teachers, tutors, and administrator
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		09/01/2016	06/10/2017	\$1960	Planned staff responsible for implementing activity: K-5 teachers and academic tutors Actual staff responsible for implementing activity: K-5 teachers and academic tutors