



School Improvement Plan

Dickinson West Elementary School

Hamtramck Public Schools

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Dickinson West Elementary School has a population of 379 students grades K through 6 located in the Hamtramck Public School system in the City of Hamtramck.

Hamtramck is a community servicing multiple ethnic backgrounds in a 2.1 square mile area.

The population according to the 2010 census consists of

53% White

19.3% African American,

0.3% Native American,

21.5% Asian,

4.7% two or more races

Dickinson West is a School wide Title I school with 98% of students receiving free or reduced lunch. The school currently offers teacher directed after school tutoring with the and online academic programs for academic support. The poverty level for the City of Hamtramck is at or above 52% in 2010 according to the 2010 census.

Dickinson West has increased the level of achievement in Math and Reading for the last four school years. The staff has participated in extensive professional development in the areas of reading and math for rapid and positive student achievement.

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.

Dickinson West Elementary Schools, in partnership with our parents and the multicultural community, dedicate ourselves to education in a safe, supportive and caring environment so that each individual positively contributes knowledge, skills, values, and personal experiences to become a responsible, literate, self-reliant, and productive citizen in our diverse society.

Vision Statement

The Dickinson West learning community places teaching and learning at the center of its activities to enable all students to be responsible, productive members of society.

Mission Statement

Dickinson West Elementary Schools, in partnership with our parents and the multicultural community, dedicate ourselves to education in a safe, supportive and caring environment so that each individual positively contributes knowledge, skills, values, and personal experiences to become a responsible, literate, self-reliant, and productive citizen in our diverse society.

Beliefs Statement

We, the staff of Dickinson West, believe...

- Students must take ownership of their education.
- Teachers need to act as facilitators to present differentiated strategies.
- Attitude toward education is more important than aptitude.
- Success comes when the student recognizes their potential & applies it to the task at hand.
- Teachers provide the path for students to overcome obstacles in their quest for achievement.
- Learning needs to be interesting and enjoyable.
- Teaching includes various styles, materials, and approaches to reach all learners.
- Teaching is interactive and learner-centered.
- Teaching is an on-going process where lessons are evaluated & students assessed to determine where instruction is headed.
- Teachers guide students in a positive direction and equip them to become life-long learners.
- Teaching is a calling and not a job.
- Teaching should not be stagnate or unstructured.
- All children can learn

Notable Achievements and Areas of Improvement

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

Dickinson West Elementary School has made consistent improvements throughout the school over over the past 3 years.

In the standardized testing category, the school has consistently made expected Annual Yearly Progress, according to the expectations set by the Michigan Department of Education.

We have a computer lab, and have equipped grades 4-6 with laptops, to more effectively expose our students to the world of technology and its educational impact.

The staff of Dickinson West is proud of the hard work dedicated to the following programs

* Elementary band and orchestra

*After-School Tutoring

*Summer School

*After school English Language Learner Support

*Restorative Practices

*Technology in the classroom

*Computer Lab

*Media Center

*Music, Physical Education, and Art electives

*Diverse teaching staff

Additional Information

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

Despite the economic and demographic challenges we face, Dickinson West Elementary School will continue to strive for excellence in all that we and our students do. As our standardized tests scores, survey responses, and staff demeanor repeatedly attest, there is much we are doing right, and the challenges we face have thus far only made us stronger. Dickinson West Elementary have consistently improved in reading, writing, social studies and math content areas for the last 6 years on the state standardized testing.

Dickinson West received state recognition from the state of Michigan as successfully meeting AYP for multiple years.

70 Dickinson West students have been inducted into the National Elementary Honor Society over the last three years due to exemplary academic achievement and leadership qualities.

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.

A variety of stakeholders were involved in developing the improvement plan. Dickinson West Elementary's organizational structure ensures that employees have a voice in improvement initiatives. The School Improvement Team includes grade level representatives, support staff members, enrichment staff member and administrator. Regular committee meetings allow team members to meet about school issues and report input and suggestions to the School Improvement team.

All parents are asked to give input on yearly surveys, either electronically or on a hard copy. As part of our Balanced Scorecard, we survey our parents and our staff to determine their perceptions of our school and our success. We examine this data as part of the school improvement process to identify areas which need improvement.

Although the invitation to participate in the school improvement process was extended to all parents, there were only a small number of parents who participated in the summer session. This year, we continue to look for ways to involve more of our parents and receive more stakeholder input.

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

The participating stakeholders were assigned the task to review test scores and survey data with the team, determine areas of strength and weakness, and assist in developing ways to address the weaknesses.

The group looked at overall results, as well as the results for all subgroups. The team determined whether or not we had met goals and proposed new goals for the upcoming year. Collective recommendations were presented to the School Improvement team along with suggestions for revisions on the Parental Involvement Plan and School/Parent/Student Compact.

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

The Schoolwide Plan, the Parent Involvement Plan, and School/Parent/Student Compact are presented to parents at our annual Open House meeting held within the first three weeks of school. These meetings are held in the evening to allow working parents to attend. In addition to discussion led by the administration, a hard copy of the Improvement Plan is displayed at the meeting and is housed in the main office. All stakeholders are asked to review and to submit suggestions.

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sign, and return to school. Again, parents are asked to submit any suggestions or comments. Submitted suggestions are considered by the School Improvement team.

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?

Over the last three school years enrollment has been stable at Dickinson West Elementary School. Our enrollment stays consistent between 390-415 students each school year. Our subgroups such as English Language Learners and Special Education students has not had significant changes. At the end of each school a projection is made based on past student loss and incoming students to create a new schedule. This projection has been stable.

Student Demographic Data

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

Our attendance over the last three years has been consistent. The school works with the Director of Pupil Services to identify truant students. The director works with parents and if needed the court system to create a plan to improve those identified students' attendance. The African American students have a higher rate of absence than other subgroups. Academic Support teachers are asked to maintain parent communication when an increase of absences occur.

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?

Behavioral referrals to the office did have a decrease in the past three years. Our challenge for the next school year is to make sure all new staff is trained in Restorative Practices at the beginning of the school year. In addition, making sure all current staff is using RP with fidelity and following discipline procedures is needed.

Student Demographic Data

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

Enrollment: to continue yearly projections

Attendance: to work with the Director of Pupil Services for students who have been identified as truant. Academic Support teachers to maintain communication with parents and administration for students who have potential truancy issues.

Behavior: train all new staff members in the beginning of the year in Restorative Practices. Maintain consistency in discipline log and procedures. Increase parent communication with students with increased behavioral issues.

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?

Our building principal (leader) has over ten years of classroom and administrative experience. This can impact student achievement in a positive manner because of the knowledge and practice of the principal. He is able to use his classroom and administrative experience to help staff when struggling and or aid in maintaining an environment which is conducive for learning.

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?

At the end of the 2014-2015 school year Dickinson West Elementary School had a variety of levels of teachers with experience, from first year teachers to over twenty years of experience. This can be viewed as a strength for impacting student achievement. Newer teachers bring a level of excitement and new practices to the classroom. More experienced teachers understand their content and are able to bring it consistently to students. When the teachers meet together; the newer staff can spread their enthusiasm and the more seasoned teachers can share their knowledge that only experience can bring.

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?

The number of days the school leader was absent due to illness was between zero and two and the number of absences due to professional development days was between zero and four. This should positively impact student achievement. The school leader is consistently in school and when absent is usually out for professional development which is used to help the school improve.

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?

The staff average of being absence due to professional learning and or illness is over 10%. This number of days due to illness and professional learning is fairly even. This can be viewed as a negative to student achievement. When a teacher is absent from their classroom the same level of learning cannot be maintained with a guest teacher.

Teacher/School Leader(s) Demographic Data

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

The school district needs to review their policy on staff absences to try and decrease the time staff is out of the building due to professional

development and or illness.

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?

After reviewing the results of the School Systems Review there are many many strands/standards/indicators that stand out as strengths.

The strengths for the Teaching for Learning strand include:

Standard 1: Curriculum including Indicators A and B.

Standard 2: Instruction including Indicators C and D.

Standard 3: Assessment including indicators G and H.

The strengths for the Leadership for Learning Strand include:

Standard 4: Instructional Leadership including Indicators K, L, and M.

Strand 5: A Culture for Learning including indicators N and O.

Standard 6: Organizational Management including Indicator Q.

Standard 7: Professional Learning Culture including Indicators S and T.

Standard 8: Professional Learning System including Indicators U and V.

Strand 9: Communication including Indicators W and X.

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?

After reviewing the results of the School Systems Review there are some strands/standards/indicators that stand out as challenges.

The challenges for The Teaching and Learning Strand include:

Standard 2: Instruction including indicators E and F.

Standard 3 Assessment including Indicators I and J.

The challenges for The Leadership for Learning Strand include:

Standard 6: Organizational Management including indicator Q.

The challenges for The School, Family, and Community Relations Strand include:

Standard 9 including indicators Y and Z.

12. How might these challenges impact student achievement?

These challenges can have a negative impact on student achievement.

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.

There are actions that could be taken and incorporated in the School Improvement Plan to address the challenges from the School Systems Review. To address the challenges noted in Indicator E, The Learning Environment, a continuation of the use of Restorative Practices could address this challenge. To address the challenges noted in Indicator J, Student Involvement in the Assessment Process, student-centered cross-curricula projects could address this challenge. To address Challenges noted in Indicator Y, Learning Opportunities, parents and students could be invited to join the school improvement team.

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?

Students with disabilities have access to all opportunities including summer school (Title I funded) and the HOPE (an after school program). These students also have an opportunity to participate in field trips throughout the school year. These students also have access to Title I reading teachers if identified as needing services in this areas.

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

The Extended Learning Opportunities are available to all students. Students have the opportunity to attend field trips throughout the school year. All students can attend the summer program which focuses on the academics of reading and math. During the school year, students have access to the after school program (HOPE).

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

Students that are performing in the bottom 30% are given first priority to the after school program (HOPE) and summer school even though these are available to all students. Parents are notified by mail and/or letters sent home with the students. If a student is to participate in a field trip during the school day, a permission slip is sent home to parents to notify them of the opportunity.

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?

Each grade level has a written curriculum for all content areas. The curriculum is based on the state standards. It is reviewed on a yearly basis and adjusted accordingly. Teachers meet at least twice a year to review the curriculum and common assessments. After reviewing the results of the common assessments, as well as standardized assessments, it can then be determined which standards are being implemented with fidelity.

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

N/A

Achievement/Outcome Data

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

19a. Reading- Strengths

According to the NWEA Fall to Spring score results in Reading:

12% of Kindergarten students met the projected growth
29% of First Grade students met the projected growth
12% of Second Grade students met the projected growth
32% of Third Grade students met the projected growth
35% of Fourth Grade students met the projected growth
42% of Fifth Grade Students met the projected growth
48% of Sixth Grade Students met the projected growth

19b. Reading- Challenges

According to the NWEA Fall to Spring score results in Reading:

88% of Kindergarten students did not meet the projected growth
71% of First Grade students did not meet the projected growth
88% of Second Grade students did not meet the projected growth
68% of Third Grade students did not meet the projected growth
65% of Fourth Grade students did not meet the projected growth
58% of Fifth Grade Students did not meet the projected growth
52% of Sixth Grade Students did not meet the projected growth

19c. Reading- Trends

The M-STEP(state assessment scores) were not available at the time this report was written. NWEA (local assessment) was only given this year. Therefore, trend data could not be reviewed.

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.

There is a goal for Reading in the School Improvement Plan. The objectives, strategies, and activities will remain the same for next year. Once data becomes available, changes will be made to reflect this data. Students identified in the bottom 30% will also receive additional assistance via the Title I Reading Program and Success Maker.

20a. Writing- Strengths

The M-STEP(state assessment scores) were not available at the time this report was written. NWEA (local assessment) was only given this year in reading and math. Therefore, trend data could not be reviewed

20b. Writing- Challenges

The M-STEP(state assessment scores) were not available at the time this report was written. NWEA (local assessment) was only given this year in reading and math. Therefore, trend data could not be reviewed

20c. Writing- Trends

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The M-STEP(state assessment scores) were not available at the time this report was written. NWEA (local assessment) was only given this year in reading and math. Therefore, trend data could not be reviewed

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.

There is a goal for Writing in the School Improvement Plan. The objectives, strategies, and activities will remain the same for next year. Once data becomes available, changes will be made to reflect this data.

21a. Math- Strengths

According to the NWEA Fall to Spring score results in Mathematics:

19% of Kindergarten students met the projected growth
54% of First Grade students met the projected growth
17% of Second Grade students met the projected growth
14% of Third Grade students met the projected growth
51% of Fourth Grade students met the projected growth
28% of Fifth Grade Students met the projected growth
53% of Sixth Grade Students met the projected growth

21b. Math- Challenges

According to the NWEA Fall to Spring score results in Mathematics:

71% of Kindergarten students did not meet the projected growth
46% of First Grade students did not meet the projected growth
83% of Second Grade students did not meet the projected growth

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86% of Third Grade students did not meet the projected growth
49% of Fourth Grade students did not meet the projected growth
72% of Fifth Grade Students did not meet the projected growth
47% of Sixth Grade Students did not meet the projected growth

21c. Math- Trends

The M-STEP (state assessment scores) were not available at the time this report was written. NWEA (local assessment) was only given this year. Therefore, trend data could not be reviewed.

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.

There is a goal for Mathematics in the School Improvement Plan. The objectives, strategies, and activities will remain the same for next year. Once data becomes available, changes will be made to reflect this data. Students will also be given assistance through Success Maker.

22a. Science- Strengths

According to the NWEA Fall to Spring score results in Science:

23% of Third Grade students met the projected growth
48% of Fourth Grade students met the projected growth
68% of Fifth Grade Students met the projected growth
51% of Sixth Grade Students met the projected growth

22b. Science- Challenges

According to the NWEA Fall to Spring score results in Science:

77% of Third Grade students did not meet the projected growth

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52% of Fourth Grade students did not meet the projected growth

32% of Fifth Grade Students did not meet the projected growth

49% of Sixth Grade Students did not meet the projected growth

22c. Science- Trends

The M-STEP(state assessment scores) were not available at the time this report was written. NWEA (local assessment) was only given this year. Therefore, trend data could not be reviewed.

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.

There is a goal for Science in the School Improvement Plan. The objectives, strategies, and activities will remain the same for next year. Once data becomes available, changes will be made to reflect this data.

23a. Social Studies- Strengths

The M-STEP(state assessment scores) were not available at the time this report was written. NWEA (local assessment) was only given this year in reading and math. Therefore, trend data could not be reviewed

23b. Social Studies- Challenges

The M-STEP(state assessment scores) were not available at the time this report was written. NWEA (local assessment) was only given this year in reading and math. Therefore, trend data could not be reviewed

23c. Social Studies- Trends

The M-STEP(state assessment scores) were not available at the time this report was written. NWEA (local assessment) was only given this year in reading and math. Therefore, trend data could not be reviewed

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.

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There is a goal for Social Studies in the School Improvement Plan. The objectives, strategies, and activities will remain the same for next year. Once data becomes available, changes will be made to reflect this data.

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?

According to the Student Spring 2015 Survey (Likert Scale 5 Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, 1 Strongly Disagree.), the three highest areas that indicate the overall highest level of satisfaction among students were:

In my school, teachers work together to improve student learning (3.66)

In my school, the principal and teachers have high expectations of me. (3.69)

My school offers opportunities for my family to become involved in school activities and my learning. (3.76)

24b. Student Perception Data

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

According to the Student Spring 2015 Survey (Likert Scale 5 Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, 1 Strongly Disagree.), the three lowest areas that indicate the overall lowest level of satisfaction among students were:

In my school, students respect the properties of others. (2.53)

In my school, students treat adults with respect. (2.47)

In my school, the building and ground are safe, clean, and provide a healthy place for learning. (2.64)

24c. Student Perception Data

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

The Restorative Practices coordinator will continue to work with staff and students on promoting a positive culture in where all members of the school are treated with respect. At the beginning of the next school year, all Dickinson West Elementary School students will participate in a building-wide behavior tour that includes specific instructions on how to respect the building by keeping it clean to provide for a healthy and safe environment. Also, teachers will review the code of conduct at the beginning of the year making sure to stress the importance of respecting others and their property. Finally, teachers will have a specific method (by either e-mailing the administrator or posting in a work journal) about any cleanliness issues within the building and grounds.

25a. Parent/Guardian Perception Data

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

According to the Parent Spring 2015 Survey (Likert Scale 5 Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, 1 Strongly Disagree.), the three highest areas that indicate the overall highest level of satisfaction among parents were:

Our school communicates effectively about the school's goals and activities. (4.4)

Our school's governing body operates responsibly and functions effectively. (4.3)

All of my child's teachers provide an equitable curriculum that meets his/her learning needs. (4.3)

25b. Parent/Guardian Perception Data

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

According to the Parent Spring 2015 Survey (Likert Scale 5 Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, 1 Strongly Disagree.), the three highest areas that indicate the overall highest level of satisfaction among parents were:

All of my child's teachers meet his/her learning needs by individualizing instruction. (3.7)

My child is prepared for success in the next school year. (3.6)

My child has at least one adult advocate in the school. (3.8)

25c. Parent/Guardian Perception Data

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

Dickinson West Elementary School teachers will continue to keep contact with parents with student progress, both increase and decrease in academic achievement. During the beginning of the year Curriculum night, teachers will show parents how to access the school website, which contains important information for stakeholders, and inform them of our strategies to keep them updated. Staff will also incorporate additional lesson differentiation to reach all student needs across the content areas using information obtained during district provided professional development and individual resources.

26a. Teacher/Staff Perception Data

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

According to the Staff Spring 2015 Survey (Likert Scale 5 Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, 1 Strongly Disagree.), the three highest areas that indicate the overall highest level of satisfaction among staff were:

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Our school's purpose statement is clearly focused on student success. (4.17)

Our school provides qualified staff members to support student learning. (4.09)

Our school uses multiple assessment measures to determine student learning and school performance. (4.01)

26b. Teacher/Staff Perception Data

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

According to the Staff Spring 2015 Survey (Likert Scale 5 Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, 1 Strongly Disagree.), the three lowest areas that indicate the overall lowest level of satisfaction among staff were:

In our school, a formal process is in place to support new staff members in their professional practice. (3.05)

In our school, staff members provide peer coaching to teachers. (3.03)

Our school provides high-quality student support services (counseling, referrals, educational, and career planning). (2.97)

26c. Teacher/Staff Perception Data

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

The staff will continue to do the best they can to assist new teachers in their profession without a formal program in place. Many conversations and coaching will occur on an informal basis and on the teacher's own time. Staff will continue to collaborate as a form of peer coaching within their content area meetings. Our one social worker will continue to service our students in weekly schedules.

27a. Stakeholder/Community Perception Data

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

According to the Spring 2015 Perception Survey (Likert Scale 5 Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, 1 Strongly Disagree.), the three highest areas that indicate the overall highest level of satisfaction among stakeholders/community members were:

Students know the expectations for learning in all classes. (4.26)

The school's purpose statement is clearly focused on school success. (4.01)

The school provides students with access to a variety of information resources to support their learning. (3.98)

27b. Stakeholder/Community Perception Data

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

According to the Spring Perception 2015 Survey (Likert Scale 5 Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, 1 Strongly Disagree.), the three lowest areas that indicate the overall lowest level of satisfaction among stakeholders/community were:

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The school ensures the effective use of financial resources. (3.31)

The school shares responsibility for student learning with its stakeholders. (3.65)

The schools governing body does not interfere with the operation or leadership of the school. (3.84)

27c. Stakeholder/Community Perception Data

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

Stakeholders and community members will be invited to attend our SIT meetings as well as our Title I meeting at the beginning of the year.

Our school's calendar will be accessible on our school's website for public viewing.

Summary

28a. Summary

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

After carefully reviewing our perception data, it is clear that we have some specific strengths and some challenges that we will need to address. Both parents and students report that the expectations for learning at our school are made clear by not only our school's purpose but also by the teachers. Additionally, students report that the principal and teachers have high expectations for their educational and social success. Parents and staff both report that students have access to a variety of information for learning as well as assessments that will assess their learning. Students add that there are many opportunities for their families to become involved in their learning as well.

Although we are proud of our strengths, there are still some areas that are challenges for us. Overwhelmingly, students, staff, and parents expressed concerns about the cleanliness and safety of the building and grounds. There is a trend that was apparent from the parent and stakeholders' surveys that expressed a need for more communication between the school and its stakeholders, including parents. Finally, the students also expressed a concern for the lack of respect that is shown towards peers, authority figures in the school, and the property of the school.

28b. Summary

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

Based on the perception data we received from all stakeholders, the challenges that were identified will impact student achievement by taking away instructional time. Instead of the classroom teacher addressing academics the entire time, they are also having to address respect and safety issues that arise

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?

The challenges will be addressed in the School Improvement Plan. The staff will continue to use the same strategies and activities. These will continued to be monitored by examining data from NWEA and M-Step when available. Students that are identified as reading below grade level will be placed in a ninety minute English Language Arts class. The focus continues to remain on reading. Title I Reading and Math will also target students that need additional assistance in these areas.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|------------|
| | Literacy and math are tested annually in grades 1-5. | Yes | M-Step, and common teacher created assessments. Dickinson West purchased 30 license for the Success Maker supplemental online assessment tool. The bottom 30% of students will use this program to increase student achievement. The computer lab will also be used to give the NWEA assessment tool for the entire school population. The test will be given three times during the school year to measure student growth. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| | Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| | Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file. | No | Not applicable. Dickinson West does not have an 8th grade. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|------------|
| | Our school reviews and annually updates the EDPs to ensure academic course work alignment. | No | Not applicable. Dickinson West Elementary does not have an 8th grade. | |

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

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| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|------------|
| | The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field. | Yes | Corey Pitts - Principal 2333 Burger Hamtramck, MI. 48212 (313) 365-5861 | |

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

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

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

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide 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: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The Dickinson West Elementary School needs assessment was conducted by developing a school improvement team (SIT) that was comprised of administration, general education teachers and parents. The SIT met monthly to work on this process and decisions were made through consensus. All materials viewed were parent friendly language format. Meetings are conducted throughout the year to view academic data and review the school improvement goals and objectives. The whole staff collaboratively gave input to the school improvement plan (SIP) and were involved in all aspects of the plan during the 2014-2015 school year. Staff identified achievement gaps in all content areas for all students and sub groups with multiple test results. Staff then looked for connections/trends that aligned with the staff/student/parent, events, programs and demographic input. We encouraged parents to ask questions anytime during the meetings so that there is no confusion. School improvement meetings were held to provide opportunities for collaboration between staff, administration and parents. The principal and teachers each took portions of the plan to work on and gather data.

The following types of data was discussed during the Comprehensive Needs Assessment (CNA):

Demographic: Enrollment, Subgroups, Socio-Economic status, attendance and behavior

Process: ED Yes and walk throughs

Perception: Staff, Parent and Student Surveys

Achievement: M-STEP and NWEA

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

DEMOGRAPHIC DATA:

Enrollment:

2014-2015

2013-2014

2012-2013

Economic (SES):

Dickinson West Elementary School had 97% economically disadvantaged students in 2014-2015 school year.

Dickinson West Elementary School had 97% economically disadvantaged students in 2013-2014 school year.

Dickinson West Elementary School had 97% economically disadvantaged students in 2012-2013 school year.

Males/Females:

Dickinson West Elementary School's population was XXX males and XXX females for 2014-2015 school year.

Dickinson West Elementary School's population was XXX males and XXX females for 2013-2014 school year.

Dickinson West Elementary School's population was XXX males and XXX females for 2012-2013 school year.

Students with Disability:

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Dickinson West Elementary School had XXX students in attendance for the 2014-2015 school year with identified disabilities:

Dickinson West Elementary School had XXX students in attendance for the 2013-2014 school year with identified disabilities:

Dickinson West Elementary School had XXX students in attendance for the 2012-2013 school year with identified disabilities:

Attendance:

2014-2015 school year:

2013-2014 school year:

2012-2013 school year:

Mobility Rate:

2014-2015 school year:

2013-2014 school year:

2012-2013 school year:

Suspension Rate:

2014-2015 school year:

2013-2014 school year:

2012-2013 school year:

STUDENT ACHIEVEMENT:

Due to the adoption of the Common Core State Standards by the State of Michigan, we analyzed our student achievement using NWEA.

The M-STEP data has not yet been released during the writing of this document.

NWEA is a computerized adaptive test. The difficulty of each question is based on how well the student answers all previous questions.

This test is given three times a year in all grades.

According to the NWEA Fall to Spring score results in Reading:

12% of Kindergarten students met the projected growth

29% of First Grade students met the projected growth

12% of Second Grade students met the projected growth

32% of Third Grade students met the projected growth

35% of Fourth Grade students met the projected growth

42% of Fifth Grade Students met the projected growth

48% of Sixth Grade Students met the projected growth

According to the NWEA Fall to Spring score results in Reading:

88% of Kindergarten students did not meet the projected growth

71% of First Grade students did not meet the projected growth

88% of Second Grade students did not meet the projected growth

68% of Third Grade students did not meet the projected growth

65% of Fourth Grade students did not meet the projected growth

58% of Fifth Grade Students did not meet the projected growth

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52% of Sixth Grade Students did not meet the projected growth

There is a goal for Reading in the School Improvement Plan. The objectives, strategies, and activities will remain the same for next year. Once data becomes available, changes will be made to reflect this data. Students identified in the bottom 30% will also receive additional assistance via the Title I Reading Program and Success Maker.

The M-STEP(state assessment scores) were not available at the time this report was written. NWEA (local assessment) was not available in Writing. Therefore, trend data could not be reviewed. There is a goal for Writing in the School Improvement Plan. The objectives, strategies, and activities will remain the same for next year. Once data becomes available, changes will be made to reflect this data.

According to the NWEA Fall to Spring score results in Mathematics:

19% of Kindergarten students met the projected growth

54% of First Grade students met the projected growth

17% of Second Grade students met the projected growth

14% of Third Grade students met the projected growth

51% of Fourth Grade students met the projected growth

28% of Fifth Grade Students met the projected growth

53% of Sixth Grade Students met the projected growth

According to the NWEA Fall to Spring score results in Mathematics:

71% of Kindergarten students did not meet the projected growth

46% of First Grade students did not meet the projected growth

83% of Second Grade students did not meet the projected growth

86% of Third Grade students did not meet the projected growth

49% of Fourth Grade students did not meet the projected growth

72% of Fifth Grade Students did not meet the projected growth

47% of Sixth Grade Students did not meet the projected growth

There is a goal for Mathematics in the School Improvement Plan. The objectives, strategies, and activities will remain the same for next year. Once data becomes available, changes will be made to reflect this data. Students will also be given assistance through Success Maker.

According to the NWEA Fall to Spring score results in Science:

23% of Third Grade students met the projected growth

48% of Fourth Grade students met the projected growth

68% of Fifth Grade Students met the projected growth

51% of Sixth Grade Students met the projected growth

According to the NWEA Fall to Spring score results in Science:

77% of Third Grade students did not meet the projected growth

52% of Fourth Grade students did not meet the projected growth

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32% of Fifth Grade Students did not meet the projected growth

49% of Sixth Grade Students did not meet the projected growth

There is a goal for Science in the School Improvement Plan. The objectives, strategies, and activities will remain the same for next year. Once data becomes available, changes will be made to reflect this data.

The M-STEP(state assessment scores) were not available at the time this report was written. NWEA (local assessment) was not available for Social Studies. There is a goal for Social Studies in the School Improvement Plan. The objectives, strategies, and activities will remain the same for next year. Once data becomes available, changes will be made to reflect this data.

PERCEPTIONS:

According to the Student Spring 2015 Survey (Likert Scale 5 Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, 1 Strongly Disagree.), the three highest areas that indicate the overall highest level of satisfaction among students were:

In my school, teachers work together to improve student learning (3.66)

In my school, the principal and teachers have high expectations of me. (3.69)

My school offers opportunities for my family to become involved in school activities and my learning. (3.76)

According to the Student Spring 2015 Survey (Likert Scale 5 Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, 1 Strongly Disagree.), the three lowest areas that indicate the overall lowest level of satisfaction among students were:

In my school, students respect the properties of others. (2.53)

In my school, students treat adults with respect. (2.47)

In my school, the building and ground are safe, clean, and provide a healthy place for learning. (2.64)

The Restorative Practices coordinator will continue to work with staff and students on promoting a positive culture in where all members of the school are treated with respect. At the beginning of the next school year, all Dickinson West Elementary School students will participate in a building-wide behavior tour that includes specific instructions on how to respect the building by keeping it clean to provide for a healthy and safe environment. Also, teachers will review the code of conduct at the beginning of the year making sure to stress the importance of respecting others and their property. Finally, teachers will have a specific method (by either e-mailing the administrator or posting in a work journal) about any cleanliness issues within the building and grounds.

According to the Parent Spring 2015 Survey (Likert Scale 5 Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, 1 Strongly Disagree.), the three highest areas that indicate the overall highest level of satisfaction among parents were:

Our school communicates effectively about the school's goals and activities. (4.4)

Our school's governing body operates responsibly and functions effectively. (4.3)

All of my child's teachers provide an equitable curriculum that meets his/her learning needs. (4.3)

According to the Parent Spring 2015 Survey (Likert Scale 5 Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, 1 Strongly Disagree.), the three highest areas that indicate the overall highest level of satisfaction among parents were:

All of my child's teachers meet his/her learning needs by individualizing instruction. (3.7) My child is prepared for success in the next school year. (3.6)

My child has at least one adult advocate in the school. (3.8)

Dickinson West Elementary School teachers will continue to keep contact with parents with student progress, both increase and decrease in

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academic achievement. During the beginning of the year Curriculum night, teachers will show parents how to access the school website, which contains important information for stakeholders, and inform them of our strategies to keep them updated. Staff will also incorporate additional lesson differentiation to reach all student needs across the content areas using information obtained during district provided professional development and individual resources.

According to the Staff Spring 2015 Survey (Likert Scale 5 Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, 1 Strongly Disagree.), the three highest areas that indicate the overall highest level of satisfaction among staff were:

Our school's purpose statement is clearly focused on student success. (4.17)

Our school provides qualified staff members to support student learning. (4.09)

Our school uses multiple assessment measures to determine student learning and school performance. (4.01)

According to the Staff Spring 2015 Survey (Likert Scale 5 Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, 1 Strongly Disagree.), the three lowest areas that indicate the overall lowest level of satisfaction among staff were:

In our school, a formal process is in place to support new staff members in their professional practice. (3.05)

In our school, staff members provide peer coaching to teachers. (3.03)

Our school provides high-quality student support services (counseling, referrals, educational, and career planning). (2.97)

The staff will continue to do the best they can to assist new teachers in their profession without a formal program in place. Many conversations and coaching will occur on an informal basis and on the teacher's own time. Staff will continue to collaborate as a form of peer coaching within their content area meetings. Our one social worker will continue to service our students in weekly schedules.

PROGRAM/PROCESS DATA:

Dickinson West Elementary scored an average of 2.54 in all the categories. The strengths and areas of improvement are as follows:

Strengths:

Curriculum-Alignment and Coherence

Instruction-Instructional Design and Learning Environment

Assessment-Assessment System, Shared Understanding, Data Analysis and Decision-Making and Student Involvement in the Assessment Process

Instructional Leadership-A Vision for Learning and Results-Focused

A Culture for Learning-Safe and Supportive Environment

Organizational Management-Communication Systems and Resource Allocation

Professional Learning System-Impact of Professional Learning

Communication-Approaches and Tools and Cultural Responsiveness

Areas of Improvement:

Instruction-Effective Instructional Practices and Reflection

Instructional Leadership-Guidance and Support for Teaching and Learning

A Culture for Learning-Shared Leadership for Learning

Organizational Management-Intentional Practices

Professional Learning Culture-Collaborative Teams and Collective Responsibility

Professional Learning System-Purposeful Planning

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Engagement-Learning Opportunities and Partnerships

CONCLUSION:

We believe that the following are the causes for student academic achievement gaps: poverty, limited resources at home, transient populations, low reading abilities, inappropriate behaviors in the classroom and inadequate teachings strategies.

The following are our areas of priority:

1. Content Areas: Reading, Mathematics, Writing, Science and Social Studies.
2. Perception Issues: Teachers need more time to collaborate with each other and more opportunities in the decision making in the school to take ownership of issues or problems within the school.
3. Demographic Trends: Our enrollment decline because of transient population.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Alignment to Goals:

Reading and Writing: All students at Dickinson West Elementary School will increase their proficiency in Reading and Writing. Priority areas include increased vocabulary instruction, as well as increased focus on teaching elements of narrative text, informational text and providing students with strategies to analyze and comprehend informational text. Connecting learning to real life experiences will happen as much as possible in order to increase student comprehension. Regular connections will be made with prior knowledge and experiences to assist students in assimilating new knowledge they already possess. Higher order, critical thinking questions will be asked and answered daily across all levels. Achievement data shows that Dickinson West needs to focus on students in the bottom thirty percent, to ensure that these students are meeting the proficiency targets.

Mathematics: All students at Dickinson West Elementary School will increase their proficiency in Mathematics. Priority areas which have been established in achieving mathematics proficiency stem from areas of algebraic thinking, numbers operation, problem solving and applying real world concepts in mathematics, per the Common Core State Standards. By providing explicit systemic instruction, real world application, cooperative learning, academic vocabulary instruction, differentiated instruction, and technology integration, it can help to close the achievement gap amongst all students and students who are furthest from proficiency target. In addition, after school and summer programs will be offered to those students to continue to struggle.

Science: All students at Dickinson West Elementary School will increase their proficiency in Science. Priority areas which have been established in achieving science proficiency, by providing, hands on learning, cooperative learning and academic vocabulary instruction. It can help to close the achievement gap amongst all students. In addition, after school and summer school programs will be offered to those students who continue to struggle and are furthest from proficiency targets.

Social Studies: All students at Dickinson West Elementary School will increase their proficiency in Social Studies. Priority areas which have been established in achieving social studies proficiency, by providing guided reading instruction, cooperative

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learning, academic vocabulary instruction, concept maps, thematic planning, which can help close the achievement gap amongst all students. In addition, after school and summer school programs will be offered to those students who continue to struggle and are furthest from proficiency targets.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

At Dickinson West Elementary, English Language Learner program, Title I Student Services After school tutoring, Lexia and NWEA data is used as evidence of instructional at multiple levels within the classrooms, when appropriate.

Strategies and activities utilized by Dickinson West put an emphasis in individualized, targeted and differentiated instruction in the classroom that will provide special recognition to student considered at-risk and or disadvantaged.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

Dickinson West Elementary has initiated a Multi-Tiered model to provide high quality instruction and interventions that are matched to student needs and monitored on a frequent basis.

All students in all content areas will receive Tier I differentiated instruction through the Gradual Release of Responsibilities model. Targeted students in all content areas will receive additional small group instruction in areas of identified need in addition to Tier I. Students in need of Intensive Intervention will receive increased instructional time through extended learning opportunities. Students in need of Intensive Intervention will receive increased instructional time through extended learning opportunities. The Multi-Tiered model also includes a behavior tiered support structure that will be discussed under the Culture and Climate Goal.

Reading for Meaning - Reading for meaning will develop the skills that proficient readers use to make sense of rigorous texts by building Common Core skills such as; managing text complexity, evaluating text and using evidence, finding main ideas, making inferences, and analyzing characters and content.

Research cited: Pressley & Afflerbach, 1995, Wyatt et al., 1993 and Pressley (2006) focused their research on the behaviors of skilled readers and found that 1, Good reading is active reading, not only DURING reading, but also before reading a selection to call up background knowledge about the topic and establishing a purpose for reading and AFTER reading to reflect on and seek to depend their understanding. 2. Comprehension involves a repertoire of skills, or reading and thinking strategies such as the "seven keys to comprehension," a set of skills that includes making connections to background knowledge, drawing inferences, and determining importance, Zimmermann and Hutchins (2003). 3. Comprehension skills can be taught successfully to nearly all readers, including young and emerging readers, Mosaic of Thought (2007), Keene and Zimmermann. Teaching students comprehension skills has "a significant and lasting effect on students' understanding" (Keene, 2010, p. 70).

Write to Learn - Write to Learn helps teachers integrate writing into daily instruction and develop students' writing skills in the key text types associated with continuing education readiness. Also, students build Common Core skills such as developing higher-order thinking through writing, writing arguments, informative/explanatory texts, and narratives, as well as writing for a wide range of tasks, audiences, and purposes.

Researches Cited: Douglas Reeves (2002) found that writing is "the skill most directly related to improved scores in reading, social studies, science, and even mathematics" (p. 5). Reeve also states writing brings "engagement, interest, and fun," (p. 5) to the classroom. According to David Conley (2007), perhaps the foremost expert on college readiness, "If we could institute only one change to make students more college ready, it should be to increase the amount and quality of writing students are expected to produce." (pp. 27-28).

Real-World Connections - Teachers will assign activities that extend learning beyond the textbook and classroom by coordinating field trips according to grade level content, leading students in completing writing assignments that consider or solve problems, and guide students in participating in community projects to promote real world application; invite students to the discussion of matters of human social existence and lead students in examining both problematic and positive historical events by using learning logs, small group instruction and technology.

Research Cited: -Zemelman, S., Daniels, H., Hyde, A. (2005). Best Practice: Today's Standards for Teaching & Learning in America's Schools. Portsmouth, NH: Heinemann. Statement.: The authors share researched best practices in teaching to aid teachers in improving pedagogy in all subjects areas. "To make concepts real, social studies must involve active participation in the classroom and the wider community." -Zemelmann, S., Daniels, H., Hyde, A. (2005). Best Practice: Today's Standards for Teaching & Learning in America's Schools. SY 2015-2016

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Portsmouth, NH: Heinemann. Statement: The author's first wrote about the importance of extending social studies learning outside of the classroom before writing a book with a similar name in 2005 (see above title). The authors stated that "active involvement in social studies should include information gathering, representatives of many social and government organizations are happy to visit classrooms...Genuine responses from community leaders to students' letters, proposals on community projects, and real advocacy are usually long remembered by students as rich and exciting learning experiences.

STRATEGIES THAT FOCUS ON HELPING "ALL" STUDENTS (TIER I)

READING - IN CLASS INSTRUCTION -Strategies for ALL students (Tier I):

Dickinson West will use the Gradual Release of Responsible Model for Tier I. The following strategies will be focused on:

EXPLICIT SYSTEMIC INSTRUCTION: "I do, You Watch" (Dependency): Teachers will initiate, model, explain and use think aloud to "show how to do it." Teachers will read children's literature from Making Meaning to students, engaging them in understanding and comprehension of text, listening and speaking vocabulary, and knowledge of story structure. The use of non-linguistic representations, including graphic organizers, across all content areas, focusing on Comprehension of Narrative and Expository Text. The use of differentiated instruction to meet the needs of individual learners during workshop time.

GUIDED READING: "I do you help" (We do it together): Teachers will lead, suggest, explain, respond and acknowledge as student progress towards independence. Leveled literature is presented to students in small groups in a book tour fashion with key vocabulary used in the previewing of the text. Students will then read the leveled reader independently with the teacher coaching and providing assistance when the reader begins to struggle with the text.

COOPERATIVE LEARNING: "You do together" (Collaboratively): Teachers will structure small groups of 3-4 students and support the collaborative work of students. They will also observe and assist students. Teachers will use cooperative learning activities built around story structure, prediction, summarization, vocabulary building, and decoding practice. Students will engage in partner reading and structured discussion of stories or novels, and work in teams toward mastery of the vocabulary and content of the stories.

SUPERVISED INDEPENDENT PRACTICE: "You do alone" (Independence): Teachers will scaffold instruction, validate work, reteach as needed, evaluates/observe (progress monitoring), encourage, clarify, confirm, and coach students, (Different way to Differentiate) Teachers will provide a classroom library of books at students' reading levels, and students will read books of their choice.

TECHNOLOGY INTEGRATION: Teachers will support differentiation of reading instruction by integrating technology. The use of technology, specifically software programs for reading, selected to meet the needs of each student at their current level of performance.

PROGRESS MONITORING: At varying intervals, reading teachers will assess student progress.

INTERVENTION STRATEGIES:

Tier II - Differentiating through Small Group Instruction - Content area interventionists to provide individual and small group support across all content areas.

Tier III - Increased Instructional Time - Extended learning opportunities, both supplemental support and enrichment, to address the need of all students.

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Co-Teaching for Students with Disabilities. A Co-Teaching Team typically included a general and a special educator who teach the general education curriculum to all students as well as implement Individual Education Programs (IEPs) for students with disabilities. Both educators on the co-teaching team are responsible for differentiating the instructional planning and delivery, assessment of student achievement, and classroom management.

A wide variety of resources is used within the classroom to improve and enrich classroom instruction. These include highly-engaging, hands-on projects, technology-based instruction targeting specifically identified reading skills, phonetic intervention, regular oral reading fluency practice, in-class interventions and assessments (Ex. Lexia) utilizing progress monitoring, workshop, learning centers (technology based and other), reading and listening center, RAZ Kids suite, Sustained Silent Reading using D.E.A.R and Success Maker, independent work, peer tutoring, small group instruction, and cooperative learning. Instruction is differentiated based upon student ability.

WRITING

IN CLASS INSTRUCTION Strategies for ALL students (Tier I):

Writing Across the Curriculum using the Gradual Release Model for Tier I Instruction, focusing on the Writing Process and Grammar Usage.

EXPLICIT SYSTEMIC INSTRUCTION: "I do, You Watch" (Dependency): Teachers will initiate, model, explain and use think aloud to "show how to do it". Teachers will model the prewriting process - This step involves brainstorming, considering, purpose and goals for writing, using graphic organizers to connect ideas, and designing a coherent structure for writing.

GUIDED INSTRUCTION: "I do you help" (We do it together): Teachers will lead, suggest, explain, respond, and acknowledge as students progress towards independence. Teacher will guide students through the drafting process - Students will work independently and discuss with other students individuality as they write. Teachers will then guide students through revising and editing. Teacher will show students how to revise specific aspects of their writing to make it more coherent and clear.

COOPERATIVE LEARNING: "You do together" (Collaboratively): Teachers will structure small groups of 3-4 students and support the collaborative work of students. They will also observe and assist students. Teachers will support students in cooperative groups through the rewriting process where students will incorporate changes as they carefully write or type their final drafts. Teachers will then support the publishing process by encouraging students to publish their works in a variety of ways.

SUPERVISED INDEPENDENT PRACTICE: "You do alone" (Independence): Teachers will scaffold instruction, validate work, reteach, as needed, evaluates/observe (progress monitoring), encourage, clarify, confirm, and coach students (Different way to Differentiate). Teachers will use small-group lessons, or individual conferencing to support individual practice of the writing process.

TECHNOLOGY INTEGRATION: Teachers will support differentiation of writing instruction by integrating technology. The use of technology, specifically software programs in writing, selected to meet the needs of each student at their current level of performance.

PROGRESS MONITORING: At varying intervals, teachers will assess student progress.

INTERVENTION STRATEGIES:

Tier II - Differentiating through Small Group Instruction - A content area interventionist will provide individual and small group support in writing.

Tier III - Increased Instructional Time - Extended learning opportunities, both supplemental support and enrichment, to address the need of all

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students.

Co-Teaching - Co-Teaching for students with Disabilities. A co-teaching team typically includes a general and a special educator who teach the general education curriculum to all students as well as implement Individual Education Programs (IEPs) for students with disabilities. Both educators on the co-teaching team are responsible for differentiating the instructional planning and delivery, assessment of student achievement, and classroom management.

A wide variety of resources is used within the classroom to improve and enrich classroom writing instruction. These include technology-based instruction targeting specifically identified writing skills, daily journal and cross-curricular writing tasks, emphasis on expressing reasoning through writing, writing workshop, independent writing choices, writing portfolios, weekly writing participation implementing the writing process complete with peer editing, utilizing a variety of publishing methods. Instruction is differentiated based upon student ability.

MATHEMATICS - IN CLASS INSTRUCTION - Strategies for ALL students (Tier I):

Dickinson West Elementary will use the Gradual Release Model for Tier I Instruction, focusing on mathematics priority areas of Numbers and Operation, Measurement and Data, Geometry, Algebraic Thinking, and Statistics and Probability.

EXPLICIT SYSTEMIC INSTRUCTION: "I do, You Watch" (Dependency): Teachers will initiate, model, explain, and use think aloud to "show how to do it." The teacher will model and record the appropriate mathematical representation using manipulative, diagrams or technology. In addition, the use of differentiated instruction will be provided to meet the needs of individual learners.

GUIDED INSTRUCTION: "I do, you help" (We do it together): Teachers will lead, suggest, explain, respond, and acknowledge as students progress towards independence. Teachers will model and elicit responses from the students again using manipulative, diagrams or technology.

COOPERATIVE LEARNING: "You do together" (Collaboratively): Teachers will structure small groups of 3-4 students and support the collaborative work of students. They will also observe and assist students. Teachers will group students allowing them to voice their mathematical ideas and explain them to others, this will extend and deepen their understanding.

SUPERVISED INDEPENDENT PRACTICE: "You do alone" (Independent): Teachers will scaffold instruction, validate work, reteach as needed, evaluate/observe (progress monitoring), encourage, clarify, confirm, and coach students (Different way to Differentiate). Teachers will use small groups to provide practice that is based on conceptual understanding, number sense, and connections to previously learned concepts and skills.

TECHNOLOGY INTEGRATION: Teachers will support differentiation of mathematics instruction by integrating technology. Specifically software programs, in mathematics, selected to meet the needs of each student at their current level of performance.

PROGRESS MONITORING: At varying intervals, teachers will assess student progress.

INTERVENTION STRATEGIES:

Tier II - Differentiating through Small Group Instruction - Content area interventionists to provide individual and small group support across all content areas.

Tier III - Increased Instructional Time - Extended learning opportunities, both supplemental support and enrichment, to address the need of

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all students. A wide variety of resources is used within the classroom to improve and enrich math instruction. The Everyday Math Online suite is utilized to integrated technology-based instruction that targets specifically identified math skills and it allows for differentiation. Other resources include small group instruction, math skill games (technology based and other), peer tutoring and cooperative learning, circular practice and review, manipulatives, and make and take projects.

SCIENCE - IN CLASS INSTRUCTION - Strategies for ALL students (Tier I):

Dickinson West Elementary will use the Gradual Release Model for Tier I Instruction to focus on our science priorities of: The inquiry process, forces and motion, properties of matter, heredity, physical science, earth systems and living things.

EXPLICIT SYSTEMIC INSTRUCTION: "I do, you watch" (Dependency): Teachers will initiate, model, explain and use think aloud to "show how to do it." Teachers will use graphic organizers to record key ideas to help students obtain meaning from what they read. Graphic organizers will help students to see the underlying logic and interconnections among concepts by improving their comprehension and retention of scientific knowledge. Differentiated instruction across all content areas to meet the needs of individual learners, will include a wide variety of resources is used within the classroom to improve Science instruction. These include highly-engaging, hands-on exploration and experimentation utilizing the scientific method, technology based and data-driven instruction (virtual field trips, online resources, and Discovery Education), hands on field trips, school green garden, scientific tools and manipulatives.

GUIDED INSTRUCTION: "I do, you help" (We do it together): Teachers will lead, suggest, explain, respond and acknowledge as students progress towards independence. Teachers will use hands-on experiments and graphic organizers to model scientific content.

COOPERATIVE LEARNING: "You do together" (Collaboratively): Teachers will structure small groups of 3-4 students and support the collaborative work of students. They will also observe and assist students. Teacher will use inquiry based instruction through hands-on experiments.

SUPERVISED INDEPENDENT PRACTICE: "You do alone" (Independence): Teachers will scaffold instruction, validate work, reteach as needed, evaluates/observe (progress monitoring), encourage, clarify, confirm, and coach students (Different way to Differentiate). This will be accomplished through hands-on inquiry based instruction.

INQUIRY BASED INSTRUCTION: Inquiry-based instruction is a student-centered and teacher-guided instructional approach that engages students in investigating real world questions that they choose within a broad thematic framework. Inquiry-based instruction: teaches problem-solving, critical thinking skills, and disciplinary content; promotes the transfer of concepts to new problem questions; teaches students how to learn and builds self-directed learning skills; develops student ownership their inquiry and enhances student interest in the subject matter.

TECHNOLOGY INTEGRATION: Teachers will support differentiation of inquiry based instruction by integrating technology.

PROGRESS MONITORING: At varying intervals, teachers will assess student progress.

INTERVENTION STRATEGIES:

Tier II - Differentiating through Small Group Instruction - Content are interventionists to provide individual and small group support across all content areas. In addition, technology, specifically software programs for science will be selected to meet the needs of each student at their current level of performance.

Tier III - Increase Instruction Time - Extended learning opportunities, both supplemental support and enrichment, to address the need of all

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students.

SOCIAL STUDIES - IN CLASS INSTRUCTION - Strategies for ALL students (Tier I):

Dickinson West Elementary will use the Gradual Release Model for Tier I Instruction. The following priority areas will be focused on: History, Places and Regions, and Civics.

EXPLICIT SYSTEMIC INSTRUCTION: "I do, you watch" (Dependency): Teachers will initiate, model, explain, and use think aloud to "show how to do it." Teachers will use graphic organizers to record key ideas help students obtain meaning from what they read. Graphic Organizers will help students to see the underlying logic and interconnections among concepts by improving their comprehension and retention in social studies. The use of differentiated instruction in social studies to meet the needs of individual learners, a wide variety of resources is used within the classroom to improve and enrich Social Studies classroom instruction. These include highly-engaging, hands-on projects, technology-based instruction, manipulatives (maps, globes, charts, etc.); learning centers (technology based and other), reading and listening centers, Cross-Curricular learning activities.

EXPLICIT SYSTEMIC INSTRUCTION: "I do, you watch" (Dependency): Teachers will initiate, model, explain, and use think aloud to "show how to do it." Teachers will use graphic organizers to record key ideas to help students obtain meaning from what they read. Graphic organizers will help students to see the underlying logic and interconnections among concepts by improving their comprehension and retention in social studies. The use of differentiated instruction in social studies to meet the needs of individual learners, a wide variety of resources is used within the classroom to improve and enrich Social Studies classroom instruction. These include highly-engaging, hands-on projects, technology-based instruction, manipulatives (maps, globes, charts, etc.); learning centers (technology based and other), reading and listening centers, Cross-Curricular learning activities.

GUIDED INSTRUCTION: "I do you help" (We do it together): Teachers will lead, suggest, explain, respond and acknowledge as students progress towards independence. Teachers will continue to support the use of graphic organizers for comprehension of social studies concepts.

COOPERATIVE LEARNING: "You do together" (Collaboratively): Teachers will structure small groups of 3-4 students and support the collaborative work of students. They will also observe and assist students. Teachers will support student in groups as they work on projects and use graphic organizers. Creating Personal Time Lines, MAPs, Illustrations, graphic organizers, and field trips.

SUPERVISED INDEPENDENT PRACTICE: "You do alone" (Independence): Teachers will scaffold instruction, validate work, reteach as needed, evaluate/observe (progress monitoring), encourage, clarify, confirm, and coach students (Different way to Differentiate). Teachers will provide independent practice reading social studies content with the support of graphic organizers.

PROJECT BASED LEARNING (PBL):

PBL projects are focused on questions or problems that "drive" students to encounter (and struggle with) the central concepts and principles of a discipline. These projects involve students in a constructive investigation. They also involve a question and activities. Both can be student created, as it increases student motivation. PBL projects will be built around thematic units or the intersection of topics from two or more disciplines.

TECHNOLOGY INTEGRATION: Teachers will support differentiation of informational reading of social studies content by integrating technology. The use of technology, specifically software programs, for social studies, selected to meet the needs of each student at their current level of performance.

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PROGRESS MONITORING: At varying intervals, teachers assess student progress.

INTERVENTION STRATEGIES:

Tier II - Differentiating through Small Group Instruction - An interventionist will provide individual and small group support across all content areas.

Tier III - Increase Instructional Time - Extended learning opportunities, both supplemental and enrichment, to address the need of all students.

CULTURE AND CLIMATE

The culture and the climate of the building will be improved utilizing the strategies of Restorative Practices. The program encourages positive behavior and peaceful conflict resolution.

Behavior:

Dickinson West will use the principles of Restorative Practice to provide a multi-tiered, school wide behavioral support system for all students.

Strategies for ALL students:

Dickinson West staff will identify behavior expectations, teach behavior expectations, monitor behavior, provide positive acknowledgements of good behavior, correct misbehavior and provide support for effective classroom management. Tier I additional behavior supports will include:

Classroom Restorative Circles

Anti-Bullying, Anti-Violence Programs

Intervention Strategies Tier II:

Restorative Practices coach will provide the following behavioral interventions for targeted students:

Check-In/Check-Out

Self Monitoring

Peer Reporting

Social Skill Training

Mentoring

Peer Mediation/Conflict Resolution

Bully Prevention

Counseling (in school social worker)

Intervention Strategies Tier III:

Dickinson West staff will provide the following behavioral interventions for intensive need students:

Individualized, functional, assessment-based behavior support plan

TEACHING AND LEARNING

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Professional Development occurs on a regular basis and is evaluated for effectiveness. Teachers also participate in independent professional development, district provided workshops and independent professional development. Data is analyzed on a regular basis at staff meetings and grade level meetings to identify targets of instruction.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

The staff at Dickinson West Elementary utilize a variety of research-based methods and strategies to meet the needs of all students. Below please find the research-based methods and strategies that increase quality and quantity of instruction.

STRATEGIES THAT INCREASE THE QUALITY OF INSTRUCTION:

READING FOR MEANING - Reading for meaning will develop the skills that proficient readers use to make sense of rigorous texts by building Common Core skills such as; managing text complexity, evaluating text and using evidence, finding main ideas, making inferences and analyzing characters and content.

Research cited: Pressley & Afflerbach, 1995, Wyatt et al., 1993 and Pressley (2006) focused their research on the behaviors of skilled readers and found that 1, Good reading is active reading, not only DURING reading, but also before reading a selection to call up background knowledge about the topic and establishing a purpose for reading and AFTER reading to reflect on and seek to depend their understanding. 2. Comprehension involves a repertoire of skills, or reading and thinking strategies such as the "seven keys to comprehension," a set of skills that includes making connections to background knowledge, drawing inferences, and determining importance, Zimmermann and Hutchins (2003). 3. Comprehension skills can be taught successfully to nearly all readers, including young and emerging readers, Mosaic of Thought (2007), Keene and Zimmermann. Teaching students comprehension skills has "a significant and lasting effect on students' understanding" (Keene, 2010, p. 70).

WRITE TO LEARN - Write to Learn helps teachers integrate writing into daily instruction and develop students' writing skills in the key text types associated with continuing education readiness. Also, students build Common Core skills such as developing higher-order thinking through writing, writing arguments, informative/explanatory texts, and narratives, as well as writing for a wide range of task, audiences, and purposes.

Researches Cited: Douglas Reeves (2002) found that writing is "the skill most directly related to improved scores in reading, social studies, science, and even mathematics" (p. 5). Reeve also states writing brings "engagement, interest, and fun," (p. 5) to the classroom. According to David Conley (2007), perhaps the foremost expert on college readiness, "If we could institute only one change to make students more college ready, it should be to increase the amount and quality of writing students are expected to produce." (pp. 27-28).

REAL WORLD CONNECTIONS - Teachers will assign activities that extend learning beyond the textbook and classroom by coordinating field trips according to grade level content, leading students in completing writing assignments that consider or solve problems, and guide students in participating in community projects to promote real world application; invite students to the discussion of matters of human social existence and lead students in examining both problematic and positive historical events by using learning logs, small group instruction and technology.

Research Cited: -Zemelman, S., Daniels, H., Hyde, A. (2005). Best Practice: Today's Standards for Teaching & Learning in America's Schools. Portsmouth, NH: Heinemann. Statement.: The authors share researched best practices in teaching to aid teachers in improving pedagogy in all subjects areas. "To make concepts real, social studies must involve active participation in the classroom and the wider

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community." -Zemelman, S., Daniels, H., Hyde, A. (2005). *Best Practice: Today's Standards for Teaching & Learning in America's Schools*. Portsmouth, NH: Heinemann. Statement: The author's first wrote about the importance of extending social studies learning outside of the classroom before writing a book with a similar name in 2005 (see above title). The authors stated that "active involvement in social studies should include information gathering, representatives of many social and government organizations are happy to visit classrooms...Genuine responses from community leaders to students' letters, proposals on community projects, and real advocacy are usually long remembered by students as rich and exciting learning experiences.

GRADUAL RELEASE OF RESPONSIBILITY MODEL: "The gradual release of responsibility model provides teachers with an instructional framework for moving from teacher knowledge to student understanding and application. The Gradual Release of Responsibility Model ensures that students are supported in their acquisition of the skills and strategies necessary for success";

Fisher, D. (2008). *Effective Use of the Gradual Release of Responsibility Model*. Retrieved from:

https://www.mheonline.com/_treasures/pdf/douglas_fisher.pdf.

The following strategies are part of the Gradual Release of Responsibility Model and will be used to increase the quality of instruction across all content areas.

- Explicit Systemic Instruction (Tier I): "I do, You watch" (Dependency): Teachers will initiate, model, explain, and use think aloud to "show how to do it.": This strategy will provide all students with a model for learning in all content areas. Identifying and communication with students a clear learning goal/skill and strategy- In every lesson and all work with students, teachers will determine a clear, focused learning objective, purpose, or skill to be taught in that lesson. This objective or purpose will be communicated and made clear to students in a variety of ways. Having students understand a clear learning objective improves learning and retention of new knowledge and skills.

Carnine, D.W., Silbert, J., Kame'enui, E.J., Tarver, S.G., & Jungjohann, K. (2006). *Teaching struggling and at-risk readers: A Direct Instruction Approach*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

-Guided Instruction (Tier I): "I do you help" (We do it together): Teachers will lead, suggest, explain, respond and acknowledge as students progress towards Independence. Teachers will gradually release the responsibility for learning to the students. This strategy will provide structured guidance in all content areas.

Fisher, D. & Frey, N. (2010). *Guided Instruction: How to Develop Confident and Successful Learners*.

-Cooperative Learning (Tier I): "You do together" (Collaboratively): Teachers will structure small groups of 3-4 students and support the collaborative work of students. They will also observe and assist students. This strategy will provide for differentiated support of the intended content across the curriculum.

Johnson, D.W. & Johnson, R.T. (2009) *An Educational Psychology Success Story: Social Interdependence Theory and Cooperative Learning*. Educational Researcher.

-Supervised Independent Practice (Tier I): "You do alone" (Independently): Teachers will scaffold instruction, validate work, reteach as needed, evaluate/observe (progress monitoring), encourage, clarify, confirm, and coach students (Different Ways to Differentiate). Teachers will provide structured time and opportunities for students to independently apply and practice skills and knowledge attained during instruction. Teachers will insure that students have the materials and support to practice independently at their level.

As part of the supervised independent practice strategy, independent reading practice will be provided. Teachers will provide students with opportunities for independent reading practice to apply concepts taught through mini-lessons.

Rosenshine, B. (2012). *Principles of Instruction: Research-based strategies that all teachers should know*.

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-Differentiating Instruction through small groups (Tier II)- Teachers will differentiate instruction to provide an individualized instructional level, scaffold, challenge and support for each student. This includes teachers using knowledge of their students and student data to plan lessons ahead of time that meet the changing needs of students. Differentiation also will include specific programs and activities that target particular groups for support.

Tomlinson, C.A. (200) - Differentiation of instruction in the elementary grades. ERIC Digest.

-Progress Monitoring - Student Self-Monitoring/Teacher Monitoring of Student Progress- Data will provide necessary information for student self-monitoring of student progress across the content areas. This will increase the quality of instruction by focusing students on their individual needs.

Dexter, D.D., & Hughes, C. Progress Monitoring Within a Response-to-Intervention Model.

Technology Integration - Teachers will support differentiation of instruction by integrating technology across the curriculum. The use of technology, specifically software programs, selected to meet the needs of each student at their current level of performance will increase the quality of instruction by providing targeted support to meet the individual needs of students.

Levin, B.B., & Schrum, L. (2013). Technology-Rich Schools Up Close. Educational Leadership, 70(6), 51-55.

Co-Teaching - Intervention support for Students with Disabilities. Co-Teaching is two or more people sharing responsibility for teaching some or all of the students assigned to a classroom. It involves the distribution of responsibility among people for planning, instruction, an evaluation for a classroom of students. Another way of saying this is that co-teaching is a fun way for students to learn from two or more people who may have different ways of thinking and teaching. Some people say that co-teaching is a creative way to connect with and support others to help all children learn. Others say that co-teaching is a way to make schools more effective. A co-teaching team typically includes a general and a special educator who teach the general education curriculum to all students as well as implement individual Education Programs (IEPs) for students with disabilities. Both educators on the co-teaching team are responsible for differentiating the instructional planning and delivery, assessment of student achievement, and classroom management.

Villa, R. Thousand, J.S., Nien, A.I. (2013). A guide to co-teaching: New Lessons and strategies to facilitate student learning. Thousand Oaks: CA. Corwin: Sage Publications.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

The following strategies in the school wide plan align with the findings of the comprehensive needs assessment as follows:

READING ELA: Tier I

The implementation of I/We/You techniques allows teachers to focus on non proficient students in the classroom. The I/We/You technique uses different techniques such as direct instruction, guided practice and independent practice. Small groups can also be provided as well as one-on-one direct instruction in which teachers model and differentiate on different levels in order for students to increase their learning. This will also help the lower level students to have more guided practice and direct instruction time.

Differentiating through small group instruction: Tier II

Small groups can also provide one-on-one direct instruction in which teachers model and differentiate on different levels in order for students to work to better learn. Students who are not proficient will receive targeted instruction during small group instruction.

Increased Instructional Time: Tier III

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Students who are below proficiency will receive Response to Intervention (RTI). Small groups and one-on-one instruction will be used.

WRITING: Tier I

The implementation of the I/We/You technique allows teachers to focus on the students who represent the non-proficient students in the classroom. This strategy allows teachers to work in small groups and one-on-one to increase instruction so that the non proficient students have an opportunity to gain success, by having a teacher available to guide and direct them more closely.

Writing Across the Curriculum values writing as a method of learning. It also acknowledges the differences in writing conventions across the disciplines and believes that students can best learn to write in their areas by practicing those discipline-specific writing conventions. As indicated by the data, Dickinson West Elementary is very low in achievement, therefore, this strategy will support all students' growth in the writing process and grammar.

Differentiating through Small Groups: Tier II

Staff will offer inside and outside of the classroom small group instruction for the remaining students who are struggling in the classroom.

Increased Instruction Time: Tier III

RTI and after school programs will be offered to the student whole, especially those who are below proficiency. Monitoring of the learning will take place for those who are furthest away from the proficiency targets.

MATH: Tier I

The I/We/You technique helps to provide direct instruction, guided instruction and independent instruction. These strategies will be used to accommodate all different learning styles of students in the classrooms.

Differentiating through Small Group Instruction: Tier II

Staff will offer help inside and outside of the classroom small group instruction for the remaining students whoa re struggling in the classroom.

Increased Instructional Time: Tier III

RTI and after school programs will be offered to the student whole. Monitoring of the learning will take place for those whoa re furthest away from the proficiency targets.

SOCIAL STUDIES: Tier I

The I/We/You technique helps to provide direct instruction, guided instruction and independent instruction. These strategies will be used to accommodate all different learning styles of students in the classrooms.

Differentiating through Small Group Instruction: Tier II

Staff will offer inside and outside instruction in the classroom by small group instruction for the students who are struggling in the classroom.

Increased Instructional Time: Tier III

RTI and after school programs will be offered to the student whole, especially those who are below proficiency. Monitoring of the learning will take place for those who are furthest away from the proficiency targets.

SCIENCE: Tier I

FOSS (Full Option Science System) is being used to provide independent, guided and direct instruction to help close the achievement gaps

among all students furthest from proficiency targets.

Differentiating through Small Group Instruction: Tier II

Staff will offer inside and outside instruction in the classroom by small group instruction for the students who are struggling in the classroom.

Increased Instructional Time: Tier III

RTI and after school programs will be offered to the students who are below proficiency. Monitoring of the learning will take place for those who are furthest away from the proficiency targets.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

READING

Tier II and Tier III students who are not meeting standards in the core content standards will receive timely and additional assistance through a variety of educational interventions. These include phonetic based instruction utilizing the teacher/in-class assessments, interventions, and resources (ex. Lexia, Project Read, and Success Maker). They will receive one on one instruction from their classroom teacher, resource team member or Title I Specialists as needs identify, along with peer tutoring and small group instruction. Assignments will be differentiated based upon individual student need. Paraprofessionals will provide supplemental services to identified students in the classroom. In addition, assistive technology and the use of technology tools to access online-intervention and educational resources. These students will also make use of learning centers (technology based and other), and listening centers. Students in need of additional support will be provided opportunities for support and intervention to accommodate their needs during after school and summer school.

WRITING

Tier II and Tier III students who are not meeting standards in the core content standards will receive timely additional assistance through a variety of educational interventions. They will receive one on one instruction from their classroom teacher, resource team member or Title I Specialists as needs identify, along with peer tutoring and small group instruction. Assignments will be differentiated based upon individual student need. Tier II and Tier III students will also receive assistance from differentiation made available through the use of technology tools to access online intervention and educational resources. These students will also make use of writing learning centers (technology based and other). Students in need of additional support will be provided opportunities for support and intervention to accommodate their needs during after school and summer school.

MATH

Tier II and Tier III students who are not meeting math standards will receive timely additional assistance through a variety of educational interventions. They will receive one on one instruction from their classroom teacher and resource team members as needs identify, along with peer tutoring and small group instruction. Assignments will be differentiated based upon individual student need. Tier II and Tier III students will also receive assistance from differentiation made available through Everyday Math eSuite online program. In addition, students will have assistive technology and the use of technology tools to access online intervention and educational resources. These students will also make up of mathematics learning centers (technology based and other). Students in need of additional support will be provided opportunities for support and intervention to accommodate their needs during after school and summer school.

SCIENCE

Tier II and Tier III students who are not meeting Social Studies standards will receive timely additional assistance through a variety of educational interventions. They will receive one on one instruction from their classroom teacher and resource team members as needs identify, along with peer tutoring and small group instruction. Assignments will be differentiated based upon individual student need. Tier II and Tier III students will also receive additional help through the use of assistive technology and the use of technology tools to access online intervention and educational resources. These students will also make use of inquiry based science learning centers (technology based and other). Students in need of additional support will be provided opportunities for support and intervention to accommodate their needs during after school and summer school.

SOCIAL STUDIES

Tier II and Tier III students who are not meeting Social Studies standards will receive timely additional assistance through a variety of educational interventions. These include phonetic based instruction utilizing the teacher/in class assessments and resources (ex. Lexia and Raz-Kids reading program). Being a functioning reader is imperative to students success in all other core subjects. They will also receive one on one instruction from their classroom teacher and resource team members as needs identify, peer tutoring and small group instruction. Assignments will be differentiated based upon individual student need. Tier II and Tier III students will also receive additional help through the use of assistive technology and the use of technology tools to access online intervention and educational resources. These students will also make use of social studies/expository reading learning centers (technology based and other). Students in need of additional support will be provided opportunities for support and intervention to accommodate their needs during after school and summer school.

5. Describe how the school determines if these needs of students are being met.

READING

The forms of assessment that will be used include both formal and informal. Formal assessment being utilized include M-Step scores analysis, NWEA (MAP), DRA-2 Assessments, and teacher assessments. Teacher observation is also used as an informal assessment method. NWEA (MAP) takes place three times a year. Progress monitoring for all reading students is completed with the DRA-2 assessment twice a year, beginning of the year and end of the year.

Student progress is reviewed on a regular basis. Once student data is acquired teachers review and divide students into three groups, this that have increased, remain the same, and struggling. Teachers will then meet in content/grade level meetings to discuss possible interventions to increase progress and to maintain the progress of advanced students.

WRITING

M-Step scores analysis, MAP assessments, teacher assessments (including timed writing) are used with all students to monitor progress in writing. A log is kept to show if improvement is being made by students. This writing takes place once to twice a month. Teachers will then meet in content/grade level meetings to discuss possible interventions to increase progress and to maintain the progress of advanced students.

MATH

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The forms of assessment that will be used included both formal and informal. Formal assessments being utilized include M-Step scores analysis, NWEA (MAP), Everyday Math Assessments, and other informal in-class assessments. Teacher observation is also used as an informal assessment method. NWEA (MAP) takes place three times a year. Everyday Math Assessments take place monthly. Student progress is reviewed on a regular basis. Review and analysis takes place during grade level/content meetings. In addition, teachers monitor and analyze student data on a daily basis by gather Ongoing Daily Assessments.

SCIENCE

The forms of assessment that will be used include both formal and informal. Formal assessments being utilized include M-Step scores analysis, District Benchmark Assessments, in addition to teacher created assessments. Students will use The Full Option Science System (FOSS) as well as end of unit assessments.

Student progress is reviewed on a regular basis. Review and analysis takes place during grade level/content meetings.

Component 3: Instruction by Highly Qualified Staff

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|------------|
| | <p>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p> | Yes | All paraprofessionals at Dickinson West Elementary School have completed the minimum number of credit hours required to qualify for the position of paraprofessional according to No Child Left Behind. They have adequate college credit hours (Associate Degree with a minimum of 60 credit hours), or have completed and passed the Work Key Test. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|--|------------|
| | <p>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p> | Yes | <p>All teaching staff are Highly Qualified in accordance with the requirements of No Child Left Behind.</p> <p>Teaching staff consists of: 8 out of 25 staff with Bachelor's Degrees (35%) 15 out of 25 staff with Master's Degrees (60%) 1 out of 25 staff with Doctorate Degree (4%) 1 out of 25 staff with Educational Specialist (4%).</p> | |

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

Teaching staff at Dickinson West Elementary School, during 2013-2014 school year consisted of 21 staff members.

The teacher turnover rate is zero. The teaching staff for the 2014-2015 school year, has increased by 4 (12%), to 25.

This increase is due to an increase in enrollment and a music position was filled by a highly qualified teacher.

2. What is the experience level of key teaching and learning personnel?

The staff of Dickinson West is a group of professionals with various degrees of experience. Currently the staff has:

4 teachers with 5 years or less teaching experience.

2 teachers with 6 - 10 years of teaching experience.

4 teachers with 11 - 15 years of teaching experience.

8 teachers with 16 - 20 years of teaching experience.

7 teachers with 21 years or more of teaching experience.

The teachers listed include homeroom, special education, social worker, psychologist and elective teachers.

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

Dickinson West Elementary School has been approved as a Michigan Green School, making our students, staff and school families more environmentally conscious about our waste and recycling. We have been able to collect enough plastics to have two benches made out of our recycled materials, and in the process of collecting more plastics for additional outdoor furniture for the school and community.

Longevity pay benefits are given after completing eleven, sixteen and twenty years with the district. These benefits continue until retirement. Retirement opportunities/investments are offered, along with health benefits (medical, dental and vision), life insurance benefits, and compensation for advanced degree, professional development opportunities and positive work environment.

Mentors are assigned to new staff to assist in all and any

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

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Longevity pay benefits are given after completing eleven, sixteen and twenty years with the district. These benefits continue until retirement. Retirement opportunities/investments are offered, along with health benefits (medical, dental and vision), life insurance benefits, and compensation for advanced degree, professional development opportunities and positive work environment.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

There was a zero turnover rate at Dickinson West Elementary School.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

The staff will continue to receive professional development on Thinking Maps. All content area teachers are expected to use Thinking Maps with their students, Elective teachers are also expected to use Thinking Maps when possible. The staff will receive on-going professional development aligned with the needs identified in the comprehensive needs assessment and the goals of the school improvement plan.

The professional development teachers receive, will be focused on the following topics: Thinking Maps, backwards design, common assessments (including item analysis of common assessments), developing and following a curriculum calendar, writing across the curriculum, development of cross-curricular activities, and sharing and reviewing of student work. Teachers will also continue to receive professional development on Restorative Practices.

English Language Arts:

Our students are still performing below the state averages for reading. In eighth grade our reading scores slightly increased, but still continue to be below the state average. All teachers will continue to use Thinking Maps. These teachers will also meet to review the curriculum and evaluate and analyze common assessment results. Teachers will also continue to work with other teachers to develop cross-curricular projects. ELL teachers will continue to receive training by attending workshops and conferences when available.

Math:

Our students are still performing below the state average for math. All teachers will continue to use Thinking Maps. Math teachers will meet to evaluate current common assessments as well as the curriculum, and continue to use Success Maker for students who are struggling. Teachers will work together to develop cross-curricular projects when appropriate.

Science:

Students continue to perform below the state average. All teachers will continue to use Thinking Maps. Teachers will meet to continue to work on curriculum, evaluate common assessments. Teachers will work together to develop cross-curricular projects when appropriate.

Social Studies:

Students continue to perform below the state averages. All teachers will continue to use Thinking Maps. Teachers will meet to discuss curriculum and evaluate common assessments and work together to develop cross-curricular projects when appropriate.

Some staff members will be sent outside the district to attend workshops, and then present information at a monthly staff meeting or a content-area meeting. The district will also provide professional development to the staff in order to educate the staff on district initiatives.

2. Describe how this professional learning is "sustained and ongoing."

The professional development will be sustained and ongoing throughout the year at monthly staff meetings, district professional days, and half days. Professional development will be facilitated by teacher leaders and administrators at the building level, coordinators and outside consultants provided by the district, as well as workshops teachers are sent to inside and outside of the district.

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Professional development to support our goals includes:

All teachers will continue to receive Thinking Maps training. This training will be provided by an outside consultant, as well as, teachers within the building.

ELL teachers will continue to receive training by attending workshops and conferences throughout the year.

Teachers will review curriculum, common assessments, and any available data that pertains to their grade level.

Curriculum consultants provided by the district will continue to assist teachers in Math.

| Label | Assurance | Response | Comment | Attachment |
|--------------|---|-----------------|----------------|--|
| | 3. The school's Professional Learning Plan is complete. | Yes | | DW PD calendar 2015-2016 DW 15-16 Professional Development Planning Sheet |

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Parents participate in the design of the Schoolwide Plan in the following ways:

Parents attend School Improvement Meetings to plan, review and evaluate improvement of programs. Parent members of School Improvement Team (SIT) directly participated in the process of analyzing and evaluation of achievement, perception, program/process and demographic data during SIT meetings. Staff was on hand to assist parents with questions. No translation was needed at the time of the meeting. All materials were parent friendly format, using charts and graphs as alternative ways of interpreting data.

Parents were asked to participate in a survey as part of our school needs assessment and the design of the program. Parents were given the opportunity to ask questions or address any concerns regarding their role in our Schoolwide Reform Model. Staff was available to assist parents and all materials were in parent friendly format.

Dickinson West Elementary School maintains a Parent Resource Binder which includes the Schoolwide Improvement Plan, the Parent Involvement Policy and the Parent/Teacher/Student Compact. This binder is maintained in the Main Office. Parents may request to review the documents at any time and provide comments/questions/concerns on the plan through meetings.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

COMPREHENSIVE NEEDS ASSESSMENTS:

Parents are invited to serve and attend School Improvement Team Meetings where the comprehensive needs assessment is developed, to plan, review and evaluate data to help make decisions on school programs. At which time, all achievement, demographics, perception, program/process, data is reviewed and evaluated in an effort to improve academic achievement. Parents are asked to be involved in the survey process for perception data as well. Secondly, parents are invited to review the annual education report, active in the revision of the the Parent Involvement Plan and Parent Teacher Student Compact, review of the Title I program and budget review during annual Title I meetings.

SCHOOLWIDE REFORM STRATEGIES:

Parents are invited to serve on the School Improvement Team where the Schoolwide Reform Strategies are reviewed, discussed and decided upon as to how to best meet the needs and close the gaps found during the Comprehensive Needs Assessment. The information discussed is then presented to parents during the parent/teacher meetings where discussion around the reform strategies takes place. Parents attend Parent/Teacher conferences as part of the Parent/Teacher/Student Compact where discussion and planning is around aligning the reform strategies to the student's academic achievement and performance. Parents participate in parent workshops and family night programs on the schoolwide reform strategies in order to better support the school wide goals for improving student achievement and their child's progress toward academic excellence.

HIGHLY QUALIFIED STAFF:

Parents are invited to be involved in the interviewing process of new staff as part of the interview committee.

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PROFESSIONAL DEVELOPMENT:

Parents are invited to participate in parent workshops and training provided by the district or school regarding curriculum, policies, etc. This information is provided to parents at the parent/teacher meetings, Title I parent meetings and through Title I parent workshops. In addition, as members of the School Improvement Team, parents are also asked to be involved with the selection of topics for training staff on effective parent engagement strategies.

STRATEGIES TO INCREASE PARENTAL INVOLVEMENT:

Parents who participate on the School Improvement Team articulate and explain the materials in the plan to other parents at the parent/teacher meetings and the first Title I parent meeting of the school year. Parents review, discuss and evaluate the school improvement plan which includes the Title I component; including the Title I laws, Title I programs and budget, use of the parental involvement budget, the Parent Involvement Policy and the Parent/Teacher/Student Compact, to determine if the needs of all stakeholders involved have been met. Parents are asked to give feedback on the said plan in the form of discussion or surveys. Parents are involved in the development and implementation of school wide activities and training to support parental and family involvement. Parents also provide feedback through surveys and evaluations to help continuously improve school wide programming and strengthen parental involvement and participation.

PRESCHOOL TRANSITION:

There is ongoing dialogue, information and home visits throughout the school year between teachers and preschool parents. Parents are invited to participate in a Needs Assessment Survey for Head Start students. Parent and teacher training is provided by the school and district throughout the school year as well.

ASSESSMENT DECISION:

Parents are invited to participate in parent teacher conferences, workshops, and training on curriculum and assessments with descriptions and explanations of the school curriculum, standards, and academic assessments used to measure student progress and expected proficiency levels of the students. Parents are able to review assessment data and reports with the support and assistance of teachers through parent teacher conferences and individual parent conferences. Parents are invited to take part in making decision about assessments during School Improvement meetings and parent/teacher meetings in regards to interventions and support for their children.

TIMELY AND ADDITIONAL ASSISTANCE:

Dickinson West Elementary School provides opportunities for parents to be involved in the classrooms through volunteering and monitoring students in the content areas. Parents are provided with conferences that explain the timely additional assistance that is provided for their child along with progress reports and selection criteria for the interventions provided. Parents support after school tutoring, summer school, and other extended day intervention programs by maintaining a supportive home-school collaborative relationship with teachers, support staff or paraprofessionals.

COORDINATION AND INTEGRATION OF FEDERAL, STATE AND LOCAL RESOURCES:

Parents are invited to be involved in the coordination and integration of school wide federal, state and local resources through the Title I meetings, School Improvement Team meetings and budgeting meetings to provide academic resources and programs.

EVALUATION:

Parents are invited to provide feedback and suggestions through surveys and evaluations to determine the overall progress of implementation of the school wide plan. Data and results from parental evaluations provide support for what strategies, programs, resources and activities have worked in the past and help to decide what will be kept and utilized in the upcoming school year.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Parents are invited to participate as members of the School Improvement Team (SIT), for evaluation of the school wide plan and in the decision making process, analyzing data, revising and editing of the school wide plan.

Parents are asked to indirectly participate in surveys for program evaluations. The results of the surveys is shared with all stakeholders at which time parents participate in discussions and Q&A sessions. Staff is available to answer questions and for interpretation. Materials are in a parent friendly format. Data findings are used to help plan instruction, raise student achievement, and providing the best research and practice strategies.

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|--|
| | 4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)? | Yes | | Dickinson West Elementary School Parent Involvement Plan 2015-2016 |

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

1118(e)(1): Dickinson West Elementary School shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the state's academic content standards and state student academic achievement standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children):

- Curriculum discussion of GLCEs and CCSSs during annual Title I meeting
- M-Step overview and discussion during annual Title I meeting
- Question and answer sessions during parent teacher group meetings
- Parent workshops
- Parent teacher conferences

1118(e)(2): Dickinson West Elementary School shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement:

- Parent workshops at the school

1118(e)(3): Dickinson West Elementary School shall, with the assistance of parents, educate teachers, pupil services personnel, principals, and other staff in the value and the utility of parents' contributions. Educators should also receive guidance in ways to reach out to parents; to communicate with them; to work with them as equal partners; to implement and coordinate parent programs; and to build ties between parents and the school through:

- Provide tools to teachers, principals, administrators and local school staff on how to effectively communicate with parents
- Staff professional development
- Staff meeting

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1118(e)(4): Dickinson West Elementary School shall to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities that encourage and support parents in more fully participating in the education of their children. Section through:

- Head Start
- National Breakfast Program
- Anti-Bullying Program

1118(e)(5): Dickinson West Elementary School shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, to the extent practical, in a language the parents can understand:

- Translated materials and information are based on needs of the community
- Make available translated materials and information
- Parent friendly communications including: flyers, charts, graphs, phone calls and e-mails

1118(e)(14): Dickinson West Elementary School shall provide such other reasonable support for parental involvement activities under this section as parent may request

- Academic programs and workshops for parents
- Technology support services offered by school and staff
- Volunteer services are offered to parents
- Additional reasonable support will be provided upon request

1118(f): Dickinson West Elementary School shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 in a format and, to the extent practicable, in a language such parents understand, in carrying out parental involvement policy

User Friendly:

- Materials/reports are in a parent friendly format
- Staff persons are available for Q&A and interpretation
- Individualized parent conferences are available upon request

Limited English:

- Reports are in a parent friendly format
- ELL parents can request an interpreter if needed during meetings or designated time
- Individualized parent conferences are available upon request
- Parents are invited to participate in workshops
- Dickinson West Elementary School provides assistance to ELL parents during parent conferences to interpret information
- Provide data, reports and information in multi-language forms
- Upon enrollment, Dickinson West Elementary School will inquire about parental needs and provide support as needed

Parents with Disabilities:

- Parents with disabilities will be provided with support offered by the school
- Staff persons are available for Q&A and interpretation

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- Individualized parent conferences are available upon request
- Upon enrollment, Dickinson West Elementary School will inquire about parental needs and provide support as needed

Migratory/Homeless Issues:

- Parents of migratory children are provided services from designated staff
- Parents are invited to participate in workshops
- Staff persons are available for Q&A and interpretation
- Individualized parent conferences are available upon request
- Upon enrollment, Dickinson West Elementary School will inquire about parental needs and provide support as needed

Literacy Issues:

- Parents with literacy issues are provided with services from designated staff personnel
- Parents are provided reports, data and information in multi-language forms
- Staff persons are available for Q&A and interpretation
- Individualized parent conferences are available upon request
- Upon enrollment, Dickinson West Elementary School will inquire about parental needs and provide support as needed

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

The Dickinson West Elementary School parent involvement component of the school wide plan will be evaluated in the following ways:

Dickinson West Elementary School parents are asked to participate in surveys or evaluations during a workshop, meeting or school event is planned. Parent perception data is collected and presented to our SIT for analysis and planning. The results are tabulated and presented at the parent teacher group meetings. Results and findings from parent perception data is used to help improve student achievement, customer service, instruction, fiscal allocations, and programs and services. Materials will be in a friendly parent format, graphs, charts and data tables will be used (if necessary as alternative ways to interpret data).

Revisions and updates will be handled by our SIT during evaluation meetings. In addition, parents are involved in the annual evaluation of the Parent Involvement Policy and Parent/Teacher/Student Compact during Title I and parent teacher group meetings.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

The results of the evaluation are used to improve the school wide program in the following ways:

Student Achievement: Provide parents with information to assist them in helping students with understanding Common Core State Standards, Grade Level Content Expectations, classroom projects and homework.

Customer Service: provide more efficient ways in which we connect with parents in school and out of school like newsletters, calendars, phone calls, emails, progress reports and report cards.

Program and Services: provide the best practices and training programs for parents to fit their needs.

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Provide additional service for parents with disabilities, migratory parents, homeless parents, parents with literacy issues and ELL parents as needed.

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

Dickinson West Elementary School K-6 uses the following ways to develop the School/Parent/Student Compact:

- The School/Parent/Student Compact is distributed during our annual Title I meeting and during parent/teacher meetings
- Administrators present the School/Parent/Student Compact to parents along with an explanation during the Title I meeting
- Parents are offered an invitation to sit on the development-revision of the School/Parent/Student Compact during these meetings
- Parents who wish to be involved meet later during teacher/parent meetings to devise, or revise, the School/Parent/Student Compact
- Parents will receive an explanation of how and when this agreement will be utilized in the classroom to help improve student achievement
- Feedback and revision will include the principal, parents and teachers
- The results of the final agreement are shared with all stakeholders by the way of the School Improvement Team (SIT), during teacher/parent meetings, Title I meetings and staff meetings

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

Dickinson West Elementary School uses its School/Parent/Student Compact in the following ways at the elementary level parent teacher conferences:

The School/Parent/Student Compact will be discussed and distributed during the first (fall) Parent-Teacher Conference of the school year in addition, the School/Parent/Student Compact will be re-discussed all remaining Parent-Teacher Conferences to ensure maximum understanding by all stakeholders.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

Dickinson West Elementary School School/Parent/Student Compact is shared with middle school parents in the following ways:

The School/Parent/Student Compact will be discussed during the first (fall) Parent-Teacher Conference of the school year. In addition, the Compact is shared among district school on the district database for all to view/use.

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|--|
| | The School's School-Parent Compact is attached. | Yes | | School/Parent/Student Compact DW School/Parent/Student Compact |

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Dickinson West Elementary School provides student academic assessment results in a language parents can understand in the following ways:

Results of State standardized tests, district pre/post curriculum data, NWEA assessments, Lexia data, and teacher assessments are shared with parents through parent reports provided by the State reports, NWEA reports, Lexia reports, progress reports and report cards. These reports are sent home to parents and discussed during Parent-Teacher Conferences (PTC). All materials are in parent friendly format. Staff persons are available for Q&A and interpretation.

Dickinson West Elementary School staff understands the ethnic diversity of our school community and upon enrollment will inquire about parental needs (i.e. parents with disabilities, homeless, ELL, migratory, etc.) and provide support as needed. Individual conferences are available for any additional support parent may need. The district will provide resources for parents with disabilities, parents with limited English proficiency (ELL) and parents of migratory children to the extent practicable.

Dickinson West Elementary School will address other needs as specified below:

USER FRIENDLY:

- Materials/Reports are in parent friendly format
- Overall student achievement data for standardized tests are available in form of graphs, charts and native languages.
- Staff persons are available for Q&A and interpretation
- Individualized parent conferences are available upon request
- Parent contact provides reports and data that is available in multi-language forms

LIMITED ENGLISH:

- Reports are in parent friendly format and in multi-languages
- ELL parents can request an interpreter if needed during meetings or designated time
- Staff persons are available for Q&A and interpretation
- Individualized parent conferences are available upon request
- Parents are invited to participate in workshops
- Translations of documents are available
- Assistance to ELL parents during PTC to interpret information
- Parent contact provides reports and data that is available in multi-language forms
- Provides assistance to parents and students with limited English proficiency that is offered by school counselor and bilingual staff
- Score reports for limited English proficiency parents are available in a second language
- Upon enrollment, Dickinson West Elementary School will inquire about parental needs (i.e. parents with disabilities, homeless, ELL, migratory, etc.) and provide support as needed

PARENTS WITH DISABILITIES:

- Parents with disabilities can gain easy access to some classrooms
- Parents with disabilities will be provided with support offered by the school counselor and office staff
- Staff persons are available for Q&A
- Individualized conferences are available upon request
- Upon enrollment, Dickinson West Elementary School will inquire about parental needs (i.e. parents with disabilities, homeless, ELL,

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migratory, etc.) and provide support as needed

MIGRATORY/HOMELESS ISSUES:

- Parents of migratory children are provided services from designated staff or through the Department of Human Services
- Parents are invited to participate in workshops
- Staff persons are available for Q&A
- Individualized conferences are available upon request
- Upon enrollment, Dickinson West Elementary School will inquire about parental needs (i.e. parents with disabilities, homeless, ELL, migratory, etc.) and provide support as needed

LITERACY ISSUES:

- Parents with literacy issues are provided services from designated staff or through the Department of Human Services
- Reports and data is available in multi-lingual forms
- Staff persons are available for Q&A
- Individualized conferences are available upon request
- Upon enrollment, Dickinson West Elementary School will inquire about parental needs (i.e. parents with disabilities, homeless, ELL, migratory, etc.) and provide support as needed

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

Dickinson West Elementary School houses a Preschool Program in one of the classrooms for the 2015/2016 school year. This group of preschool students and parents will be included in many of the school activities during the school year.

Dickinson West Elementary School understands that academic preparation and success begins before a child enters into a formal kindergarten program. In order to facilitate the transition from Preschool into Kindergarten, the following strategies will be implemented:

1. Kindergarten visits: The kindergarten and preschool teachers will schedule two days, one in the fall and one in the spring, for the Preschool students to visit the kindergarten classrooms and participate in various components of the kindergarten day.
2. Kindergarten Round-Up: In the spring, kindergarten teachers will host a kindergarten round-up for the parents of incoming kindergarten students. The teachers will present the kindergarten curriculum, samples of Common Core State Standards, and information regarding the school's policies and procedures.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

At the start of the school year, the preschool teacher in cooperation with the kindergarten teacher, will introduce parents to the standards and expectations of students when entering kindergarten the following year. They will be provided with training on information and strategies to assist their student in preparing for entrance to kindergarten. Kindergarten Round-Up, held in the spring, also revisits kindergarten readiness reviewing curriculum and policies and procedures.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Dickinson West Elementary provides an assurance that all the teachers have input into the decisions regarding the use of school leased academic assessments.

The teachers use the assessment results in order to adjust our school wide goals on a yearly basis. This keeps our focus clear in order to ensure that our students continue to progress. Our staff also uses this information to make adjustments to the curriculum.

Examples of analysis and decision making opportunities are as follows:

MLPP (Michigan Literacy Progress Profile) is a tool to measure individual student success in English Language Arts. This is aligned with the Michigan Curriculum Standards, Benchmarks and Grade Level Content Expectations.. The first grade students are given a pre-test and post-test.

M-STEP (Michigan Student Test of Educational Progress) is a criterion-based test that measures the student's abilities in comparison to the states' grade level expectations.

ELPA (English Language Proficiency Assessment) is given to the English Language Learner (ELL) twice a year as a pre-test and post-test. LEXIA is utilized by the students during the school year to enhance vocabulary and reading comprehension. After they test out of ELL classes, they are tracked for two years with this test.

DRA (Developmental Reading Assessment) is a series of leveled books and recording sheets that allow the teacher to determine students' reading accuracy, fluency, and comprehension levels. It is given to all first and second grade students three times a year in the fall, winter and spring. It is given to third, fourth, fifth and sixth grade students by their trained classroom teacher as needed.

Everyday Mathematics is a math series for Kindergarten through fifth grade, utilizing assessments from the Everyday Mathematics series gives a clear indication of which mathematical concepts the students grasp.

Connected Mathematics is a math series that our sixth grade students are currently using. Pre-test and post-test results are used to drive instruction.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

All teachers and the School Improvement Team are directly involved in the disaggregation of student achievement data collected through the NWEA assessment. Following the disaggregation, they are involved in the creating of a plan to close the learning gaps. All teachers are responsible for decomposing the data on their class quarterly assessments and using the data to guide further instruction. If the assessment being analyzed is common across the grade-level, the team will meet to analyze and compare all student data for that given assessment.

Monthly curriculum audits are held with teachers to ensure that all curriculum is being taught and assessment data is looked at further to see
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which standards need to be retaught. Teachers also participate in an inservice where they participate in a data analysis, which involves looking at their student achievement data to see where they stand in terms of grade level content expectations. Teachers will use these findings to then create and/or adapt lesson plans to target the learning gaps.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

The process to identify students who are experiencing difficulty mastering state academic achievement assessment standards begins by evaluating student individual achievement through multiple assessment sources. The following assessment sources are used to identify students struggling in the core subject areas:

Reading:

DRA (grades K-6), NWEA (grades K-6), M-STEP (grades 3-6), SuccessMaker (grades K-6), LEXIA (grades K-6), grade level assessments

Math:

M-STEP (grades 3-6), NWEA (grades K-6), grade level assessments

Social Studies:

M-STEP (grades 3-6), grade level assessments

Science:

M-STEP (grades 3-6), NWEA (grades K-6), grade level assessments

Writing:

M-STEP (grades 3-6), NWEA (grades K-6), SuccessMaker (grades K-6), LEXIA (grades K-6), grade level assessments

Students can also be identified as at-risk for reaching state standards by teacher observation and referral to our school's Title I team. With this process, data is still a large part of the identification process, but other factors such as behavior, are taken into account in regards to prescribing the proper support needed for each student.

Identification and Duration: All of the above additional assistance is provided to students for as long as they are experiencing difficulty meeting the state's academic standards. Entrance guidelines are used to identify the students. If the student no longer scores below average, they will be exited from the support. If they are still experiencing difficulty, they will continue to receive the targeted additional assistance.

Exit Criteria: Students are continually monitored for progress and interventions being received are adjusted to meet the needs of the students at given times. The NWEA tests in the fall, winter and spring, as well as teacher input, is used to evaluate the student's progress towards proficiency and transition students in or out of provided intervention support services.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

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In addition to the differentiated instruction and other various strategies being used in the classrooms on a daily basis, Dickinson West Elementary provides many additional learning opportunities for students who are experiencing difficulty in mastering the state's academic achievement standards in all core content academic areas. Identified students in grades K-6 are provided with the following learning opportunities:

READING:

Grades K-6

Classroom Interventions:

Differentiating through small group instruction; Co-teaching support for Students with Disabilities using differentiation of instruction and cooperative learning through resource push-in, Guided Reading; small group, one-on-one support; peer tutoring; online intervention resources; adaption of assignments based on ability; multiples sensory rich resources, technology resources. All subgroups are included in interventions provided.

Outside the Classroom:

Resources being used outside the classroom to improve reading instruction as well. Assistive technology and the use of technology tools to access online interventions and educational resources. Additional resources being utilized to support reading instruction include: beginning teacher/student workshop, professional learning communities, teachers during professional development, instructional specialists, attendance calls to parents or absent students, tutoring and mentoring support. Through these resources, teachers will analyze data, plan instruction and implement all aspects of our curriculum with fidelity.

Additional Time:

Students in need of intensive intervention will receive increased instructional time. Small group instruction outside the given reading block gives additional time to struggling readers. Intervention Specialists and Reading Specialists provide an additional amount of direct instruction on skills that have not been mastered. Students will also receive increased instructional support during after school tutoring program and summer school.

Enrichment:

While targeted readers are in small group sessions, other students are participating in enrichment activities working independently through technology, projects and creative learning to extend beyond the classroom experiences.

Monitoring:

Teachers know that the interventions are working when monitoring student progress through DRA reading assessments, NWEA content area assessments, reading and teacher assessments. Interventions are working and successful when teachers see an increase in student proficiency on benchmark assessments. Interventions are successful when students achieve and maintain mastery of 85% or higher on benchmark assessments or move to a higher grade level in DRA assessments for at least 2 assessment cycles. Interventions are also considered successful when a student can maintain mastery/proficiency performance of 85% or higher on classroom assessments consistently for 2 monitoring cycles. These interventions are implemented by all teachers and support staff as needed.

WRITING

Grades K-6

Classroom Intervention

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Assistance that is provided in the classroom to assist the identified students are, but not limited to: differentiated instruction through small group instruction; co-teaching support for students with disabilities using differentiation of instruction and cooperative learning, technology; self-monitoring writing fluency; selective proofreading errors; free writing; daily writing; think sheets; Lucy Calkins Writing Workshop and other graphic organizers; peer tutoring; differentiation through technology tools to access opine interventions and educational resources. All subgroups are included in interventions provided.

Outside the Classroom

Struggling writers are given eh opportunity to attend after school tutoring (bi-weekly) and summer school with teachers. Also, students will participate in field trips that offer real life experiences. Increased instructional time is also provided beyond the classroom including tutoring and mentoring.

Additional Time

Increased instructional time for students in need of intensive intervention as well as after school tutoring and summer school intervention programs.

Enrichment

While targeted writers are in small group sessions, other students are participating in enrichment activities.

Monitoring

The interventions are shown to be effective through the analysis of NWEA and teacher assessments. Interventions are working and successful when teachers see an increase in student proficiency on benchmark assessments. Interventions are successful when students achieve and maintain mastery of 85% or higher on benchmark assessments for at least 2 assessment cycles. Interventions are also considered a success when a student can maintain mastery/proficiency performance of 85% or higher on classroom assessments consistently for 2 motoring cycles. These interventions are implemented by all teachers and support staff as needed.

MATH

Grades K-6

Classroom Interventions

Differentiation through small groups; one-on-one instruction with classroom teacher and one-on-one peer tutoring; online intervention resources, shortening/adapting/lengthening assignments based upon ability (differentiation), technology will be used for review as well as a tool to challenge accelerated students. All subgroups are included in interventions provided.

Outside the Classroom

Beyond the classroom, students will take various real world field trips to experience mathematics. Tutoring and mentoring are also provided as additional support.

Additional Time

Intensive needs students will also receive increased instructional time through after school tutoring and summer school programs, to meet the needs of high-risk students.

Enrichment

Targeted students will be given additional time using technology to strengthen their skills. Other students will be paired with the technology and utilize online resources to enrich and enhance learning opportunities.

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Monitoring

Teachers know that the interventions are working when monitoring student progress through NWEA assessments, textbook and teacher assessments. Interventions are working and successful when teachers see an increase in student proficiency on benchmark assessments. Interventions are successful when students achieve and maintain mastery of 85% or higher on benchmark assessments or have a significant increase in NWEA assessments. Interventions are also considered a success when a student can maintain mastery/proficiency performance of 85% or higher on classroom assessments consistently for two monitoring cycles. The personnel that provide services for those students that are having difficulty mastering the standards are classroom teachers and support staff.

SCIENCE

Grades K-6

Classroom Interventions

Differentiation through small groups; one-on-one instruction with classroom teacher and one-on-one peer tutoring; online intervention resources, shortening/adapting/lengthening assignments based upon ability (differentiation), technology will be used for review as well as a tool to challenge accelerated students. All subgroups are included in intervention provided.

Outside the Classroom

Beyond classroom students take real world field trips to experience science. Increased instructional time will also be provided beyond the classroom in after school tutoring and summer school activities.

Additional Time

Dickinson West Elementary School provided additional time to students in need on intensive support to master the state's academic standards by providing additional time in small groups and one-on-one support, after school tutoring and summer school intervention programs.

Enrichment

Targeted students will be given additional time using science lab activities to strengthen their skills. Other students will either be grouped in science labs or participating in other activities.

Monitoring

Teachers know that the interventions are working when monitoring student progress through NWEA assessments, textbook and teacher assessments. Interventions are working and successful when teachers see and increase in student proficiency on benchmark assessments. Interventions are successful when students achieve and maintain mastery of 85% or higher on benchmark assessments. Interventions are also considered a success when a student can maintain mastery/proficiency performance of 85% or higher on classroom assessments consistently for 2 monitoring cycles. The personnel that provides services for those students are having difficulty mastering the standards are the classroom teacher and support staff.

SOCIAL STUDIES

Grades K-6

Classroom Interventions

Students who are identified as having difficulties in mastering the State's academic achievement assessment standards at proficient or advanced levels will be afforded prompt and direct teacher assistance both individually and in small groups. A variety of comprehension

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strategies will be employed and modeled for students in reading expository/informational text through differentiation of instruction, use of the Guided Reading programs for practice and demonstrative mastery of specified goals and objectives and other assistive technology and tools will be used to access online interventions and educational resources. Students will be given additional time for the completion of class assignments. All subgroups are included in interventions provided.

Outside in the Classroom

Beyond the classroom students will take various real world field trips to experience social studies.

Additional Time

Students in need of intensive support will be afforded the opportunity to attend after school tutoring and summer school to increase instructional time for identified students in need of support.

Enrichment

Non-identified students are encouraged and expected to work independently or collaboratively in pairs/groups as targeted students are receiving additional time and assistance in enrichment activities through technology, projects and independent practices to relate and analyze learning through real world experiences.

Monitoring

The interventions are shown to be effective through the analysis of the NWEA assessments, textbook and teacher assessments. Interventions are working and successful when teachers see an increase in student proficiency on benchmark assessments. Interventions are successful when students achieve and maintain mastery of 85% or higher on benchmark assessments for at least 2 assessment cycles. Interventions are also considered a success when a student can maintain mastery/proficiency performance of 85% or higher on classroom assessments consistently for 2 monitoring cycles. Services are provided to targeted/identified students by classroom teachers, resource teachers, paraprofessionals and support staff.

Identification and Duration

All of the above additional assistance is provided to students for as long as they are experiencing difficulty meeting the state's academic standards. Entrance guidelines, students scoring below proficiency on the M-Step or NWEA scores, are used to identify the students. Additionally, teachers create weekly assessments, exit tickets, projects and reports and observations. Progress monitoring is done monthly and students are reevaluated for need. If the student no longer scores below average, they will exit from the support. If they are still experiencing difficulty, they will continue to receive the targeted additional assistance. After school tutoring is provided during the school year, twice a week for an hour after school has been dismissed. Summer school is roughly six weeks after the regular school year for half days, four days a week. Students receive targeted instruction based on the NWEA results, focusing on their weaknesses.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

READING

Grades K-6

Content:

The students will get access to information through district-provided curriculum resources, classroom teacher instruction utilizing professional teaching methods and techniques including ability grouping, differentiation, small groups and one-on-one instruction; technology resources,

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parents, library, peers, assistive technology, resource team, instructional specialist and current technology.

Process:

Students will engage in various activities from explicit instruction; guided reading, cooperative learning, technology instruction, and differentiation of instruction to help them make sense of content. These activities include centers, one-on-one instruction, Daily 5 (Read to Self, Read to Someone, Listen to Reading, Word Work, Work on Writing), turn-and-talk, think-pair-share, think aloud, pull out sessions, differentiation of assignments, real-world applications; technology resources, use of manipulatives and basic classroom supplies. Differentiation of assessments will be used to meet the learning needs of the students. Assessments include but are not limited to: NWEA, DRA, teacher created/in-class assessments, Raz-Kids, Success Maker, Lucy Calkins, online quizzes, reading reviews, exit slips, portfolios, rubrics, teacher observations, running records and check lists.

Products:

Students will use a variety of resources to create ongoing and culminating projects that demonstrate core curriculum mastery. These products include: NWEA, DRA, Raz-Kids, Success Maker, Lucy Calkins and Daily 5.

Learning Environment:

The classroom will be a welcoming, engaging and academic rich learning environment. This will be achieved through the use of talking walls, centers, cooperative learning and technology rich classrooms (laptops, smart boards, ceiling mounted projectors, handheld devices).

WRITING

Grades K-6

Content:

The students will get access to information through district provided curriculum resources, classroom teacher instruction utilizing professional teaching methods and techniques including ability grouping, differentiation, small groups and one-on-one instruction; technology resources, parents, library, peers, assistive technology, resource team, instructional specialist and current technology.

Process:

Students will engage in various activities from explicit instruction, guided reading, cooperative learning, technology instruction and differentiation of instruction to help them make sense of content. These activities include: learning centers, one-on-one instruction; Daily 5 (Read to Self, Read to Someone, Listen to Reading, Word Work and Work on Writing), Lucy Calkins; peer tutoring, think-pair-share, pull out sessions, differentiation of assignments, real-world applications; technology resources, use of manipulatives and basic classroom supplies. Differentiation of assessments will be used to meet the learning needs of the students. Assessments include but are not limited to: NWEA, DRA, teacher created/in-class assessments, Raz-Kids, Success Maker, Lucy Calkins, online quizzes, reading reviews, exit slips, portfolios, rubrics, teacher observations, running records and check lists.

Learning Environment:

The classroom will be a welcoming, engaging and academic rich learning environment. This will be achieved through the use of talking walls, centers, cooperative learning and technology rich classrooms (laptops, smart boards, ceiling mounted projectors, handheld devices).

MATH

Grades K-6

Content:

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The students will get access to information through district provided curriculum resources, classroom teacher instruction utilizing professional teaching methods and techniques including ability grouping, differentiation, small groups and one-on-one instruction; technology resources, parents, library, peers, assistive technology, resource team, instructional specialist and current technology.

Process:

Students will engage in various activities from explicit instruction, guided reading, cooperative learning, technology instruction, and differentiation of instruction to help them make sense of content. These activities include: learning centers, one-on-one instruction; pictorial equivalents on mathematics ideas; peer tutoring; turn-and-talk; think-pair-share; think aloud; pull out sessions, differentiation of assignments, real-world applications; technology resources, use of manipulatives and basic classroom supplies. Differentiation of assessments will be used to meet the learning needs of students. Assessments include but are not limited to: NWEA, Success Maker, teacher created assessments (online and other), online quizzes, online supplemental assessments, exit slips, portfolios, rubrics, teacher observations, running records and checklists.

Products:

Students will use a variety of resources to create ongoing and culminating projects that demonstrate core curriculum mastery. These products include: NWEA, Success Maker, Daily 5, Everyday Mathematics series games, dioramas, and mobiles.

Learning Environment:

The classroom will be a welcoming, engaging and academic rich learning environment. This will be achieved through the use of talking walls, centers, cooperative learning and technology rich classrooms (laptops, smart boards, ceiling mounted projectors, handheld devices).

SCIENCE

Grades K-6

Content:

The students will get access to information through district provided curriculum resources, classroom teacher instruction utilizing professional teaching methods and techniques including ability grouping, differentiation, small groups and one-on-one instruction; technology resources, parents, library, peers, assistive technology, resource team, instructional specialists, and current technology.

Process:

Students will engage in various activities from explicit instruction, guided reading, cooperative learning, technology instruction, and differentiation of instruction to help them make sense of content. These activities include: learning centers; one-on-one instruction; peer tutoring; turn-and-talk, think-pair-share; think aloud, pull out sessions, differentiation of assignments, real-world applications; technology resources, use of manipulatives and basic classroom supplies. Differentiation of assessments will be used to meet the learning needs of the students. Assessments include but not limited to: NWEA, district benchmark assessments, FOSS kit and investigations, teacher created assessments, online quizzes, online supplemental assessments, exit slips, portfolios, rubrics, teacher observations, running records and checklists.

Products:

Students will use a variety of resources to create ongoing and culminating projects that demonstrate core curriculum mastery. These products include: FOSS kits and investigations, NWEA, Raz-Kids, dioramas and mobiles.

Learning Environment:

The classroom will be a welcoming, engaging and academic rich learning environment. This will be achieved through the use of talking

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walls, centers, cooperative learning and technology rich classrooms (laptops, smart boards, ceiling mounted projectors, handheld devices).

SOCIAL STUDIES

Grades K-6

Content:

The students will get access to information through district provided curriculum resources, classroom teacher instruction utilizing professional teaching methods and techniques including ability grouping, differentiation, small groups and one-on-one instruction; technology resources, parents, library, peers, assistive technology, resource team, instructional specialists, and current technology.

Process:

Students will engage in various activities from explicit instruction, guided reading, cooperative learning, technology instruction and differentiation of instruction to help them make sense of content. These activities include: learning centers; one-on-one instruction; turn-and-talk, think-pair-share; comparing/contrasting activities; think alouds; identifying facts with evidence; pull out sessions, differentiation of assignments, real-world applications, technology resources, use of manipulatives and basic classroom supplies. Differentiation of assessments will be used to meet the learning needs of the students. Assessments include but not limited to: district benchmark assessments, teacher created assessments, online quizzes, online supplemental assessments, exit slips, portfolios, rubrics, teacher observations, running records and checklists.

Products:

Students will use a variety of resources to create ongoing and culminating projects that demonstrate core curriculum mastery. These products include: Raz-kids, dioramas and mobiles.

Learning Environment:

The classroom will be a welcoming, engaging and academic rich learning environment. This will be achieved through the use of talking walls, centers, cooperative learning and technology rich classrooms (laptops, smart boards, ceiling mounted projectors, handheld devices).

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

One of our main purposes at Dickinson West Elementary is to assure equity among students when it comes to learning. Dickinson West is focused on getting struggling students to the required State Proficiency Levels on Standardized Test Scores. Coordination of all programs Federal, State and Local will give Dickinson West Stakeholders access to all available resources to help us reach our intended goals and objectives each school year. Collectively these programs will provide training, for parents and staff, Health and Medical Resources for students/parents, and a host of other resources needed to improve the overall academic outcomes for all Dickinson West students.

Dickinson West will consolidate Title I Part A and the State General Funds, to create better learners, educators, and parents by coordinating instructional programs and consolidating financial resources to help to improve overall students achievement for all students, especially for students who are furthest away from the State Proficiency Target of 85%.

Assessment Data results of our 2014/2015 Comprehensive Needs Assessment clearly identified the academic and non-academic areas for improvement. These funding sources will be utilized to accelerate the academic success for all students. By revising and updating our Schoolwide Results in the Comprehensive Needs Assessment, we have the flexibility to use or move funding sources to appropriate areas of concerns.

The following programs will be coordinated and integrated to attain student achievement, especially for the neediest, by providing additional staff: Title 1-Part A, Section General Funds and local funds in the following ways: Paraprofessionals, Parent/Community Coordinator. This consolidated fund will also provide professional development for staff in the areas of Science, Writing, Reading, and Everyday Mathematics. Funds will support classroom instruction with online programs that include RAZ Kids, Lexia, and Success Maker. Assessment materials will be purchased to provide data regarding students' progress towards meeting benchmark goals and State standards: NWEA, DRA-2, WIDA, MI ACESS, and District Pre/Post tests.

FEDERAL RESOURCES, PROGRAMS AND GRANTS

Special Education Services provide: Resource Room Teachers, Speech & Language, Social Worker, School Psychologist, Professional Development, Supplemental Supplies and Books;

Title I Part A provides: Social Worker, Teachers, Paraprofessionals, Field Trips, Transportation, Classroom Technology, Summer School, After School, Workshops, Professional Development, Parental Involvement, Resources, Parental Support, Supplemental Resources and Materials.

Title II A provides: Professional Development

National Food Service provides: Universal Breakfast and Free/Reduced Lunch

STATE RESOURCES, PROGRAMS, AND GRANTS

School Improvement Plan

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General Funds provide: Staff, Curriculum, Professional Development, and materials.

31A: Social Worker

Wayne RESA: Professional Development

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

COMPONENT ONE - COMPREHENSIVE NEEDS ASSESSMENT

FEDERAL RESOURCES, PROGRAMS AND GRANTS:

Special Education Services provides: Resource Room Teachers, Speech & Language, Social Worker, School Psychologists, Title I Teachers-School Improvement Team Members

Title I Part A provides: Social Worker, Teachers, Paraprofessionals

Title II A: Professional Development.

Title I Teachers-School Improvement Team members

STATE RESOURCES, PROGRAMS, AND GRANTS:

General Fund: Staff, Title I Teachers-School Improvement Team Members

Wayne RESA: Staff, Title I Teachers-School Improvement Team members

LOCAL RESOURCES, PROGRAMS, AND GRANTS:

School level Parent Organization provides: Stakeholders, Parent Involvement and Community Outreach

COMPONENT TWO - SCHOOLWIDE REFORM STRATEGIES

FEDERAL RESOURCES, PROGRAMS AND GRANTS:

Special Education Services provides: Resource Room Teachers, Speech & Language, Social Worker, School Psychologist, Professional Development, Supplemental Supplies and Boks

Title I Part A provides: Social Worker, Teachers, Paraprofessionals, Field Trips, Transportation, Classroom Technology, Summer School, After School, Workshops, Tutoring, Professional Development, Parental Involvement, Supplemental Resources and Materials

Title II A: Professional Development

STATE RESOURCES, PROGRAMS, AND GRANTS:

General Funds provides: Staff, Curriculum, Professional Development, and Materials

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Wayne RESA: Professional Development

COMPONENT THREE - HIGHLY QUALIFIED STAFF

FEDERAL RESOURCES, PROGRAMS AND GRANTS:

Special Education Services provides: Resource Room Teachers, Speech & Language, Social Worker, School Psychologist, and Professional Development.

Title I Part A provides: Social Worker, Teachers, Paraprofessional and Professional Development

Title II A: Professional Development

STATE RESOURCES, PROGRAMS, AND GRANTS:

General Funds provides: Staff and Professional Development

Head Start: Provides Preschool Teacher, Paraprofessional and Professional Development

Wayne RESA: Professional Development

COMPONENT FOUR - ATTRACT AND RETAIN HIGHLY QUALIFIED STAFF

FEDERAL RESOURCES, PROGRAMS, AND GRANTS:

Special Education Services provides: Resource Room Teachers, Speech & Language, Social Worker, School Psychologist, and Professional Development. ASD Physical Education Teacher

Title I Part a provides: Social Worker, Teachers, Paraprofessionals, Classroom Technology and Professional Development

Title II A: Professional Development

STATE RESOURCES, PROGRAMS, AND GRANTS:

General Funds Provide: Staff, Curriculum, Professional Development, and Resources/Materials

Head Start Program provides: Preschool Teacher, Paraprofessional and Professional Development

Wayne RESA: Professional Development

COMPONENT FIVE - HIGH QUALITY ON-GOING PROFESSIONAL DEVELOPMENT

FEDERAL RESOURCES, PROGRAMS, AND GRANTS:

Special Education Services provides: Resource Room Teachers, Speech & Language, Social Worker, School Psychologist, Professional Development, Supplemental Supplies and Books

Title 1 Part A provides: Instructional Specialist, Social Worker, Teachers, Educational Technicians, Field Trips, Transportation, Classroom Technology, Summer School, After School, Workshops, Professional Development, Parental Involvement

Title II A: Professional Development

STATE RESOURCES, PROGRAMS, AND GRANTS:

School Improvement Plan

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General Funds provide: Staff, Curriculum, Professional Development, Professional Learning Communities and Materials.

Head Start Program provides: Preschool Teacher, School Service Assistant, Professional Development, Materials, Meals and Parental Involvement

Wayne RESA: Professional Development

LOCAL RESOURCES, PROGRAMS, AND GRANTS:

School Level Parent Organization provides: Stakeholders, Parent Involvement, and Community Outreach

COMPONENT SIX - PARENTAL INVOLVEMENT

FEDERAL RESOURCES, PROGRAMS, AND GRANTS:

Special Education Services Provide: Resource Room Teachers, Speech & Language, Social Worker, School Psychologist, Professional Development, Supplemental Supplies and Books

Title I Part A provides: Instructional Specialist, Social Worker, teachers, Paraprofessionals, Field trips, transportation, Classroom Technology, Summer School, After School, Workshops, Professional Development, Parental Involvement, Resources, Supplemental Resources and Materials

Title II A: Professional Development

National Food Service provides: Universal Breakfast and Free/Reduced Lunch

STATE RESOURCES, PROGRAMS, AND GRANTS:

General Funds provides: Staff, Curriculum, Professional Development, and Materials

COMPONENT SEVEN - PRESCHOOL TRANSITION

FEDERAL RESOURCES, PROGRAMS, AND GRANTS:

Special Education services provides: Resource Room Teachers, speech & Language, Social Worker, School Psychologist, Professional Development, Supplemental Supplies and Books

Title I Part A provides: Instructional Specialist, social Worker, Teachers, Educational Technicians, Field Trips, Transportation, Classroom technology, Workshops, Professional Development, Parental Involvement, Resources, Parental Support, Supplemental Resources and Materials

Title II A: Professional Development

STATE RESOURCES, PROGRAMS, AND GFRANTS:

General Funds provide: Staff, Curriculum, Professional Development, and Materials

Head Start Program provides: Preschool Teacher, Professional Development, Paraprofessional, Materials, Meals and Parental Involvement

Wayne RESA: Professional Development

COMPONENT EIGHT - TEACHER PARTICIAPTION IN MAKING ASSESSMENT DECISIONS

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FEDERAL RESOURCES, PROGRAMS, AND GRANTS:

Special Education services provides: Resource Room Teachers, Speech & Language, Social Worker, School Psychologist, and Professional Development

Title I part A provides: Instructional Specialist, Social Worker, Teachers, Educational Technicians, and Professional Development

Title II A: Professional Development

STATE RESOURCES, PROGRAMS, AND GRANTS:

General Funds provide: Staff, Curriculum, Professional Development, and Materials

Head Start Program: Preschool Teacher, Paraprofessional, Professional Development, Materials and Parental Involvement

Wayne RESA: Professional Development

COMPONENT NINE - TIMELY & ADDITIONAL SERVICE

FEDERAL RESOURCES, PROGRAMS, AND GRANTS:

Special Education Services provides: Resource Room Teachers, Speech & Language, Social Worker, School Psychologist, Professional Development, Supplemental Supplies and Books

Title I Part A provides: Social Worker, Teachers, Educational Techniques, Field trips, Transportation, Classroom Technology, Summer School, After School, Workshops, Professional Development, Parental Involvement, Resources, Parental Support, Supplemental Resources and Materials

Title II A: Professional Development

STATE RESOURCES, PROGRAMS, AND GRANTS:

General Funds provide: Staff, Curriculum, Professional Development, and Materials

Head Start Program provides: Preschool Teacher, Paraprofessional, Professional development, Materials, Meals and Parental Involvement

COMPONENT TEN - COORDINATION AND INTEGRATION OF FEDERAL, STATE, AND LOCAL PROGRAMS

FEDERAL RESOURCES, PROGRAMS, AND GRANTS:

Special Education Services provides: Resource Room Teachers, Speech & Language, Social Worker, School Psychologist, Professional Development, Supplemental Supplies and Books

Title I Part A provides: Instructional Specialist, Social Worker, Teachers, Educational Technicians, Field Trips, Transportation, Classroom technology, Summer School, After School, Workshops, Professional development, Parental Involvement, Resources, Parental Support, Supplemental Resources and Materials

Title II A: Professional Development

STATE RESOURCES, PROGRAMS, AND GRANTS:

General Funds provide: Staff, Curriculum, Professional Development, and Materials

Head Start Program: Preschool Teacher, Paraprofessional, Professional Development, Materials, meals and Parental Involvement

School Improvement Plan

Dickinson West Elementary School

Wayne RESA: Professional Development

LOCAL RESOURCES, PROGRAMS, AND GRANTS

School Level Parent Organization provides: Stakeholders, Parent Involvement and Community Outreach

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Dickinson West Elementary will coordinate and integrate the following Federal, State, and Local programs and services in a manner applicable to the grade level to support achievement of schoolwide goals in the following ways:

VIOLENCE PREVENTION

Our students receive whole group, small group, and one on one violence prevention intervention from designated staff of "Restorative Practices." Students and families receive supplemental materials/resources, mentoring and counseling services on conflict resolution. Department of Human Resources provides resources for Conflict Resolution to students and families beyond the classroom. Social Worker and Restorative Practices Coordinator work collaboratively to achieve the maximum results.

HOUSING PROGRAMS

The Department of Human Services provides resources and services to students and their families who are in need of housing assistance in the Detroit Metropolitan Area.

HEAD START PROGRAM

The Head Start Program is a state-funded preschool program sponsored by the Michigan Department of Education. It is a full day program that meets four days per week. Class sizes are limited to 16 students. Head Start is a federal program that promotes the school readiness of children ages birth to 5 from low-income families by enhancing their cognitive, social and emotional development. Head Start programs provide comprehensive services to enrolled children and their families, which include health, nutrition, social services and other services determined to be necessary by family needs assessment, in addition to education and cognitive development services. Head Start services are designed to be responsive to each child and family's ethnic, cultural and linguistic heritage.

NUTRITION

Forgotten Harvest is a local food pantry that provides supplemental food items to students and families. They come once a month to set up an out door market where parents can take for free needed food items.

OTHER SUPPORTS

Attendance Agents are used to monitor the attendance of "At Risk" students.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

The annual evaluation of Title I services is an ongoing endeavor that culminates with an in-depth end of year analysis of student achievement, community demographics, stakeholder perceptions, and intervention processes.

The School Improvement and Data Analysis teams collect and share data, including attendance, behavior (suspensions, behavior level, incarceration), course grades, standardized/benchmark test scores, and service interruptions.. Formal perception data is gathered through surveys, which are given to teachers, students, and parents/guardians. Informal perception data is gathered at monthly Title I meetings and monthly staff meetings. The goals, objectives, strategies, and activities that are outlined in the School Improvement Plan are reviewed by the School Improvement and Data Analysis teams to determine whether or not the actions are effective in helping students make academic gains and whether or not the actions are being implemented with fidelity.

The Title I teacher provides academic achievement data based on monthly progress monitoring during the intervention sessions. Interruptions to service and other process-based data is maintained by the Title I teacher and shared with School Improvement/Data Analysis teams.

Once all data has been collected, it is tabulated, charted, graphed, and re-sorted into spreadsheets and analyzed by the School Improvement and Data Analysis teams. This end-of-year analysis begins in late May and is conducted annually. Essential questions that guide analysis include:

Were interventions delivered with fidelity?

Are academic gains (or losses) significant?

Do any subgroups demonstrate a particular leaning with respect to academic gain, loss, or stagnation?

Are there student needs that are not being met or new needs that have developed over the year?

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

Early in the second semester, we conduct our annual evaluation of the Schoolwide Plan. The evaluation takes place with support from the principal, instructional specialists, teachers, school social worker, and parents. Data from M-Step, NWEA, WIDA, and DRA-2 are reviewed. The instructional specialists, ELA and Math, provide feedback from the core content area teachers: ELA, Social Studies, Science and Mathematics.

Achievement data and analysis is used to determine what changes may be needed in instructional programming and practice to increase student achievement; and establishing or revising goals, objectives, strategies, activities within the schoolwide plan to yield more comprehensive, effective, and consistent gains in students achievement, effectiveness of the implementation of the schoolwide plan, including any updates or revision are discussed during this time.

In the Spring the School Improvement and Data Analysis teams meet to review achievement data collected over the school year. This data is used to determine the proficiency level of all students, particularly targeting students not performing at state academic standards (or

proficiency).

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

The School Improvement and Data Analysis Teams analyze data frequently beginning after M-Step data, NWEA, WIDA, and DRA-2 scores have been received and disseminated to staff. Team members, with input from staff meetings discussions and grade level clusters, determine if the goals are still valid based on the evaluation of new data.

The School Improvement team has written a Schoolwide Plan that targets the needs of all students where special attention will be given to students furthest from achieving grade level standards; those scoring below "partially proficient" or "not proficient" on the M-Step.

We also look at whether students have improved or declined from previous years. Data will be analyzed for groups of students and individual students, and item analysis will be studied. The effectiveness of specific programs and interventions will be considered and discussed.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Teachers meet in clusters (K-2, 3-4, and 5-6) to discuss the progress towards full implementation of the plan. After considering their individual grade level data and content area data, teachers examine the SIP goals, objectives, strategies and activities individually, considering carefully which are working to improve student achievement and which require revision. The School Improvement Team members, including the principal, instructional specialists, teachers, social worker and parents, continuously work with these recommendations to revise the SIP based on the results of the evaluation.

We review M-Step, NWEA, WIDA, and DRA-2 data, as well as the results of classroom assessments and district pre- and post-tests in making decisions about revisions as needed. Team members continue to meet Quarterly or as many times as needed to ensure that data analysis is ongoing as new information is received. Based on the results of the evaluation conducted in our School Improvement meetings, the SIP will be revised, updated, or changed as necessary to ensure that improvement is continuous. Goals that are no longer pertinent or are unrealistic will be eliminated. team members will type the revisions into the document and attend district technical assistance workshops for help. Objectives will be adjusted for the new data. Strategies will be adjusted according to item analysis, and activities added or deleted. Resources will be considered, and our budget will be created according to the need to fund these activities.

Dickinson West

Overview

Plan Name

Dickinson West

Plan Description

Goals and Plans 2013-2014

Goals Summary

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

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|---|--|----------------|---------------|
| 1 | All students at Dickinson West Elementary will increase their reading proficiency. | Objectives: 1 Strategies: 3 Activities: 23 | Academic | \$3500 |
| 2 | All Dickinson West students will increase science proficiency. | Objectives: 1 Strategies: 3 Activities: 19 | Academic | \$6550 |
| 3 | Student Goal Statement: To increase math proficiency so that students are successful at meeting grade level expectations. | Objectives: 1 Strategies: 3 Activities: 23 | Academic | \$0 |
| 4 | All students at Dickinson West Elementary School will become proficient in Social Studies. | Objectives: 1 Strategies: 3 Activities: 19 | Academic | \$2900 |
| 5 | Students at Dickinson West will increase proficiency in writing. | Objectives: 1 Strategies: 3 Activities: 22 | Academic | \$15200 |
| 6 | All students at Dickinson West will improve their behavior. | Objectives: 2 Strategies: 2 Activities: 8 | Organizational | \$9000 |

Goal 1: All students at Dickinson West Elementary will increase their reading proficiency.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 10% increase of First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading comprehension when reading a variety of informational and narrative text in English Language Arts by 05/01/2015 as measured by MEAP and Common Core Assessments..

Strategy 1:

Reading for Meaning - Reading for meaning will develop the skills that proficient readers use to make sense of rigorous texts by building Common Core skills such as; managing text complexity, evaluating text and using evidence, finding main ideas, making inferences and analyzing characters and content.

Research Cited: Pressley & Afflerbach, 1995, Wyatt et al., 1993 and Pressley (2006) focused their research on the behaviors of skilled readers and found that 1. Good reading is active reading, not only DURING reading, but also Before reading a selection to call up background knowledge about the topic and establishing a purpose for reading and AFTER reading to reflect on and seek to deepen their understanding. 2. Comprehension involves a repertoire of skills, or reading and thinking strategies such as the "seven keys to comprehension," a set of skills that includes making connections to background knowledge, drawing inferences, and determining importance, Zimmermann and Hutchins (2003). 3. Comprehension skills can be taught successfully to nearly all readers, including young and emerging readers, Mosaic of Thought (2007), Keene and Zimmermann. Teaching students comprehension skills has "a significant and lasting effect on students' understanding" (Keene, 2010, p. 70).

Tier:

| Activity - Wondering/Questioning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|------------|-------------------|---------------------|---------------------------|
| Good readers ask questions about a text to focus their reading, clarify meaning, and delve deeper into the text. Teachers will embed the practice of this skill across all subject areas. | Other | | | 09/10/2013 | 06/13/2016 | \$0 | No Funding Required | All Dickinson West Staff. |

| Activity - Highlighted Reading | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------|------|-------|------------|------------|-------------------|---------------------|---------------------------|
| Teachers will implement Highlighted Reading activities to give students the opportunity to practice scheming and scanning text to locate main ideas, concepts and evidence to support, predictions, questions and deeper understandings of the reading material. | Implementation | | | 09/10/2013 | 06/13/2014 | \$0 | No Funding Required | All Dickinson West Staff. |

| Activity - Netbooks and Interactive Whiteboards | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
| | | | | | | | | |

School Improvement Plan

Dickinson West Elementary School

| | | | | | | | | |
|---|--------------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|---|
| Teachers will utilize document cameras and Smart Boards that are placed in every classroom to instruct, engage, model activities, supplement reading lesson plans, and assign lessons that are designed for student practice with reading comprehension skills, vocabulary, phonics, phonemic awareness, and fluency. Teachers direct students through various interactive reading lessons to provide an alternative to pen/pencil instruction and assessment. | Technology | | | 09/10/2013 | 06/13/2016 | \$0 | No Funding Required | All Dickinson West and district technology staff. |
| Activity - Readers Workshop Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers who have implemented Readers Workshop will bring a colleague to the new round of RW trainings, support them as they begin the implementation of RW and observe one another during Reader's Workshop lessons to learn new ideas and ways to implement successful reading strategies into their classrooms. Teachers will also meet quarterly during the 2012-2013 school year to expand their knowledge, review formative assessment data and make decisions about instruction. | Professional Learning | | | 09/10/2013 | 06/13/2014 | \$0 | General Fund | All Dickinson West Staff. |
| Activity - Books and Pillows Family Reading Night | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Parents and students will spend an evening of reading, refreshments, book give-aways and prizes while learning new ways to enjoy reading together through a variety of reading workshops. | Parent Involvement | | | 09/10/2013 | 06/13/2016 | \$2000 | Title I Part A | All Dickinson West Staff |
| Activity - Guest Reader Day | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Dickinson West Stakeholders will be invited to the school to read to students at different grade levels. | Community Engagement | | | 03/03/2013 | 06/13/2016 | \$0 | No Funding Required | Principal, School Improvement Team, Parents |
| Activity - Word Walls | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Academic vocabulary collection in a common area of the classroom for student reference. | Academic Support Program | | | 09/10/2012 | 06/13/2016 | \$0 | No Funding Required | Teachers |
| Activity - Reading Information Sources | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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Dickinson West Elementary School

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|---|--------------------|--|--|--|------------|------------|-----|---------------------|--------------------------|
| Teachers will instruct students on how to comprehend, analyze information closely and justify their interpretations with evidence using sources such as data charts, graphs, paintings, film clips, websites, lab experiments, etc. | Direct Instruction | | | | 09/10/2013 | 06/13/2014 | \$0 | No Funding Required | All Dickinson West Staff |
|---|--------------------|--|--|--|------------|------------|-----|---------------------|--------------------------|

| Activity - NWEA | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|------------|-------------------|-------------------|--|
| NWEA (Northwest Evaluation Association) is a computerized adaptive assessment tool that test differently, allowing teachers to see their students as individuals – each with their own base of knowledge with flexible delivery options. NWEA Measures of Academic Progress® (MAP®) tests present students with engaging, age-appropriate content. As a student responds to questions, the test responds to the student, adjusting up or down in difficulty. | Evaluation | | | 09/10/2013 | 06/13/2014 | \$0 | Title I Part A | All Dickinson West staff and technology support staff. |

| Activity - NWEA Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|-------------------|-------------------|--|
| All staff will be trained on how to use NWEA properly. | Professional Learning | | | 09/10/2013 | 06/18/2015 | \$0 | Title I Part A | All Dickinson West staff and technology support staff. |

Strategy 2:

Write to Learn - Write to Learn helps teachers integrate writing into daily instruction and develop students' writing skills in the key text types associated with continuing education readiness. Also, students build Common Core skills such as developing higher-order thinking through writing, writing arguments, informative/explanatory texts, and narratives, as well as writing for a wide range of task, audiences, and purposes.

Research Cited: Douglas Reeves (2002) found that writing is "the skill most directly related to improved scores in reading, social studies, science, and even mathematics" (p.5). Reeves also states writing brings "engagement, interest, and fun," (p.5) to the classroom. According to David Conley (2007), perhaps the foremost expert on college readiness, "If we could institute only one change to make students more college ready, it should be to increase the amount and quality of writing students are expected to produce" (pp. 27-28).

Tier:

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

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Dickinson West Elementary School

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|--|----------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|---------------------------|
| A Learning Log is an active response journal that infuses writing into the daily instructional routine. They are also ideal formative assessment tools because it gives teachers real insight into what students know and how they feel about what they are learning. | Monitor | | | 09/10/2013 | 06/13/2014 | \$0 | No Funding Required | All Dickinson West staff. |
| Activity - 4-2-1 Free Write | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| 4-2-1 Free Write helps students focus their writing on the most important ideas through a process of collaborative summarization in pairs and groups of four to generate lists of the most important ideas found in reading, lectures and other learning experiences. Most importantly, it prevents students from getting stuck when they write. | Monitor | | | 09/10/2013 | 06/13/2014 | \$0 | No Funding Required | All Dickinson West staff. |
| Activity - 3x3 Writing Frame | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The 3x3 Writing Frame uses a visual organizer to help students see the structure of a good essay and plan out its beginning, middle, and end. The frame can be adapted to fit the three text types (argument, informative/explanatory, and narrative). | Monitor | | | 09/10/2013 | 06/13/2014 | \$0 | No Funding Required | All Dickinson West staff. |
| Activity - Building Writing | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Building Writing is a prewriting activity that provides the scaffolding emerging writers need as they learn to produce high-quality responses on demand. It also builds students' motivation and confidence as writers, while teachers formatively assess every student's work in real time. | Implementation | | | 09/10/2013 | 06/13/2014 | \$0 | No Funding Required | All Dickinson West staff. |
| Activity - Writing Folders | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Writing Folders engage students in the organization and housing of their ongoing work, such as the records and artifacts of the writing process. | Monitor | | | 09/10/2013 | 06/13/2014 | \$0 | No Funding Required | All Dickinson West staff. |
| Activity - Writer's Club | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Writer's Club is a support and feedback group made up of three to five members. Members can choose to read their own pieces or read one another's pieces to help each writer notice where his or her writing causes the reader to falter. | Monitor | | | 09/10/2013 | 06/13/2014 | \$0 | No Funding Required | All Dickinson West staff. |

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| Activity - Netbooks and Interactive Whiteboards | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|------------|-------------------|---------------------|--|
| Teachers will utilize document cameras and Smart Boards that are placed in every classroom to instruct, engage, model activities, supplement reading lesson plans, and assign lessons that are designed for student practice with reading comprehension skills, vocabulary, phonics, phonemic awareness, and fluency. Teachers direct students through various interactive reading lessons to provide an alternative to pen/pencil instruction and assessment. | Technology | | | 09/10/2013 | 06/13/2014 | \$0 | No Funding Required | All Dickinson West staff and technology support staff. |

Strategy 3:

Real-World Connections - Teachers will assign activities that extend learning beyond the textbook and classroom by coordinating field trips according to grade level content, leading students in completing writing assignments that consider or solve problems, and guide students in participating in community projects to promote real-world application; invite students to the discussion of matters of human social existence and lead students in examining both problematic and positive historical events by using learning logs, small group instruction and technology.

Research Cited: -Zemelman, S., Daniels, H., Hyde, A. (2005). Best Practice: Today's Standards for Teaching & Learning in America's Schools. Portsmouth, NH: Heinemann. Statement: The authors share researched best practices in teaching to aid teachers in improving pedagogy in all subject areas. "To make concepts real, social studies must involve active participation in the classroom and the wider community." -Zemelman, S., Daniels, H., Hyde, A. (2005). Best Practice: Today's Standards for Teaching & Learning in America's Schools. Portsmouth, NH: Heinemann. Statement: The authors first wrote about the importance of extending social studies learning outside the classroom before writing a book with a similar name in 2005 (see above title). The authors stated that "active involvement in social studies should include information gathering, representatives of many social and governmental organizations are happy to visit classrooms...Genuine responses from community leaders to students' letters, proposals on community projects, and real advocacy are usually long remembered by students as rich and exciting learning experiences.

Tier:

| Activity - Constitution Day | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------|------|-------|------------|------------|-------------------|---------------------|--------------------------|
| Teachers will lead the discussion of the importance of Constitution Day. Teachers will assign a variety of lessons to students including: writing the meaning of the Constitution in their own words; a timeline of key dates and events, lessons to learn and review the vocabulary of the Constitution and Bill of Rights, as well as other activities to impart values of civic involvement and responsibility. | Implementation | | | 09/16/2013 | 09/20/2013 | \$0 | No Funding Required | All Dickinson West staff |

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| Activity - Current Events | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------|-------|------------|------------|-------------------|---------------------|---------------------------|
| Through the use of weekly magazines (Time for Kids, Weekly Reader...), Detroit News/Free Press and CNN Student News, teachers will introduce students to current events in the news and community. | Other | | | 09/10/2013 | 06/13/2014 | \$500 | Title I Part A | All Dickinson West staff. |
| Activity - Passport to Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Parents, Teachers and Students will be invited to participate in a school-wide event that includes reading, writing, technology, science and social studies strategies and hands-on activities. Teachers showcase the resources that students use daily in the classrooms, so that parents can witness and use these same resources. | Parent Involvement | | | 09/10/2013 | 06/13/2014 | \$0 | General Fund | All Dickinson West staff. |
| Activity - Netbooks and Interactive Whiteboards | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will utilize Netbooks and Smart Boards that are placed in every classroom to instruct, engage, model activities, supplement reading lesson plans, and assign lessons that are designed for student practice with reading comprehension skills, vocabulary, phonics, phonemic awareness, and fluency across all content areas. Teachers direct students through various interactive reading lessons to provide an alternative to pen/pencil instruction and assessment. | Technology | | | 09/10/2013 | 06/13/2014 | \$0 | No Funding Required | All Dickinson West staff. |
| Activity - Discovery Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Discovery Education, an online digital content area site, provides high quality digital content to schools. This online site accelerates achievement through award-winning digital content, interactive lessons, real time assessment, virtual experiences, contests, challenges and professional development. | Technology | | | 09/10/2013 | 06/13/2014 | \$0 | No Funding Required | All Dickinson West staff. |
| Activity - Life Skills | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|--|--------------------|--|--|------------|------------|--------|-------------------|---------------------------------|
| Teacher will implement, model and engage students in real life skills (organization, economy, social and reflective processes), using collaborative groups to achieve targeted goals, and organize using color coded supplies. | Implementa tion | | | 09/10/2013 | 06/13/2014 | \$1000 | Title I Part A | All Dickinson West staff. |
|--|--------------------|--|--|------------|------------|--------|-------------------|---------------------------------|

Goal 2: All Dickinson West students will increase science proficiency.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 10% increase of First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in grade-level science and writing content expectations and MEAP proficiency. in Science by 05/01/2015 as measured by common core assessments..

Strategy 1:

Reading For Meaning - Reading for meaning in science will develop the skills that proficient readers use to make sense of rigorous narrative and informational texts by building Common Core skills such as; managing text complexity, evaluating text and using evidence, finding main ideas, and making inferences.

Tier:

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|------------|-------------------|-------------------|---------------------------|
| Teachers will receive more thorough training to utilize Smart Boards that are placed in every classroom to instruct, engage, model activities, supplement reading lesson plans, and assign lessons that are designed for student practice with reading comprehension skills, vocabulary, phonics, phonemic awareness, and fluency. Teachers direct students through various interactive reading lessons to provide an alternative to pen/pencil instruction and assessment. | Technology | | | 09/03/2013 | 06/01/2016 | \$0 | General Fund | All Dickinson West Staff. |

| Activity - Monitor Implementarion of Science Strategies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|------------|-------------------|-------------------|--------------------------|
| Teachers will instruct students how to keep and use portfolios successfully in class and during conferences with parents, teachers and co-teachers. Portfolios will be used for student responses about their classwork, homework, assessments from the classroom or school library as well as focus on the assessment of comprehension skills, engagement, promote responsibility, and provide students an opportunity to learn through self-discovery. Students will also be able to assess their own learning and provide feedback to peers during and after portfolio review. | Monitor | | | 09/10/2013 | 06/13/2014 | \$0 | General Fund | All Dickinson West Staff |

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| Activity - Netbook and Smart Board Technology | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------|-------|------------|------------|-------------------|-------------------|---|
| Teachers will utilize netbooks and Smart Boards that are placed in every classroom to instruct, engage, model activities, supplement reading lesson plans, and assign lessons that are designed for student practice with reading comprehension skills, vocabulary, phonics, phonemic awareness, and fluency. Teachers direct students through various interactive reading lessons to provide an alternative to pen/pencil instruction and assessment. | Technology | | | 09/10/2012 | 06/01/2016 | \$0 | General Fund | All Dickinson West Staff. |
| Activity - Cooperative Problem Solving | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will assign various problem solving tasks to small groups to promote critical thinking skills and to prepare students for class discussions. Teachers will guide students through climate-setting activities that are essential in helping respect one another's opinions and to avoid ridiculing of ideas. After discussing the topics, teachers will instruct the small groups to complete follow-up reports, group presentations, and wall charts to solidify learning. | Implementation | | | 09/10/2013 | 06/13/2014 | \$0 | General Fund | All Dickinson West Staff. |
| Activity - Foss Kits | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will use a Foss Kit for three units per grade in the Science Curriculum to demonstrate and increase knowledge of students' science inquiry skills by teaching the steps of the scientific method in each unit. | Academic Support Program | | | 09/10/2013 | 06/01/2016 | \$0 | General Fund | All Dickinson West Staff |
| Activity - Word Walls | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Academic vocabulary collection in a common area of the classroom for student reference. | Academic Support Program | | | 09/10/2013 | 06/01/2016 | \$0 | General Fund | Academic vocabulary collection in a common area of the classroom for student reference. |
| Activity - Science Explorer Books | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|--|--------------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|---------------------------|
| Teachers will use the Science Explorer Books to engage students in reading skills and comprehension strategies | Academic Support Program | | | 09/10/2013 | 06/01/2016 | \$0 | General Fund | All Dickinson West Staff |
| Activity - Science A-Z | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will instruct students using Science A-Z, for activities, stories, lessons and projects to ensure students will meet the required standards in reading comprehension of science curriculum. Teachers will provide opportunities for students to use many and varied approaches to demonstrate competency. The school will provide this program to provide teachers with activities and assessment that are designed to improve phonemic awareness, phonics, fluency, vocabulary and comprehension. The Science A-Z program will be used by teachers to work with everyone from struggling readers and spellers to honor students wishing to improve their reading speed, and comprehension. | Academic Support Program | | | 09/10/2013 | 06/01/2016 | \$50 | Title I Part A | All Dickinson West Staff. |

Strategy 2:

Real World Connections - Teachers will use real-world connections in and out of the classroom by supplementing lessons to gain new experiences for all students. Teachers will assist students in identifying, processing and explaining their observations to complete investigations in the real world. The activities for the investigation provide an opportunity for students to build on prior knowledge skills.

Research Cited: Zemelman, S., Daniels, H., Hyde, A. (2005) Best Practice: Today's Standards for Teaching And Learning in America's Schools. Portsmouth, NH: Heinemann.

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Tier:

| | | | | | | | | |
|---|----------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|---------------------------|
| Activity - Passport To Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Parents, Teachers and Students will be invited to participate in a school-wide event that includes reading, writing, technology, science and social studies strategies and hands-on activities. Teachers showcase the resources that students use daily in the classrooms, so that parents can witness and use these same | Parent Involvement | | | 09/10/2013 | 06/01/2016 | \$1000 | General Fund | All Dickinson West Staff. |
| Activity - Professional Development for Mobile Devices. | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|--|----------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|---------------------------|
| Teachers will use, teach and integrate netbook, laptop or other mobile devices to use the SmartBoard. | Technology | | | 09/10/2013 | 06/01/2016 | \$0 | No Funding Required | All Dickinson West Staff |
| Activity - Netbook and Interactive White Boards | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will utilize Netbooks and Smart Boards that are placed in every classroom to instruct, engage, model activities, supplement reading lesson plans, and assign lessons that are designed for student practice with reading comprehension skills, vocabulary, phonics, phonemic awareness, and fluency in the Social Studies content area. Teachers direct students through various interactive reading lessons to provide an alternative to pen/pencil instruction and assessment. | Implementation | | | 09/10/2013 | 06/13/2014 | \$0 | No Funding Required | All Dickinson West Staff. |
| Activity - Science Fair | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will assist students in creating exhibits for a school wide science fair. Teachers will assist students to develop an understanding of the importance of reflection on scientific knowledge. Teachers will provide students with best practices in reading, writing and technology use for comprehension of informational text in science topics to increase proficiency. Teachers will assign brief learning logs, or journals to prepare students to contribute to class discussions. Teachers will instruct students to use the learning logs to write a reflection of the topic and to write how the student is learning the topic. Learning logs will promote students' metacognition and inform teachers of perceptions and misconceptions of various science topics. Students will incorporate everything they have discovered in an oral and visual presentation with a board and notebook. | Implementation | | | 09/10/2013 | 06/13/2014 | \$4000 | Title I Part A | All Dickinson West Staff. |
| Activity - Discovery Education | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Discovery Education, an online digital content area site, provides high quality digital content to schools. This online site accelerates achievement through award-winning digital content, interactive lessons, real time assessment, virtual experiences, contests, challenges and professional development. | Technology | | | 09/10/2013 | 06/01/2016 | \$0 | No Funding Required | All Dickinson West Staff. |
| Activity - Current Events | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|---|-------|--|--|------------|------------|-------|----------------|---------------------------|
| Through the use of weekly magazines (Time for Kids, Weekly Reader...) and CNN Student News, teachers will introduce students to current events in the news and community. | Other | | | 09/10/2013 | 06/01/2016 | \$500 | Title I Part A | All Dickinson West Staff. |
|---|-------|--|--|------------|------------|-------|----------------|---------------------------|

| Activity - Life Skills | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------|------|-------|------------|------------|-------------------|-------------------|--------------------------|
| Teacher will implement, model and engage students in real life skills (organization, economy, social and reflective processes), using collaborative groups to achieve targeted goals, and organize using color coded supplies. | Implementation | | | 09/10/2013 | 06/13/2014 | \$1000 | Title I Part A | All Dickinson West Staff |

Strategy 3:

Write To Learn - Write to Learn helps teachers integrate writing into daily instruction of science and develop students' writing skills in the key text types associated with continuing education readiness. Also, students build Common Core skills such as developing higher-order thinking through writing, writing arguments, informative/explanatory texts, and narratives, as well as writing for a wide range of task, audiences, and purposes.

Tier:

| Activity - Summarizing and Note-taking | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------|-------|------------|------------|-------------------|-------------------|---------------------------|
| Teachers will instruct, implement and evaluate summarizing and note-taking skills for science common core topics. Teachers will instruct students on recognizing how information is structured to help them summarize what they read or hear. Students who can effectively summarize learn to synthesize information, a higher-order thinking skill which includes analyzing information, identifying key concepts, and defining extraneous information. | Direct Instruction | | | 09/10/2013 | 06/01/2016 | \$0 | General Fund | All Dickinson West Staff. |

| Activity - Learning Logs | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|------------|-------------------|-------------------|---------------------------|
| Teachers will assign brief learning logs, or journals to prepare students to contribute to class discussions. Teachers will instruct students to use the learning logs to write a reflection of the topic and to write how the student is learning the topic. Learning logs will promote students' metacognition and inform teachers of perceptions and misconceptions of various science topics. | Monitor | | | 09/10/2013 | 06/13/2014 | \$0 | General Fund | All Dickinson West Staff. |

| Activity - Scientific Method Lab Report | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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| The teacher will use direct instruction, implementation and monitoring to focus students on the scientific processes used to construct a written report using the Scientific Method. Teachers will be able to use this activity to teach students to comprehend, read, discuss and create each part of the scientific method, including the question, research, hypothesis, data and conclusion. Teachers will provide opportunities for students to use many and varied approaches to demonstrate competency. | Implementation | | | 09/10/2013 | 06/13/2014 | \$0 | General Fund | All Highly Qualified Science Teachers at Dickinson West. |
|--|----------------|------|-------|------------|------------|-------------------|-------------------|--|
| Activity - Netbook and Interactive White Boards | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will utilize Netbooks and Smart Boards that are placed in every classroom to instruct, engage, model activities, supplement reading lesson plans, and assign lessons that are designed for student practice with reading comprehension skills, vocabulary, phonics, phonemic awareness, and fluency in the Social Studies content area. Teachers direct students through various interactive reading lessons to provide an alternative to pen/pencil instruction and assessment. | Implementation | | | 09/10/2013 | 06/13/2014 | \$0 | Title I Part A | All Dickinson West Staff. |

Goal 3: Student Goal Statement: To increase math proficiency so that students are successful at meeting grade level expectations.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 20% increase of First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Math on standardized test administered to students. in Mathematics by 06/18/2014 as measured by student MEAP test results, summative and formative assessments..

Strategy 1:

Real World Connections - Teachers will use real-world connections in and out of the classroom by supplementing lessons to gain new experiences for all students. Teachers will assist students in identifying, processing and explaining their observations to complete investigations in the real world. The activities for the investigation provide an opportunity for students to build on prior knowledge skills.

Research Cited: Zemelman, S., Daniels, H., Hyde, A. (2005) Best Practice: Today's Standards for Teaching And Learning in America's Schools. Portsmouth, NH: Heinemann.

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Tier:

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| Activity - Life Skills | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------|------|-------|------------|------------|-------------------|---------------------|------------------------------|
| Teacher will implement, model and engage students in real life skills (organization, economy, social and reflective processes), using collaborative groups to achieve targeted goals, and organize using color coded supplies. | Implementation | | | 09/10/2013 | 06/13/2014 | \$0 | Title I Part A | All Dickinson West Staff |
| Activity - Netbook and Interactive White Boards | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will utilize Netbooks and Smart Boards that are placed in every classroom to instruct, engage, model activities, supplement reading lesson plans, and assign lessons that are designed for student practice with reading comprehension skills, vocabulary, phonics, phonemic awareness, and fluency in the Social Studies content area. Teachers direct students through various interactive reading lessons to provide an alternative to pen/pencil instruction and assessment. | Technology | | | 06/05/2013 | 06/01/2016 | \$0 | Title I Part A | All Dickinson West Staff. |
| Activity - Cooperative Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will implement cooperative learning strategies with math manipulatives, games and activities to give students the opportunity to work together to accomplish shared goals in writing. Through mixed ability grouping, students help each other learn and encourage individual team members' success. Most importantly, "positive interdependence" is developed by through students understanding that each student has a different resource and membership in a learning group means that they either succeed or fail-together. | Monitor | | | 09/10/2013 | 06/13/2014 | \$0 | No Funding Required | All Staff at Dickinson West. |
| Activity - Everyday Math Online | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers at all grade levels will instruct, implement and monitor the student use of everydaymathonline exams, games and activities. | Technology | | | 09/10/2013 | 06/01/2016 | \$0 | No Funding Required | All Staff at Dickinson West. |
| Activity - Math Manipulatives and Games | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|--|--------------------|--|--|--|------------|------------|-----|------------------------|------------------------------------|
| Teachers will utilize math manipulatives to teach mathematical concepts in a Dickinson West Elementary School visual, concrete manner. Everyday Math/Connected Math games will be played in 1st through 6th grades, to reinforce learned concepts and to apply them to real-world situations. By playing games using mathematical skills, students will engage in mastering mathematical concepts. | Implementa tion | | | | 09/10/2013 | 06/13/2014 | \$0 | No Funding Required | All Staff at Dickinson West. |
|--|--------------------|--|--|--|------------|------------|-----|------------------------|------------------------------------|

| Activity - After School Tutoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsibl e |
|---|------------------|------|-------|------------|------------|----------------------|----------------------|--|
| Teachers will provide additional instruction and support to small groups of students in 1st through 6th grades. Teachers will provide direct instruction and modeling using manipulatives when appropriate. The use of computer-based educational programs and document cameras will also be used to help develop the understanding of content. | Tutoring | | | 09/10/2013 | 06/01/2016 | \$0 | Title I Part A | Teachers will provide additional instruction and support to small groups of students in 1st through 6th grades.Tea chers will provide direct instruction and modeling using manipulativ es when appropriate . |

| Activity - Cultural Excursion | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsibl e |
|--|------------------|------|-------|------------|------------|----------------------|----------------------|--------------------------------|
| Teachers will schedule field trips that connect to the topics being taught and align to Grade level Content Expectations in the areas of Math and Sciences. Field trips may include physical and virtual trips. Teachers will instruct students in completing various assignments that correspond to the objectives of the field trip including, gathering information from the field trip experience to complete comprehension questions. | Field Trip | | | 09/10/2013 | 06/01/2016 | \$0 | Title I Part A | All Dickinson West Staff |

School Improvement Plan

Dickinson West Elementary School

| Activity - Project Based Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------|------|-------|------------|------------|-------------------|---------------------|---------------------------|
| Teachers will learn the value of creating meaningful math concept projects, in order to build understanding among their students. The hands-on approach is a valuable method of teaching visual and kinesthetic learners. By creating concept projects in mathematics, teachers will also have a different way of assessing learning in their classrooms. | Implementation | | | 09/10/2013 | 06/13/2014 | \$0 | Title I Part A | All Dickinson West staff |
| Activity - Everyday Math and Connected Math Curriculum | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will receive additional training in the Everyday (EDM) and Connected Math curriculums. Ongoing teacher-to-teacher collaboration and mentoring will support teachers who may need further instruction. | Implementation | | | 09/10/2013 | 06/13/2014 | \$0 | No Funding Required | All Dickinson West Staff. |

Strategy 2:

Reading for Meaning - Reading for meaning will develop the skills that proficient readers in mathematics to use to make sense of rigorous texts by building Common Core skills such as; managing text complexity, evaluating text and using evidence for mathematic computations, finding main ideas, making inferences and analyzing characters and content.

Research Cited: Pressley & Afflerbach, 1995, Wyatt et al., 1993 and Pressley (2006) focused their research on the behaviors of skilled readers and found that 1. Good reading is active reading, not only DURING reading, but also Before reading a selection to call up background knowledge about the topic and establishing a purpose for reading and AFTER reading to reflect on and seek to deepen their understanding. 2. Comprehension involves a repertoire of skills, or reading and thinking strategies such as the "seven keys to comprehension," a set of skills that includes making connections to background knowledge, drawing inferences, and determining importance, Zimmermann and Hutchins (2003). 3. Comprehension skills can be taught successfully to nearly all readers, including young and emerging readers, Mosaic of Thought (2007), Keene and Zimmermann. Teaching students comprehension skills has "a significant and lasting effect on students' understanding" (Keene, 2010, p. 70).

Tier:

| Activity - Wondering/Questioning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|------------|-------------------|---------------------|--------------------------|
| Good readers in mathematics ask questions about a text to focus their reading, clarify meaning, and delve deeper into the text. Teachers will embed the practice of this skill across all subject areas. | Other | | | 09/10/2013 | 06/13/2014 | \$0 | No Funding Required | All Dickinson West staff |

School Improvement Plan

Dickinson West Elementary School

| Activity - Netbooks and Interactive Whiteboards | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------|-------|------------|------------|-------------------|---------------------|--------------------------|
| Teachers will utilize document cameras and Smart Boards that are placed in every classroom to instruct, engage, model activities, supplement mathematics lesson plans, and assign lessons that are designed for student practice with math comprehension skills, vocabulary, phonics, phonemic awareness, and fluency. Teachers direct students through various interactive reading lessons to provide an alternative to pen/pencil instruction and assessment. | Technology | | | 09/10/2013 | 06/13/2014 | \$0 | No Funding Required | All Dickinson West staff |
| Activity - NWEA | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| NWEA (Northwest Evaluation Association) is a computerized adaptive assessment tool that test differently, allowing teachers to see their students as individuals – each with their own base of knowledge with flexible delivery options. NWEA Measures of Academic Progress® (MAP®) tests present students with engaging, age-appropriate content. As a student responds to questions, the test responds to the student, adjusting up or down in difficulty. | Evaluation | | | 09/10/2013 | 06/13/2014 | \$0 | Title I Part A | All Dickinson West staff |
| Activity - NWEA Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All staff will be trained on how to use NWEA properly. | Professional Learning | | | 09/10/2013 | 06/13/2014 | \$0 | Title I Part A | All Dickinson West staff |
| Activity - Word Walls | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Academic vocabulary collection in a common area of the classroom for student reference. | Academic Support Program | | | 09/10/2013 | 06/13/2014 | \$0 | No Funding Required | All Dickinson West staff |
| Activity - Reading Information Sources | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will instruct students on how to comprehend, analyze information closely and justify their interpretations with evidence using sources such as data charts, graphs, paintings, film clips, websites, lab experiments, etc. | Direct Instruction | | | 09/10/2013 | 06/13/2014 | \$0 | No Funding Required | All Dickinson West staff |

School Improvement Plan

Dickinson West Elementary School

| Activity - Cooperative Problem Solving | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------|-------|------------|------------|-------------------|---------------------|--------------------------|
| Teachers will assign various problem solving tasks to small groups to promote critical thinking skills and to prepare students for class discussions. Teachers will guide students through climate-setting activities that are essential in helping respect one another's opinions and to avoid ridiculing of ideas. After discussing the topics, teachers will instruct the small groups to complete follow-up reports, group presentations, and wall charts to solidify learning. | Implementation | | | 09/10/2013 | 06/13/2014 | \$0 | No Funding Required | All Dickinson West staff |
| Activity - Project-Based Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will learn the value of creating meaningful math concept projects, in order to build understanding among their students. The hands-on approach is a valuable method of teaching visual and kinesthetic learners. By creating concept projects in mathematics, teachers will also have a different way of assessing learning in their classrooms. | Professional Learning | | | 09/10/2013 | 06/13/2014 | \$0 | Title I Part A | All Dickinson West staff |

Strategy 3:

Write to Learn - Write to Learn helps teachers integrate writing into daily instruction and develop students' writing skills in the key text types associated with continuing education readiness. Also, students build Common Core skills such as developing higher-order thinking through writing, writing arguments, informative/explanatory texts, and narratives, as well as writing for a wide range of task, audiences, and purposes.

Research Cited: Douglas Reeves (2002) found that writing is "the skill most directly related to improved scores in reading, social studies, science, and even mathematics" (p.5). Reeves also states writing brings "engagement, interest, and fun," (p.5) to the classroom. According to David Conley (2007), perhaps the foremost expert on college readiness, "If we could institute only one change to make students more college ready, it should be to increase the amount and quality of writing students are expected to produce" (pp. 27-28).

Tier:

| Activity - Learning Logs | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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School Improvement Plan

Dickinson West Elementary School

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|--|----------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|---------------------------|
| A Learning Log is an active response journal that infuses writing into the daily instructional routine. They are also ideal formative assessment tools because it gives teachers real insight into what students know and how they feel about what they are learning. | Monitor | | | 09/10/2013 | 06/13/2014 | \$0 | No Funding Required | All Dickinson West staff. |
| Activity - Netbooks and Interactive Whiteboards | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will utilize document cameras and Smart Boards that are placed in every classroom to instruct, engage, model activities, supplement mathematics lesson plans, and assign lessons that are designed for student practice with mathematics computation skills, vocabulary, phonics, phonemic awareness, and fluency. Teachers direct students through various interactive mathematics lessons to provide an alternative to pen/pencil instruction and assessment. | Technology | | | 09/10/2013 | 06/13/2014 | \$0 | No Funding Required | All Dickinson West staff |
| Activity - Note Taking/Summarizing | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Note taking/Summarizing promotes the retention of knowledge through the use of engaging activities designed to rehearse and practice skills for the purpose of moving knowledge into long-term memory. In mathematics activities such as 2 column notes and PASM Charts (problem, what is the problem asking, solution, and what does the answer mean) promote higher order thinking skills. | Implementation | | | 09/10/2013 | 06/13/2014 | \$0 | No Funding Required | All Dickinson West staff. |
| Activity - Math Journal | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teacher will model and engage students in writing a journal, or math notebook, as a record of their learning experiences over a period of time. This notebook can be used exclusively for discoveries, or it can be used to include reflections from reading or class discussions. It is more than a collection of observations, facts learned, and procedures conducted. The notebook also documents student reflections, questions, predictions, and conclusions. | Monitor | | | 09/10/2013 | 06/13/2014 | \$0 | No Funding Required | All Dickinson West staff |
| Activity - Writing/Creating Algorithms | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The teacher will implement, model and engage students in writing algorithms for a variety of mathematical operations and processes as an assessment to demonstrate students understanding and mastery of math concepts. | Implementation | | | 09/10/2013 | 06/13/2014 | \$0 | No Funding Required | All Dickinson West staff. |

School Improvement Plan

Dickinson West Elementary School

| Activity - Compare and Contrast | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|------------|-------------------|---------------------|---------------------------|
| Teachers will implement, model and monitor collecting information about two or more mathematical concepts or examples. The key attributes are recorded on a two-column graphic organizer/chart to clarify similarities and differences. | Monitor | | | 09/10/2013 | 06/13/2014 | \$0 | No Funding Required | All Dickinson West staff. |

Goal 4: All students at Dickinson West Elementary School will become proficient in Social Studies.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 10% increase of First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in comprehension of a variety of informational and narrative text and grade level content expectations in Social Studies by 05/01/2015 as measured by the MEAP and Common Core assessments..

Strategy 1:

Reading for Meaning - Reading for meaning in Social Studies will develop the skills that proficient readers use to make sense of rigorous narrative and informational texts by building Common Core skills such as; managing text complexity, evaluating text and using evidence, finding main ideas, and making inferences.

Research Cited: Pressley & Afflerbach, 1995, Wyatt et al., 1993 and Pressley (2006) focused their research on the behaviors of skilled readers and found that 1. Good reading is active reading, not only DURING reading, but also Before reading a selection to call up background knowledge about the topic and establishing a purpose for reading and AFTER reading to reflect on and seek to deepen their understanding. 2. Comprehension involves a repertoire of skills, or reading and thinking strategies such as the "seven keys to comprehension," a set of skills that includes making connections to background knowledge, drawing inferences, and determining importance, Zimmermann and Hutchins (2003). 3. Comprehension skills can be taught successfully to nearly all readers, including young and emerging readers, Mosaic of Thought (2007), Keene and Zimmermann. Teaching students comprehension skills has "a significant and lasting effect on students' understanding" (Keene, 2010, p. 70).

Tier:

| Activity - Netbooks and Interactive Whiteboards | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

School Improvement Plan

Dickinson West Elementary School

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|---|--------------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|---------------------------|
| Teachers will utilize Netbooks and Smart Boards that are placed in every classroom to instruct, engage, model activities, supplement reading lesson plans, and assign lessons that are designed for student practice with reading comprehension skills, vocabulary, phonics, phonemic awareness, and fluency in the Social Studies content area. Teachers direct students through various interactive reading lessons to provide an alternative to pen/pencil instruction and assessment. | Technology | | | 09/10/2013 | 06/20/2014 | \$0 | No Funding Required | All Dickinson West staff. |
| Activity - Wondering/Questioning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Good readers ask questions about a text to focus their reading, clarify meaning, and delve deeper into the text. Teachers will embed the practice of this skill across all subject areas. | Other | | | 09/10/2013 | 06/20/2014 | \$0 | No Funding Required | All Dickinson West staff |
| Activity - Highlighted Reading | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will implement Highlighted Reading activities to give students the opportunity to practice scheming and scanning text to locate main ideas, concepts and evidence to support, predictions, questions and deeper understandings of the reading material. | Implementation | | | 09/10/2013 | 06/20/2014 | \$0 | No Funding Required | All Dickinson West staff |
| Activity - Word Walls | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Academic vocabulary collection in a common area of the classroom for student reference. | Academic Support Program | | | 09/10/2013 | 06/20/2014 | \$0 | No Funding Required | All Dickinson West staff |
| Activity - Reading Information Sources | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will instruct students on how to comprehend, analyze information closely and justify their interpretations with evidence using sources such as data charts, graphs, paintings, film clips, websites, lab experiments, etc. | Direct Instruction | | | 09/10/2013 | 06/20/2014 | \$0 | No Funding Required | All Dickinson West staff. |
| Activity - Current Events | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Through the use of weekly magazines (Time for Kids, Weekly Reader...) and CNN Student News, teachers will introduce students to current events in the news and community. | Other | | | 09/10/2013 | 06/20/2014 | \$500 | Title I Part A | All Dickinson West staff |

School Improvement Plan

Dickinson West Elementary School

| Activity - Class A | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------|-------|------------|------------|-------------------|-------------------|---------------------------|
| CLASS A System (Curriculum, Learning and Assessment for Student and School Achievement), powered by Datawise, INC., is a cutting-edge technology tool that features two powerful capabilities for Wayne County Educators. The system will assist educators to develop pupil assessments aligned with state and national curriculum standards. The system also provides sophisticated performance analysis tools for educators to examine student learning and improve instructional practice. As called for in Strand Five of the Michigan School Improvement Framework, CLASS A is designed for one primary purpose - to actively organize and connect data to increase student achievement. (http://www.resa.net/curriculum/classa/) | Professional Learning | | | 09/10/2013 | 06/13/2014 | \$400 | Title I Part A | All Dickinson West staff. |

Strategy 2:

Real-World Connections - Teachers will assign activities that extend learning beyond the textbook and classroom by coordinating field trips according to grade level content, leading students in completing writing assignments that consider or solve problems, and guide students in participating in community projects to promote real-world application; invite students to the discussion of matters of human social existence and lead students in examining both problematic and positive historical events by using learning logs, small group instruction and technology.

Research Cited: -Zemelman, S., Daniels, H., Hyde, A. (2005). Best Practice: Today's Standards for Teaching & Learning in America's Schools. Portsmouth, NH: Heinemann.

Statement: The authors share researched best practices in teaching to aid teachers in improving pedagogy in all subject areas. "To make concepts real, social studies must involve active participation in the classroom and the wider community."

-Zemelman, S., Daniels, H., Hyde, A. (2005). Best Practice: Today's Standards for Teaching & Learning in America's Schools. Portsmouth, NH: Heinemann.

Statement: The authors first wrote about the importance of extending social studies learning outside the classroom before writing a book with a similar name in 2005 (see above title). The authors stated that "active involvement in social studies should include information gathering, representatives of many social and governmental organizations are happy to visit classrooms...Genuine responses from community leaders to students' letters, proposals on community projects, and real advocacy are usually long remembered by students as rich and exciting learning experiences.

Tier:

| Activity - Constitution Day | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|-----------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

School Improvement Plan

Dickinson West Elementary School

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|--|---------------------------|-------------|--------------|-------------------|-----------------|------------------------------|------------------------------|--|
| Teachers will lead the discussion of the importance of Constitution Day. Teachers will assign a variety of lessons to students including: writing the meaning of the Constitution in their own words; a timeline of key dates and events, lessons to learn and review the vocabulary of the Constitution and Bill of Rights, as well as other activities to impart values of civic involvement and responsibility. | Implementa tion | | | 09/16/2013 | 09/20/2013 | \$0 | No Funding Required | All Dickinson West staff. |
| Activity - Cultural Excursions | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsibl e |
| Teachers will schedule field trips that connect to the topics being taught and align, to Common Core State Standards in the areas of Government, History, Geography and Civics and Economics. Field trips include visiting local museums, community locations and virtual field trips. Teachers will instruct students in completing various assignments that correspond to the objectives of the field trip including gathering information from the field trip experience to complete comprehension questions. | Field Trip | | | 09/10/2013 | 06/20/2014 | \$0 | Title I Part A | General Education classroom staff |
| Activity - Current Events | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsibl e |
| Through the use of weekly magazines (Time for Kids, Weekly Reader...) and CNN Student News, teachers will introduce students to current events in the news and community. | Other | | | 09/13/2013 | 06/20/2014 | \$500 | Title I Part A | All Dickinson West staff |
| Activity - Passport to Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsibl e |
| Parents, Teachers and Students will be invited to participate in a school-wide event that includes reading, writing, technology, science and social studies strategies and hands-on activities. Teachers showcase the resources that students use daily in the classrooms, so that parents can witness and use these same resources. | Parent Involvemen t | | | 09/10/2013 | 06/13/2014 | \$0 | General Fund | All Dickinson West staff |
| Activity - Netbooks and Interactive Whiteboards | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsibl e |
| Teachers will utilize Netbooks and Smart Boards that are placed in every classroom to instruct, engage, model activities, supplement reading lesson plans, and assign lessons that are designed for student practice with reading comprehension skills, vocabulary, phonics, phonemic awareness, and fluency in the Social Studies content area. Teachers direct students through various interactive reading lessons to provide an alternative to pen/pencil instruction and assessment. | Technology | | | 09/10/2013 | 06/13/2014 | \$0 | No Funding Required | All Dickinson West staff |

School Improvement Plan

Dickinson West Elementary School

| Activity - Discovery Education | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------|------|-------|------------|------------|-------------------|---------------------|--------------------------|
| Discovery Education, an online digital content area site, provides high quality digital content to schools. This online site accelerates achievement through award-winning digital content, interactive lessons, real time assessment, virtual experiences, contests, challenges and professional development. | Technology | | | 09/10/2013 | 06/13/2014 | \$0 | No Funding Required | All Dickinson West staff |
| Activity - Life Skills | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teacher will implement, model and engage students in real life skills (organization, economy, social and reflective processes), using collaborative groups to achieve targeted goals, and organize using color coded supplies. | Implementation | | | 09/10/2013 | 06/13/2014 | \$1000 | Title I Part A | All Dickinson West staff |

Strategy 3:

Write to Learn - Write to Learn helps teachers integrate writing into daily instruction and develop students' writing skills in the key text types associated with continuing education readiness. Also, students build Common Core skills such as developing higher-order thinking through writing, writing arguments, informative/explanatory texts, and narratives, as well as writing for a wide range of task, audiences, and purposes.

Research Cited: Douglas Reeves (2002) found that writing is "the skill most directly related to improved scores in reading, social studies, science, and even mathematics" (p.5). Reeves also states writing brings "engagement, interest, and fun," (p.5) to the classroom. According to David Conley (2007), perhaps the foremost expert on college readiness, "If we could institute only one change to make students more college ready, it should be to increase the amount and quality of writing students are expected to produce" (pp. 27-28).

Tier:

| Activity - Current Events | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|------------|-------------------|-------------------|--------------------------|
| Through the use of current event resources (Weekly Reader, Time for Kids, CNN Student News...), teachers have students respond to the current event topic. | Other | | | 09/10/2013 | 06/20/2014 | \$500 | Title I Part A | All Dickinson West staff |
| Activity - Netbooks and Interactive Whiteboards | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

School Improvement Plan

Dickinson West Elementary School

| | | | | | | | | |
|---|------------|--|--|------------|------------|-----|---------------------|--------------------------|
| Teachers will utilize Netbooks and Smart Boards that are placed in every classroom to instruct, engage, model activities, supplement reading lesson plans, and assign lessons that are designed for student practice with reading comprehension skills, vocabulary, phonics, phonemic awareness, and fluency in the Social Studies content area. Teachers direct students through various interactive reading lessons to provide an alternative to pen/pencil instruction and assessment. | Technology | | | 09/10/2013 | 06/13/2014 | \$0 | No Funding Required | All Dickinson West staff |
|---|------------|--|--|------------|------------|-----|---------------------|--------------------------|

| Activity - Learning Logs | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|------------|-------------------|---------------------|--------------------------|
| A Learning Log is an active response journal that infuses writing into the daily instructional routine. They are also ideal formative assessment tools because it gives teachers real insight into what students know and how they feel about what they are learning. | Monitor | | | 09/10/2013 | 06/13/2014 | \$0 | No Funding Required | All Dickinson West staff |

| Activity - 4-2-1 Free Write | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|------------|-------------------|---------------------|---------------------------|
| 4-2-1 Free Write helps students focus their writing on the most important ideas through a process of collaborative summarization in pairs and groups of four to generate lists of the most important ideas found in social studies, lectures and other learning experiences. Most importantly, it prevents students from getting stuck when they write. | Monitor | | | 09/10/2013 | 06/13/2014 | \$0 | No Funding Required | All Dickinson West staff. |

| Activity - 3x3 Writing Frame | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|------------|-------------------|---------------------|---------------------------|
| The 3x3 Writing Frame uses a visual organizer to help students see the structure of a good essay and plan out its beginning, middle, and end. The frame can be adapted to fit the three text types (argument, informative/explanatory, and narrative). | Monitor | | | 09/10/2013 | 06/13/2014 | \$0 | No Funding Required | All Dickinson West staff. |

Goal 5: Students at Dickinson West will increase proficiency in writing.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

10% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Male Black or African-American, White, Economically Disadvantaged, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency in writing for the 2013 MEAP test in Writing by 06/18/2015 as measured by MEAP test scores and district standardized test scores..

School Improvement Plan

Dickinson West Elementary School

Strategy 1:

Reading for Meaning - Reading for meaning will develop the skills that proficient reader use to make sense of rigorous texts by building Smarter Balanced skills such as: managing text complexity, evaluating text and using evidence, finding main ideas, making inferences and analyzing characters and content.

Research Cited: Pressley & Afflerbach, 1995, Wyatt et al., 1993 and Pressley (2006) focused their research on the behaviors of skilled readers and found that 1. Good reading is active reading, not only DURING reading, but also Before reading a selection to call up background knowledge about the topic and establishing a purpose for reading and AFTER reading to reflect on and seek to deepen their understanding. 2. Comprehension involves a repertoire of skills, or reading and thinking strategies such as the "seven keys to comprehension," a set of skills that includes making connections to background knowledge, drawing inferences, and determining importance, Zimmermann and Hutchins (2003). 3. Comprehension skills can be taught successfully to nearly all readers, including young and emerging readers, Mosaic of Thought (2007), Keene and Zimmermann. Teaching students comprehension skills has "a significant and lasting effect on students' understanding" (Keene, 2010, p. 70).

Tier:

| Activity - Wondering/Questioning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|------------|-------------------|---------------------|--------------------------|
| Good readers ask questions about a text to focus their reading, clarify meaning, and delve deeper into the text. Adults will embed the practice of this skill across all subject areas. | Other | | | 09/03/2013 | 06/13/2016 | \$0 | No Funding Required | All Dickinson West Staff |

| Activity - Highlighted Reading | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|------------|-------------------|---------------------|--------------------------|
| Adults will implement Highlighted Reading activities to give students the opportunity to practice scheming and scanning text to locate main ideas, concepts and evidence to support, predictions, questions and deeper understandings of the reading material. | Other | | | 09/03/2013 | 06/13/2016 | \$0 | No Funding Required | All Dickinson West Staff |

| Activity - Netbooks and Interactive Whiteboards | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|------------|-------------------|---------------------|--------------------------|
| Adults will utilize document cameras and Smart Boards that are placed in every classroom to instruct, engage, model activities, supplement reading lesson plans, and assign lessons that are designed for student practice with reading comprehension skills, vocabulary, phonics, phonemic awareness, and fluency. Teachers direct students through various interactive reading lessons to provide an alternative to pen/pencil instruction and assessment. | Technology | | | 09/03/2013 | 06/13/2016 | \$0 | No Funding Required | All Dickinson West Staff |

School Improvement Plan

Dickinson West Elementary School

| Activity - Readers Workshop Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------|-------|------------|------------|-------------------|---------------------|--------------------------|
| Teachers who have implemented Readers Workshop will bring a colleague to the new round of RW trainings, support them as they begin the implementation of RW and observe one another during Reader's Workshop lessons to learn new ideas and ways to implement successful reading strategies into their classrooms. Teachers will also meet quarterly during the 2012-2013 school year to expand their knowledge, review formative assessment data and make decisions about instruction. | Professional Learning | | | 09/03/2013 | 06/16/2014 | \$0 | No Funding Required | All Dickinson West staff |
| Activity - Books and a Pillow Family Reading Night | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Parents and students will spend an evening of reading, refreshments, book give-aways and prizes while learning new ways to enjoy reading together through a variety of reading workshops. | Parent Involvement | | | 10/14/2013 | 10/12/2015 | \$2000 | Title I Part A | All Dickinson West Staff |
| Activity - Guest Reader Day | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Dickinson West Stakeholders will be invited to the school to read to students at different grade levels. | Community Engagement | | | 03/25/2014 | 03/23/2015 | \$1000 | Title I Schoolwide | All Dickinson West Staff |
| Activity - Word Walls | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Academic vocabulary collection in a common area of the classroom for student reference. | Academic Support Program | | | 09/03/2013 | 06/15/2015 | \$0 | No Funding Required | All Dickinson West Staff |
| Activity - Reading Information Sources | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will instruct students on how to comprehend, analyze information closely and justify their interpretations with evidence using sources such as data charts, graphs, paintings, film clips, websites, lab experiments, etc. | Academic Support Program | | | 09/03/2013 | 06/15/2015 | \$0 | No Funding Required | All Dickinson West |
| Activity - NWEA Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

School Improvement Plan

Dickinson West Elementary School

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|--|-----------------------|--|--|------------|------------|--------|--------------------|----------------------|
| All staff will be trained on how to use NWEA properly. | Professional Learning | | | 09/03/2013 | 06/09/2014 | \$6000 | Title I Schoolwide | Dickinson West Staff |
|--|-----------------------|--|--|------------|------------|--------|--------------------|----------------------|

Strategy 2:

Write to Learn - Write to Learn helps teachers integrate writing into daily instruction and develop students' writing skills in the key text types associated with continuing education readiness. Also, students build Common Core skills such as developing higher-order thinking through writing, writing arguments, informative/explanatory texts, and narratives, as well as writing for a wide range of task, audiences, and purposes.

Research Cited: Douglas Reeves (2002) found that writing is "the skill most directly related to improved scores in reading, social studies, science, and even mathematics" (p.5). Reeves also states writing brings "engagement, interest, and fun," (p.5) to the classroom. According to David Conley (2007), perhaps the foremost expert on college readiness, "If we could institute only one change to make students more college ready, it should be to increase the amount and quality of writing students are expected to produce" (pp. 27-28).

Tier:

| Activity - Learning Logs | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------|-------|------------|------------|-------------------|---------------------|--------------------------|
| A Learning Log is an active response journal that infuses writing into the daily instructional routine. They are also ideal formative assessment tools because it gives adults real insight into what students know and how they feel about what they are learning. | Academic Support Program | | | 09/03/2013 | 06/15/2015 | \$0 | No Funding Required | All Dickinson West Staff |

| Activity - 4-2-1 Free Write | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------|-------|------------|------------|-------------------|---------------------|--------------------|
| 4-2-1 Free Write helps students focus their writing on the most important ideas through a process of collaborative summarization in pairs and groups of four to generate lists of the most important ideas found in reading, lectures and other learning experiences. Most importantly, it prevents students from getting stuck when they write | Academic Support Program | | | 09/03/2013 | 06/15/2015 | \$0 | No Funding Required | All Dickinson West |

| Activity - 3x3 Writing Frame | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|--|--------------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--------------------------|
| The 3x3 Writing Frame uses a visual organizer to help students see the structure of a good essay and plan out its beginning, middle, and end. The frame can be adapted to fit the three text types (argument, informative/explanatory, and narrative). | Academic Support Program | | | 09/03/2013 | 06/15/2015 | \$0 | No Funding Required | All Dickinson West Staff |
| Activity - Building Writing | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Building Writing is a prewriting activity that provides the scaffolding emerging writers need as they learn to produce high-quality responses on demand. It also builds students' motivation and confidence as writers, while teachers formatively assess every student's work in real time. | Academic Support Program | | | 09/03/2013 | 06/15/2015 | \$0 | No Funding Required | All Dickinson West Staff |
| Activity - Writing Folders | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Writing Folders engage students in the organization and housing of their ongoing work, such as the records and artifacts of the writing process. | Academic Support Program | | | 09/03/2013 | 06/15/2015 | \$0 | No Funding Required | All Dickinson West Staff |
| Activity - Writer's Club | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Writer's Club is a support and feedback group made up of three to five members. Members can choose to read their own pieces or read one another's pieces to help each writer notice where his or her writing causes the reader to falter. | Academic Support Program | | | 09/03/2013 | 06/15/2015 | \$0 | No Funding Required | All Dickinson West Staff |
| Activity - Netbooks and Interactive Whiteboards | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Adults will utilize document cameras and Smart Boards that are placed in every classroom to instruct, engage, model activities, supplement reading lesson plans, and assign lessons that are designed for student practice with reading comprehension skills, vocabulary, phonics, phonemic awareness, and fluency. Teachers direct students through various interactive reading lessons to provide an alternative to pen/pencil instruction and assessment. | Academic Support Program | | | 09/03/2013 | 06/15/2015 | \$0 | No Funding Required | All Dickinson West Staff |

Strategy 3:

Real World Connections - Adults will assign activities that extend learning beyond the textbook and classroom by coordinating field trips according to grade level

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content, leading students in completing writing assignments that consider or solve problems, and guide students in participating in community projects to promote real-world application; invite students to the discussion of matters of human social existence and lead students in examining both problematic and positive historical events by using learning logs, small group instruction and technology

Research Cited: -Zemelman, S., Daniels, H., Hyde, A. (2005). Best Practice: Today's Standards for Teaching & Learning in America's Schools. Portsmouth, NH: Heinemann. Statement: The authors share researched best practices in teaching to aid teachers in improving pedagogy in all subject areas. "To make concepts real, social studies must involve active participation in the classroom and the wider community." -Zemelman, S., Daniels, H., Hyde, A. (2005). Best Practice: Today's Standards for Teaching & Learning in America's Schools. Portsmouth, NH: Heinemann. Statement: The authors first wrote about the importance of extending social studies learning outside the classroom before writing a book with a similar name in 2005 (see above title). The authors stated that "active involvement in social studies should include information gathering, representatives of many social and governmental organizations are happy to visit classrooms...Genuine responses from community leaders to students' letters, proposals on community projects, and real advocacy are usually long remembered by students as rich and exciting learning experiences.

Tier:

| Activity - Constitution Day | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------|-------|------------|------------|-------------------|---------------------|--------------------------|
| Teachers will lead the discussion of the importance of Constitution Day. Teachers will assign a variety of lessons to students including: writing the meaning of the Constitution in their own words; a timeline of key dates and events, lessons to learn and review the vocabulary of the Constitution and Bill of Rights, as well as other activities to impart values of civic involvement and responsibility. | Academic Support Program | | | 09/17/2013 | 06/15/2015 | \$0 | No Funding Required | All Dickinson West Staff |
| Activity - Current Events | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Through the use of weekly magazines (Time for Kids, Weekly Reader...), Detroit News/Free Press and CNN Student News, teachers will introduce students to current events in the news and community. | Academic Support Program | | | 09/03/2013 | 06/15/2015 | \$0 | No Funding Required | All Dickinson West Staff |
| Activity - Passport To Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|---|--------------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--------------------------|
| Parents, Teachers and Students will be invited to participate in a school-wide event that includes reading, writing, technology, science and social studies strategies and hands-on activities. Teachers showcase the resources that students use daily in the classrooms, so that parents can witness and use these same resources. | Community Engagement | | | 09/03/2013 | 06/15/2015 | \$1400 | Title I Part A | All Dickinson West Staff |
| Activity - Technology | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will utilize Netbooks and Smart Boards that are placed in every classroom to instruct, engage, model activities, supplement reading lesson plans, and assign lessons that are designed for student practice with reading comprehension skills, vocabulary, phonics, phonemic awareness, and fluency across all content areas. Teachers direct students through various interactive reading lessons to provide an alternative to pen/pencil instruction and assessment. | Academic Support Program | | | 09/03/2013 | 06/15/2015 | \$4000 | Title I Schoolwide | All Dickinson West Staff |
| Activity - Discovery Education | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Discovery Education, an online digital content area site, provides high quality digital content to schools. This online site accelerates achievement through award-winning digital content, interactive lessons, real time assessment, virtual experiences, contests, challenges and professional development. | Academic Support Program | | | 09/03/2013 | 06/15/2015 | \$800 | Title I Schoolwide | All Dickinson West Staff |
| Activity - Life Skills | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teacher will implement, model and engage students in real life skills (organization, economy, social and reflective processes), using collaborative groups to achieve targeted goals, and organize using color coded supplies. | Direct Instruction | | | 09/03/2013 | 06/15/2015 | \$0 | No Funding Required | All Dickinson West Staff |

Goal 6: All students at Dickinson West will improve their behavior.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

demonstrate a behavior Reduce the number of disciplinary referrals by 5% by 06/13/2014 as measured by behavior incident reports based on 2013 data..

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Strategy 1:

REstorative Practice Continuum - The restorative Practice continuum is a five point continuum from the less formal daily use of affective statements and questions through small impromptu conferences, circles and groups, and finally formal conferences set up by the restorative practices coordinator.

Research Cited: Costello, Bob; Watchel, Ted. Restorative Practices Handbook, Bethlehem, PA: International Institute of Restorative Practices, 2009 Offending students realize how they have affected other people when they hear directly from those they have harmed. School authorities can achieve this through a variety of means, ranging informal restorative questions to a more formal circle or restorative conference. (pg 5)

Tier:

| Activity - Bullying Task Force | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|------|-------|------------|------------|-------------------|-------------------|--|
| Creating a task force with selected students to create a culture where the community looks upon bullying behavior and bystanders as negative. we want to create a culture of defenders. | Behavioral Support Program | | | 09/03/2013 | 06/15/2015 | \$2000 | Title I Part A | RP Coordinator, all Dickinson West Staff |

| Activity - Full Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------|-------|------------|------------|-------------------|-------------------|---|
| All new staff members (who have not been trained) will participate in a 2-day training. | Professional Learning | | | 09/03/2013 | 06/15/2015 | \$1000 | Title I Part A | Restorative Practices Coordinator, All Dickinson West Staff, Director of Federal Programs, Trainer of the trainers, Principal |

| Activity - RP Refresher | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|-------------------|-------------------|---|
| Currently trained staff will be assessed on knowledge of Restorative Practices at the end of each school year to be determined if additional training is required. | Professional Learning | | | 09/03/2013 | 06/15/2015 | \$2000 | Title I Part A | RP Coordinator, Trainer of the trainer, Principal |

| Activity - Middle School Transition Circles | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|---|---------------------------|--|--|------------|------------|-------|----------------|---|
| Several groups of middle school girls will meet with groups of girls from the elementary school with similar backgrounds to discuss topics that ease anxiety before starting middle school. | Recruitment and Retention | | | 03/03/2014 | 06/06/2014 | \$500 | Title I Part A | RP Coordinator, Trainer of the trainer, Principal |
|---|---------------------------|--|--|------------|------------|-------|----------------|---|

| Activity - Monitoring of Restorative Continuum | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|------------|-------------------|-------------------|---|
| Building Administrator and Restorative Practices Coordinator will conduct walk throughs focused on the "look fors" identified as the essential for the implementation of the Restorative Practice Continuum. "Look Fors" will include what the teachers and students will be doing in the classroom if Restorative Practices is fully implemented. | Other | | | 11/01/2013 | 05/23/2014 | \$500 | Title I Part A | RP Coordinator, Trainer of the trainer, Principal |

Measurable Objective 2:

demonstrate a behavior All students will increase thier ability to identify and use Restorative Practice affective statements and affective questions by 10% by 06/09/2014 as measured by Restorative Practice Survey.

Strategy 1:

Use of Affective Statements and Questions - All teachers and students will increase thier ability to identify and Restorative Practice affective statements and affective questions by 10% measured by the Restorative Practice Survey.

Research Cited: Costello, Bob; Watchel, Ted. Restorative Practices Handbook, Bethlehem, PA: International Institute of Restorative Practices, 2009 Offending students realize how they have affected other people when they hear directly from those they have harmed. School authorities can achieve this through a variety of means, ranging informal restorative questions to a more formal circle or restorative conference. (pg 56)

Tier:

| Activity - Book Study Restorative Practices Handbook | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|-------------------|-------------------|--------------------------|
| Staff will read and discuss a specified section of restorative practices handbook monthly during teacher prep periods. St this time the staff will then be prepared to implement the next component of the strategy. | Professional Learning | | | 09/03/2013 | 06/09/2014 | \$0 | Title I Part A | All Dickinson West Staff |

| Activity - Full training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------|-------|------------|------------|-------------------|-------------------|--------------------------|
| All new staff members who have not been trained will participate in a 2 day training. | Professional Learning | | | 09/03/2013 | 06/09/2014 | \$1000 | Title I Part A | All Dickinson West Staff |

| Activity - RP Refresher | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|---|-----------------------|--|--|------------|------------|--------|----------------|--------------------------|
| Currently trained staff will be assessed on knowledge of Restorative Practices at the end of each school year to be determined if additional training is required | Professional Learning | | | 09/03/2013 | 06/09/2014 | \$2000 | Title I Part A | All Dickinson West Staff |
|---|-----------------------|--|--|------------|------------|--------|----------------|--------------------------|

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------------------------|---|--------------------------|------|-------|------------|------------|-------------------|--|
| 3x3 Writing Frame | The 3x3 Writing Frame uses a visual organizer to help students see the structure of a good essay and plan out its beginning, middle, and end. The frame can be adapted to fit the three text types (argument, informative/explanatory, and narrative). | Academic Support Program | | | 09/03/2013 | 06/15/2015 | \$0 | All Dickinson West Staff |
| Netbooks and Interactive Whiteboards | Teachers will utilize document cameras and Smart Boards that are placed in every classroom to instruct, engage, model activities, supplement mathematics lesson plans, and assign lessons that are designed for student practice with math comprehension skills, vocabulary, phonics, phonemic awareness, and fluency. Teachers direct students through various interactive reading lessons to provide an alternative to pen/pencil instruction and assessment. | Technology | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West staff |
| Math Manipulatives and Games | Teachers will utilize math manipulatives to teach mathematical concepts in a Dickinson West Elementary School visual, concrete manner. Everyday Math/Connected Math games will be played in 1st through 6th grades, to reinforce learned concepts and to apply them to real-world situations. By playing games using mathematical skills, students will engage in mastering mathematical concepts. | Implementation | | | 09/10/2013 | 06/13/2014 | \$0 | All Staff at Dickinson West. |
| Netbooks and Interactive Whiteboards | Teachers will utilize document cameras and Smart Boards that are placed in every classroom to instruct, engage, model activities, supplement reading lesson plans, and assign lessons that are designed for student practice with reading comprehension skills, vocabulary, phonics, phonemic awareness, and fluency. Teachers direct students through various interactive reading lessons to provide an alternative to pen/pencil instruction and assessment. | Technology | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West staff and technology support staff. |

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|--------------------------------------|---|--------------------------|--|--|------------|------------|-----|---------------------------|
| 4-2-1 Free Write | 4-2-1 Free Write helps students focus their writing on the most important ideas through a process of collaborative summarization in pairs and groups of four to generate lists of the most important ideas found in reading, lectures and other learning experiences. Most importantly, it prevents students from getting stuck when they write. | Monitor | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West staff. |
| Word Walls | Academic vocabulary collection in a common area of the classroom for student reference. | Academic Support Program | | | 09/10/2013 | 06/20/2014 | \$0 | All Dickinson West staff |
| Wondering/Questioning | Good readers ask questions about a text to focus their reading, clarify meaning, and delve deeper into the text. Teachers will embedd the practice of this skill accross all subject areas. | Other | | | 09/10/2013 | 06/13/2016 | \$0 | All Dickinson West Staff. |
| Readers Workshop Training | Teachers who have implemented Readers Workshop will bring a colleague to the new round of RW trainings, support them as they begin the implementation of RW and observe one another during Reader's Workshop lessons to learn new ideas and ways to implement successful reading strategies into their classrooms. Teachers will also meet quarterly during the 2012-2013 school year to expand their knowledge, review formative assessment data and make decisions about instruction. | Professional Learning | | | 09/03/2013 | 06/16/2014 | \$0 | All Dickinson West staff |
| Netbooks and Interactive Whiteboards | Adults will utilize document cameras and Smart Boards that are placed in every classroom to instruct, engage, model activities, supplement reading lesson plans, and assign lessons that are designed for student practice with reading comprehension skills, vocabulary, phonics, phonemic awareness, and fluency. Teachers direct students through various interactive reading lessons to provide an alternative to pen/pencil instruction and assessment. | Academic Support Program | | | 09/03/2013 | 06/15/2015 | \$0 | All Dickinson West Staff |
| Learning Logs | A Learning Log is an active response journal that infuses writing into the daily instructional routine. They are also ideal formative assessment tools because it gives adults real insight into what students know and how they feel about what they are learning. | Academic Support Program | | | 09/03/2013 | 06/15/2015 | \$0 | All Dickinson West Staff |
| Highlighted Reading | Teachers will implement Highlighted Reading activities to give students the opportunity to practice scheming and scanning text to locate main ideas, concepts and evidence to support, predictions, questions and deeper understandings of the reading material. | Implementation | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West Staff. |

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|--------------------------------------|--|--------------------------|--|--|------------|------------|-----|------------------------------|
| 4-2-1 Free Write | 4-2-1 Free Write helps students focus their writing on the most important ideas through a process of collaborative summarization in pairs and groups of four to generate lists of the most important ideas found in reading, lectures and other learning experiences. Most importantly, it prevents students from getting stuck when they write | Academic Support Program | | | 09/03/2013 | 06/15/2015 | \$0 | All Dickinson West |
| Current Events | Through the use of weekly magazines (Time for Kids, Weekly Reader...), Detroit News/Free Press and CNN Student News, teachers will introduce students to current events in the news and community. | Academic Support Program | | | 09/03/2013 | 06/15/2015 | \$0 | All Dickinson West Staff |
| Cooperative Learning | Teachers will implement cooperative learning strategies with math manipulatives, games and activities to give students the opportunity to work together to accomplish shared goals in writing. Through mixed ability grouping, students help each other learn and encourage individual team members' success. Most importantly, "positive interdependence" is developed by through students understanding that each student has a different resource and membership in a learning group means that they either succeed or fail-together. | Monitor | | | 09/10/2013 | 06/13/2014 | \$0 | All Staff at Dickinson West. |
| Netbooks and Interactive Whiteboards | Adults will utilize document cameras and Smart Boards that are placed in every classroom to instruct, engage, model activities, supplement reading lesson plans, and assign lessons that are designed for student practice with reading comprehension skills, vocabulary, phonics, phonemic awareness, and fluency. Teachers direct students through various interactive reading lessons to provide an alternative to pen/pencil instruction and assessment. | Technology | | | 09/03/2013 | 06/13/2016 | \$0 | All Dickinson West Staff |
| Constitution Day | Teachers will lead the discussion of the importance of Constitution Day. Teachers will assign a variety of lessons to students including: writing the meaning of the Constitution in their own words; a timeline of key dates and events, lessons to learn and review the vocabulary of the Constitution and Bill of Rights, as well as other activities to impart values of civic involvement and responsibility. | Implementation | | | 09/16/2013 | 09/20/2013 | \$0 | All Dickinson West staff |

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| | | | | | | | | |
|--|--|--------------------------|--|--|------------|------------|-----|---|
| Learning Logs | A Learning Log is an active response journal that infuses writing into the daily instructional routine. They are also ideal formative assessment tools because it gives teachers real insight into what students know and how they feel about what they are learning. | Monitor | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West staff. |
| Discovery Education | Discovery Education, an online digital content area site, provides high quality digital content to schools. This online site accelerates achievement through award-winning digital content, interactive lessons, real time assessment, virtual experiences, contests, challenges and professional development. | Technology | | | 09/10/2013 | 06/01/2016 | \$0 | All Dickinson West Staff. |
| Netbooks and Interactive Whiteboards | Teachers will utilize document cameras and Smart Boards that are placed in every classroom to instruct, engage, model activities, supplement reading lesson plans, and assign lessons that are designed for student practice with reading comprehension skills, vocabulary, phonics, phonemic awareness, and fluency. Teachers direct students through various interactive reading lessons to provide an alternative to pen/pencil instruction and assessment. | Technology | | | 09/10/2013 | 06/13/2016 | \$0 | All Dickinson West and district technology staff. |
| Writing Folders | Writing Folders engage students in the organization and housing of their ongoing work, such as the records and artifacts of the writing process. | Monitor | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West staff. |
| Highlighted Reading | Teachers will implement Highlighted Reading activities to give students the opportunity to practice scheming and scanning text to locate main ideas, concepts and evidence to support, predictions, questions and deeper understandings of the reading material. | Implementation | | | 09/10/2013 | 06/20/2014 | \$0 | All Dickinson West staff |
| Highlighted Reading | Adults will implement Highlighted Reading activities to give students the opportunity to practice scheming and scanning text to locate main ideas, concepts and evidence to support, predictions, questions and deeper understandings of the reading material. | Other | | | 09/03/2013 | 06/13/2016 | \$0 | All Dickinson West Staff |
| Word Walls | Academic vocabulary collection in a common area of the classroom for student reference. | Academic Support Program | | | 09/03/2013 | 06/15/2015 | \$0 | All Dickinson West Staff |
| Professional Development for Mobile Devices. | Teachers will use, teach and integrate netbook, laptop or other mobile devices to use the SmartBoard. | Technology | | | 09/10/2013 | 06/01/2016 | \$0 | All Dickinson West Staff |

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|--------------------------------------|---|--------------------|--|--|------------|------------|-----|---------------------------------|
| Constitution Day | Teachers will lead the discussion of the importance of Consitution Day. Teachers will assign a variety of lessons to students including: writing the meaning of the Constitution in their own words; a timeline of key dates and events, lessons to learn and review the vocabulary of the Constitution and Bill of Rights, as well as other activities to impart values of civic involvement and responsibility. | Implementa tion | | | 09/16/2013 | 09/20/2013 | \$0 | All Dickinson West staff. |
| Learning Logs | A Learning Log is an active response journal that infuses writing into the daily instructional routine. They are also ideal formative assessment tools because it gives teachers real insight into what students know and how they feel about what they are learning. | Monitor | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West staff. |
| Netbooks and Interactive Whiteboards | Teachers will utilize Netbooks and Smart Boards that are placed in every classroom to instruct, engage, model activities, supplement reading lesson plans, and assign lessons that are designed for student practice with reading comprehension skills, vocabulary, phonics, phonemic awareness, and fluency accross all content areas. Teachers direct students through various interactive reading lessons to provide an alternative to pen/pencil instruction and assessment. | Technology | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West staff. |
| Netbook and Interactive White Boards | Teachers will utilize Netbooks and Smart Boards that are placed in every classroom to instruct, engage, model activities, supplement reading lesson plans, and assign lessons that are designed for student practice with reading comprehension skills, vocabulary, phonics, phonemic awareness, and fluency in the Social Studies content area. Teachers direct students through various interactive reading lessons to provide an alternative to pen/pencil instruction and assessment. | Implementa tion | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West Staff. |
| 3x3 Writing Frame | The 3x3 Writing Frame uses a visual organizer to help students see the structure of a good essay and plan out its beginning, middle, and end. The frame can be adapted to fit the three text types (argument, informative/explanatory, and narrative). | Monitor | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West staff. |

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|--------------------------------------|--|--------------------------|--|--|------------|------------|-----|------------------------------|
| Netbooks and Interactive Whiteboards | Teachers will utilize document cameras and Smart Boards that are placed in every classroom to instruct, engage, model activities, supplement mathematics lesson plans, and assign lessons that are designed for student practice with mathematics computation skills, vocabulary, phonics, phonemic awareness, and fluency. Teachers direct students through various interactive mathematics lessons to provide an alternative to pen/pencil instruction and assessment. | Technology | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West staff |
| Constitution Day | Teachers will lead the discussion of the importance of Constitution Day. Teachers will assign a variety of lessons to students including: writing the meaning of the Constitution in their own words; a timeline of key dates and events, lessons to learn and review the vocabulary of the Constitution and Bill of Rights, as well as other activities to impart values of civic involvement and responsibility. | Academic Support Program | | | 09/17/2013 | 06/15/2015 | \$0 | All Dickinson West Staff |
| Writing Folders | Writing Folders engage students in the organization and housing of their ongoing work, such as the records and artifacts of the writing process. | Academic Support Program | | | 09/03/2013 | 06/15/2015 | \$0 | All Dickinson West Staff |
| Writer's Club | Writer's Club is a support and feedback group made up of three to five members. Members can choose to read their own pieces or read one another's pieces to help each writer notice where his or her writing causes the reader to falter. | Monitor | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West staff. |
| Building Writing | Building Writing is a prewriting activity that provides the scaffolding emerging writers need as they learn to produce high-quality responses on demand. It also builds students' motivation and confidence as writers, while teachers formatively assess every student's work in real time. | Academic Support Program | | | 09/03/2013 | 06/15/2015 | \$0 | All Dickinson West Staff |
| Everyday Math Online | Teachers at all grade levels will instruct, implement and monitor the student use of everydaymathonline exams, games and activities. | Technology | | | 09/10/2013 | 06/01/2016 | \$0 | All Staff at Dickinson West. |
| Math Journal | Teacher will model and engage students in writing a journal, or math notebook, as a record of their learning experiences over a period of time. This notebook can be used exclusively for discoveries, or it can be used to include reflections from reading or class discussions. It is more than a collection of observations, facts learned, and procedures conducted. The notebook also documents student reflections, questions, predictions, and conclusions. | Monitor | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West staff |

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|--------------------------------------|---|--------------------------|--|--|------------|------------|-----|---------------------------|
| Note Taking/Summarizing | Note taking/Summarizing promotes the retention of knowledge through the use of engaging activities designed to rehearse and practice skills for the purpose of moving knowledge into long-term memory. In mathematics activities such as 2 column notes and PASM Charts (problem, what is the problem asking, solution, and what does the answer mean) promote higher order thinking skills. | Implementation | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West staff. |
| 4-2-1 Free Write | 4-2-1 Free Write helps students focus their writing on the most important ideas through a process of collaborative summarization in pairs and groups of four to generate lists of the most important ideas found in social studies, lectures and other learning experiences. Most importantly, it prevents students from getting stuck when they write. | Monitor | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West staff. |
| Netbooks and Interactive Whiteboards | Teachers will utilize Netbooks and Smart Boards that are placed in every classroom to instruct, engage, model activities, supplement reading lesson plans, and assign lessons that are designed for student practice with reading comprehension skills, vocabulary, phonics, phonemic awareness, and fluency in the Social Studies content area. Teachers direct students through various interactive reading lessons to provide an alternative to pen/pencil instruction and assessment. | Technology | | | 09/10/2013 | 06/20/2014 | \$0 | All Dickinson West staff. |
| Netbooks and Interactive Whiteboards | Teachers will utilize Netbooks and Smart Boards that are placed in every classroom to instruct, engage, model activities, supplement reading lesson plans, and assign lessons that are designed for student practice with reading comprehension skills, vocabulary, phonics, phonemic awareness, and fluency in the Social Studies content area. Teachers direct students through various interactive reading lessons to provide an alternative to pen/pencil instruction and assessment. | Technology | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West staff |
| Life Skills | Teacher will implement, model and engage students in real life skills (organization, economy, social and reflective processes), using collaborative groups to achieve targeted goals, and organize using color coded supplies. | Direct Instruction | | | 09/03/2013 | 06/15/2015 | \$0 | All Dickinson West Staff |
| Word Walls | Academic vocabulary collection in a common area of the classroom for student reference. | Academic Support Program | | | 09/10/2012 | 06/13/2016 | \$0 | Teachers |

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|--------------------------------------|---|--------------------------|--|--|------------|------------|-----|---|
| Learning Logs | A Learning Log is an active response journal that infuses writing into the daily instructional routine. They are also ideal formative assessment tools because it gives teachers real insight into what students know and how they feel about what they are learning. | Monitor | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West staff |
| Writing/Creating Algorithms | The teacher will implement, model and engage students in writing algorithms for a variety of mathematical operations and processes as an assessment to demonstrate students understanding and mastery of math concepts. | Implementation | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West staff. |
| Discovery Education | Discovery Education, an online digital content area site, provides high quality digital content to schools. This online site accelerates achievement through award-winning digital content, interactive lessons, real time assessment, virtual experiences, contests, challenges and professional development. | Technology | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West staff |
| Netbooks and Interactive Whiteboards | Teachers will utilize Netbooks and Smart Boards that are placed in every classroom to instruct, engage, model activities, supplement reading lesson plans, and assign lessons that are designed for student practice with reading comprehension skills, vocabulary, phonics, phonemic awareness, and fluency in the Social Studies content area. Teachers direct students through various interactive reading lessons to provide an alternative to pen/pencil instruction and assessment. | Technology | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West staff |
| Guest Reader Day | Dickinson West Stakeholders will be invited to the school to read to students at different grade levels. | Community Engagement | | | 03/03/2013 | 06/13/2016 | \$0 | Principal, School Improvement Team, Parents |
| Word Walls | Academic vocabulary collection in a common area of the classroom for student reference. | Academic Support Program | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West staff |
| Wondering/Questioning | Good readers ask questions about a text to focus their reading, clarify meaning, and delve deeper into the text. Adults will embed the practice of this skill across all subject areas. | Other | | | 09/03/2013 | 06/13/2016 | \$0 | All Dickinson West Staff |
| Writer's Club | Writer's Club is a support and feedback group made up of three to five members. Members can choose to read their own pieces or read one another's pieces to help each writer notice where his or her writing causes the reader to falter. | Academic Support Program | | | 09/03/2013 | 06/15/2015 | \$0 | All Dickinson West Staff |

School Improvement Plan

Dickinson West Elementary School

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|-----------------------------|--|--------------------------|--|--|------------|------------|-----|---------------------------|
| Reading Information Sources | Teachers will instruct students on how to comprehend, analyze information closely and justify their interpretations with evidence using sources such as data charts, graphs, paintings, film clips, websites, lab experiments, etc. | Academic Support Program | | | 09/03/2013 | 06/15/2015 | \$0 | All Dickinson West |
| Reading Information Sources | Teachers will instruct students on how to comprehend, analyze information closely and justify their interpretations with evidence using sources such as data charts, graphs, paintings, film clips, websites, lab experiments, etc. | Direct Instruction | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West Staff |
| Reading Information Sources | Teachers will instruct students on how to comprehend, analyze information closely and justify their interpretations with evidence using sources such as data charts, graphs, paintings, film clips, websites, lab experiments, etc. | Direct Instruction | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West staff |
| Reading Information Sources | Teachers will instruct students on how to comprehend, analyze information closely and justify their interpretations with evidence using sources such as data charts, graphs, paintings, film clips, websites, lab experiments, etc. | Direct Instruction | | | 09/10/2013 | 06/20/2014 | \$0 | All Dickinson West staff. |
| Wondering/Questioning | Good readers ask questions about a text to focus their reading, clarify meaning, and delve deeper into the text. Teachers will embed the practice of this skill across all subject areas. | Other | | | 09/10/2013 | 06/20/2014 | \$0 | All Dickinson West staff |
| Discovery Learning | Discovery Education, an online digital content area site, provides high quality digital content to schools. This online site accelerates achievement through award-winning digital content, interactive lessons, real time assessment, virtual experiences, contests, challenges and professional development. | Technology | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West staff. |
| Compare and Contrast | Teachers will implement, model and monitor collecting information about two or more mathematical concepts or examples. The key attributes are recorded on a two-column graphic organizer/chart to clarify similarities and differences. | Monitor | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West staff. |
| Wondering/Questioning | Good readers in mathematics ask questions about a text to focus their reading, clarify meaning, and delve deeper into the text. Teachers will embed the practice of this skill across all subject areas. | Other | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West staff |
| Building Writing | Building Writing is a prewriting activity that provides the scaffolding emerging writers need as they learn to produce high-quality responses on demand. It also builds students' motivation and confidence as writers, while teachers formatively assess every student's work in real time. | Implementation | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West staff. |

School Improvement Plan

Dickinson West Elementary School

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|---|---|----------------|--|--|------------|------------|-----|---------------------------|
| 3x3 Writing Frame | The 3x3 Writing Frame uses a visual organizer to help students see the structure of a good essay and plan out its beginning, middle, and end. The frame can be adapted to fit the three text types (argument, informative/explanatory, and narrative). | Monitor | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West staff. |
| Cooperative Problem Solving | Teachers will assign various problem solving tasks to small groups to promote critical thinking skills and to prepare students for class discussions. Teachers will guide students through climate-setting activities that are essential in helping respect one another's opinions and to avoid ridiculing of ideas. After discussing the topics, teachers will instruct the small groups to complete follow-up reports, group presentations, and wall charts to solidify learning. | Implementation | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West staff |
| Everyday Math and Connected Math Curriculum | Teachers will receive additional training in the Everyday (EDM) and Connected Math curriculums. Ongoing teacher-to-teacher collaboration and mentoring will support teachers who may need further instruction. | Implementation | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West Staff. |

General Fund

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------------|---|--------------------------|------|-------|------------|------------|-------------------|---------------------------|
| Science Explorer Books | Teachers will use the Science Explorer Books to engage students in reading skills and comprehension strategies | Academic Support Program | | | 09/10/2013 | 06/01/2016 | \$0 | All Dickinson West Staff |
| Cooperative Problem Solving | Teachers will assign various problem solving tasks to small groups to promote critical thinking skills and to prepare students for class discussions. Teachers will guide students through climate-setting activities that are essential in helping respect one another's opinions and to avoid ridiculing of ideas. After discussing the topics, teachers will instruct the small groups to complete follow-up reports, group presentations, and wall charts to solidify learning. | Implementation | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West Staff. |

School Improvement Plan

Dickinson West Elementary School

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|--|---|-----------------------|--|--|------------|------------|--------|---------------------------|
| Professional Development | Teachers will receive more thorough training to utilize Smart Boards that are placed in every classroom to instruct, engage, model activities, supplement reading lesson plans, and assign lessons that are designed for student practice with reading comprehension skills, vocabulary, phonics, phonemic awareness, and fluency. Teachers direct students through various interactive reading lessons to provide an alternative to pen/pencil instruction and assessment. | Technology | | | 09/03/2013 | 06/01/2016 | \$0 | All Dickinson West Staff. |
| Monitor Implementarion of Science Strategies | Teachers will instruct students how to keep and use portfolios successfully in class and during conferences with parents, teachers and co-teachers. Portfolios will be used for student responses about their classwork, homework, assessments from the classroom or school library as well as focus on the assessment of comprehension skills, engagement, promote responsibility, and provide students an opportunity to learn through self-discovery. Students will also be able to assess their own learning and provide feedback to peers during and after portfolio review. | Monitor | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West Staff |
| Passport to Learning | Parents, Teachers and Students will be invited to participate in a school-wide event that includes reading, writing, technology, science and social studies strategies and hands-on activities. Teachers showcase the resources that students use daily in the classrooms, so that parents can witness and use these same resources. | Parent Involvement | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West staff. |
| Readers Workshop Training | Teachers who have implemented Readers Workshop will bring a colleague to the new round of RW trainings, support them as they begin the implementation of RW and observe one another during Reader's Workshop lessons to learn new ideas and ways to implement successful reading strategies into their classrooms. Teachers will also meet quarterly during the 2012-2013 school year to expand their knowledge, review formative assessment data and make decisions about instruction. | Professional Learning | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West Staff. |
| Passport To Learning | Parents, Teachers and Students will be invited to participate in a school-wide event that includes reading, writing, technology, science and social studies strategies and hands-on activities. Teachers showcase the resources that students use daily in the classrooms, so that parents can witness and use these same | Parent Involvement | | | 09/10/2013 | 06/01/2016 | \$1000 | All Dickinson West Staff. |

School Improvement Plan

Dickinson West Elementary School

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|------------------------------------|--|--------------------------|--|--|------------|------------|-----|---|
| Word Walls | Academic vocabulary collection in a common area of the classroom for student reference. | Academic Support Program | | | 09/10/2013 | 06/01/2016 | \$0 | Academic vocabulary collection in a common area of the classroom for student reference. |
| Scientific Method Lab Report | The teacher will use direct instruction, implementation and monitoring to focus students on the scientific processes used to construct a written report using the Scientific Method. Teachers will be able to use this activity to teach students to comprehend, read, discuss and create each part of the scientific method, including the question, research, hypothesis, data and conclusion. Teachers will provide opportunities for students to use many and varied approaches to demonstrate competency. | Implementation | | | 09/10/2013 | 06/13/2014 | \$0 | All Highly Qualified Science Teachers at Dickinson West. |
| Netbook and Smart Board Technology | Teachers will utilize netbooks and Smart Boards that are placed in every classroom to instruct, engage, model activities, supplement reading lesson plans, and assign lessons that are designed for student practice with reading comprehension skills, vocabulary, phonics, phonemic awareness, and fluency. Teachers direct students through various interactive reading lessons to provide an alternative to pen/pencil instruction and assessment. | Technology | | | 09/10/2012 | 06/01/2016 | \$0 | All Dickinson West Staff. |
| Passport to Learning | Parents, Teachers and Students will be invited to participate in a school-wide event that includes reading, writing, technology, science and social studies strategies and hands-on activities. Teachers showcase the resources that students use daily in the classrooms, so that parents can witness and use these same resources. | Parent Involvement | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West staff |
| Summarizing and Note-taking | Teachers will instruct, implement and evaluate summarizing and note-taking skills for science common core topics. Teachers will instruct students on recognizing how information is structured to help them summarize what they read or hear. Students who can effectively summarize learn to synthesize information, a higher-order thinking skill which includes analyzing information, identifying key concepts, and defining extraneous information. | Direct Instruction | | | 09/10/2013 | 06/01/2016 | \$0 | All Dickinson West Staff. |

School Improvement Plan

Dickinson West Elementary School

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|---------------|---|--------------------------|--|--|------------|------------|-----|---------------------------|
| Learning Logs | Teachers will assign brief learning logs, or journals to prepare students to contribute to class discussions. Teachers will instruct students to use the learning logs to write a reflection of the topic and to write how the student is learning the topic. Learning logs will promote students' metacognition and inform teachers of perceptions and misconceptions of various science topics. | Monitor | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West Staff. |
| Foss Kits | Teachers will use a Foss Kit for three units per grade in the Science Curriculum to demonstrate and increase knowledge of students' science inquiry skills by teaching the steps of the scientific method in each unit. | Academic Support Program | | | 09/10/2013 | 06/01/2016 | \$0 | All Dickinson West Staff |

Title I Schoolwide

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------|---|--------------------------|------|-------|------------|------------|-------------------|--------------------------|
| NWEA Training | All staff will be trained on how to use NWEA properly. | Professional Learning | | | 09/03/2013 | 06/09/2014 | \$6000 | Dickinson West Staff |
| Discovery Education | Discovery Education, an online digital content area site, provides high quality digital content to schools. This online site accelerates achievement through award-winning digital content, interactive lessons, real time assessment, virtual experiences, contests, challenges and professional development. | Academic Support Program | | | 09/03/2013 | 06/15/2015 | \$800 | All Dickinson West Staff |
| Technology | Teachers will utilize Netbooks and Smart Boards that are placed in every classroom to instruct, engage, model activities, supplement reading lesson plans, and assign lessons that are designed for student practice with reading comprehension skills, vocabulary, phonics, phonemic awareness, and fluency across all content areas. Teachers direct students through various interactive reading lessons to provide an alternative to pen/pencil instruction and assessment. | Academic Support Program | | | 09/03/2013 | 06/15/2015 | \$4000 | All Dickinson West Staff |
| Guest Reader Day | Dickinson West Stakeholders will be invited to the school to read to students at different grade levels. | Community Engagement | | | 03/25/2014 | 03/23/2015 | \$1000 | All Dickinson West Staff |

School Improvement Plan

Dickinson West Elementary School

Title I Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|--|-----------------------|------|-------|------------|------------|-------------------|---|
| Book Study Restorative Practices Handbook | Staff will read and discuss a specified section of restorative practices handbook monthly during teacher prep periods. St this time the staff will then be prepared to implement the next component of the strategy. | Professional Learning | | | 09/03/2013 | 06/09/2014 | \$0 | All Dickinson West Staff |
| Passport To Learning | Parents, Teachers and Students will be invited to participate in a school-wide event that includes reading, writing, technology, science and social studies strategies and hands-on activities. Teachers showcase the resources that students use daily in the classrooms, so that parents can witness and use these same resources. | Community Engagement | | | 09/03/2013 | 06/15/2015 | \$1400 | All Dickinson West Staff |
| Life Skills | Teacher will implement, model and engage students in real life skills (organization, economy, social and reflective processes), using collaborative groups to achieve targeted goals, and organize using color coded supplies. | Implementation | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West Staff |
| Full Training | All new staff members (who have not been trained) will participate in a 2-day training. | Professional Learning | | | 09/03/2013 | 06/15/2015 | \$1000 | Restorative Practices Coordinator, All Dickinson West Staff, Director of Federal Programs, Trainer of the trainers, Prinicpal |
| NWEA Training | All staff will be trained on how to use NWEA properly. | Professional Learning | | | 09/10/2013 | 06/18/2015 | \$0 | All Dickinson West staff and technology support staff. |

School Improvement Plan

Dickinson West Elementary School

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|---|---|-----------------------|--|--|------------|------------|--------|---|
| Monitoring of Restorative Continuum | Building Administrator and Restorative Practices Coordinator will conduct walk throughs focused on the "look fors" identified as the essential for the implementation of the Restorative Practice Continuum. "Look Fors" will include what the teachers and students will be doing in the classroom if Restorative Practices is fully implemented. | Other | | | 11/01/2013 | 05/23/2014 | \$500 | RP Coordinator, Trainer of the trainer, Principal |
| Books and a Pillow Family Reading Night | Parents and students will spend an evening of reading, refreshments, book give-aways and prizes while learning new ways to enjoy reading together through a variety of reading workshops. | Parent Involvement | | | 10/14/2013 | 10/12/2015 | \$2000 | All Dickinson West Staff |
| Current Events | Through the use of weekly magazines (Time for Kids, Weekly Reader...) and CNN Student News, teachers will introduce students to current events in the news and community. | Other | | | 09/10/2013 | 06/01/2016 | \$500 | All Dickinson West Staff. |
| Project-Based Learning | Teachers will learn the value of creating meaningful math concept projects, in order to build understanding among their students. The hands-on approach is a valuable method of teaching visual and kinesthetic learners. By creating concept projects in mathematics, teachers will also have a different way of assessing learning in their classrooms. | Professional Learning | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West staff |
| Full training | All new staff members who have not been trained will participate in a 2 day training. | Professional Learning | | | 09/03/2013 | 06/09/2014 | \$1000 | All Dickinson West Staff |
| Netbook and Interactive White Boards | Teachers will utilize Netbooks and Smart Boards that are placed in every classroom to instruct, engage, model activities, supplement reading lesson plans, and assign lessons that are designed for student practice with reading comprehension skills, vocabulary, phonics, phonemic awareness, and fluency in the Social Studies content area. Teachers direct students through various interactive reading lessons to provide an alternative to pen/pencil instruction and assessment. | Implementation | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West Staff. |
| Current Events | Through the use of current event resources (Weekly Reader, Time for Kids, CNN Student News...), teachers have students respond to the current event topic. | Other | | | 09/10/2013 | 06/20/2014 | \$500 | All Dickinson West staff |
| Current Events | Through the use of weekly magazines (Time for Kids, Weekly Reader...) and CNN Student News, teachers will introduce students to current events in the news and community. | Other | | | 09/10/2013 | 06/20/2014 | \$500 | All Dickinson West staff |

School Improvement Plan

Dickinson West Elementary School

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| Middle School Transition Circles | Several groups of middle school girls will meet with groups of girls from the elementary school with similar backgrounds to discuss topics that ease anxiety before starting middle school. | Recruitment and Retention | | | 03/03/2014 | 06/06/2014 | \$500 | RP Coordinator, Trainer of the trainer, Principal |
| NWEA Training | All staff will be trained on how to use NWEA properly. | Professional Learning | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West staff |
| Life Skills | Teacher will implement, model and engage students in real life skills (organization, economy, social and reflective processes), using collaborative groups to achieve targeted goals, and organize using color coded supplies. | Implementation | | | 09/10/2013 | 06/13/2014 | \$1000 | All Dickinson West staff |
| Project Based Learning | Teachers will learn the value of creating meaningful math concept projects, in order to build understanding among their students. The hands-on approach is a valuable method of teaching visual and kinesthetic learners. By creating concept projects in mathematics, teachers will also have a different way of assessing learning in their classrooms. | Implementation | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West staff |
| NWEA | NWEA (Northwest Evaluation Association) is a computerized adaptive assessment tool that test differently, allowing teachers to see their students as individuals – each with their own base of knowledge with flexible delivery options. NWEA Measures of Academic Progress® (MAP®) tests present students with engaging, age-appropriate content. As a student responds to questions, the test responds to the student, adjusting up or down in difficulty. | Evaluation | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West staff |

School Improvement Plan

Dickinson West Elementary School

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| After School Tutoring | Teachers will provide additional instruction and support to small groups of students in 1st through 6th grades. Teachers will provide direct instruction and modeling using manipulatives when appropriate. The use of computer-based educational programs and document cameras will also be used to help develop the understanding of content. | Tutoring | | | 09/10/2013 | 06/01/2016 | \$0 | Teachers will provide additional instruction and support to small groups of students in 1st through 6th grades. Teachers will provide direct instruction and modeling using manipulatives when appropriate. |
| Life Skills | Teacher will implement, model and engage students in real life skills (organization, economy, social and reflective processes), using collaborative groups to achieve targeted goals, and organize using color coded supplies. | Implementation | | | 09/10/2013 | 06/13/2014 | \$1000 | All Dickinson West Staff |
| RP Refresher | Currently trained staff will be assessed on knowledge of Restorative Practices at the end of each school year to be determined if additional training is required. | Professional Learning | | | 09/03/2013 | 06/15/2015 | \$2000 | RP Coordinator, Trainer of the trainer, Principal |
| Current Events | Through the use of weekly magazines (Time for Kids, Weekly Reader...) and CNN Student News, teachers will introduce students to current events in the news and community. | Other | | | 09/13/2013 | 06/20/2014 | \$500 | All Dickinson West staff |
| RP Refresher | Currently trained staff will be assessed on knowledge of Restorative Practices at the end of each school year to be determined if additional training is required | Professional Learning | | | 09/03/2013 | 06/09/2014 | \$2000 | All Dickinson West Staff |

School Improvement Plan

Dickinson West Elementary School

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|--|--|--------------------------|--|--|------------|------------|--------|--|
| Science A-Z | Teachers will instruct students using Science A-Z, for activities, stories, lessons and projects to ensure students will meet the required standards in reading comprehension of science curriculum. Teachers will provide opportunities for students to use many and varied approaches to demonstrate competency. The school will provide this program to provide teachers with activities and assessment that are designed to improve phonemic awareness, phonics, fluency, vocabulary and comprehension. The Science A-Z program will be used by teachers to work with everyone from struggling readers and spellers to honor students wishing to improve their reading speed, and comprehension. | Academic Support Program | | | 09/10/2013 | 06/01/2016 | \$50 | All Dickinson West Staff. |
| Books and Pillows Family Reading Night | Parents and students will spend an evening of reading, refreshments, book give-aways and prizes while learning new ways to enjoy reading together through a variety of reading workshops. | Parent Involvement | | | 09/10/2013 | 06/13/2016 | \$2000 | All Dickinson West Staff |
| Current Events | Through the use of weekly magazines (Time for Kids, Weekly Reader...), Detroit News/Free Press and CNN Student News, teachers will introduce students to current events in the news and community. | Other | | | 09/10/2013 | 06/13/2014 | \$500 | All Dickinson West staff. |
| Life Skills | Teacher will implement, model and engage students in real life skills (organization, economy, social and reflective processes), using collaborative groups to achieve targeted goals, and organize using color coded supplies. | Implementation | | | 09/10/2013 | 06/13/2014 | \$1000 | All Dickinson West staff. |
| NWEA | NWEA (Northwest Evaluation Association) is a computerized adaptive assessment tool that test differently, allowing teachers to see their students as individuals – each with their own base of knowledge with flexible delivery options. NWEA Measures of Academic Progress® (MAP®) tests present students with engaging, age-appropriate content. As a student responds to questions, the test responds to the student, adjusting up or down in difficulty. | Evaluation | | | 09/10/2013 | 06/13/2014 | \$0 | All Dickinson West staff and technology support staff. |

School Improvement Plan

Dickinson West Elementary School

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|--------------------------------------|--|----------------------------|--|--|------------|------------|--------|--|
| Cultural Excursions | Teachers will schedule field trips that connect to the topics being taught and align, to Common Core State Standards in the areas of Government, History, Geography and Civics and Economics. Field trips include visiting local museums, community locations and virtual field trips. Teachers will instruct students in completing various assignments that correspond to the objectives of the field trip including gathering information from the field trip experience to complete comprehension questions. | Field Trip | | | 09/10/2013 | 06/20/2014 | \$0 | General Education classroom staff |
| Netbook and Interactive White Boards | Teachers will utilize Netbooks and Smart Boards that are placed in every classroom to instruct, engage, model activities, supplement reading lesson plans, and assign lessons that are designed for student practice with reading comprehension skills, vocabulary, phonics, phonemic awareness, and fluency in the Social Studies content area. Teachers direct students through various interactive reading lessons to provide an alternative to pen/pencil instruction and assessment. | Technology | | | 06/05/2013 | 06/01/2016 | \$0 | All Dickinson West Staff. |
| Science Fair | Teachers will assist students in creating exhibits for a school wide science fair. Teachers will assist students to develop an understanding of the importance of reflection on scientific knowledge. Teachers will provide students with best practices in reading, writing and technology use for comprehension of informational text in science topics to increase proficiency. Teachers will assign brief learning logs, or journals to prepare students to contribute to class discussions. Teachers will instruct students to use the learning logs to write a reflection of the topic and to write how the student is learning the topic. Learning logs will promote students' metacognition and inform teachers of perceptions and misconceptions of various science topics. Students will incorporate everything they have discovered in an oral and visual presentation with a board and notebook. | Implementation | | | 09/10/2013 | 06/13/2014 | \$4000 | All Dickinson West Staff. |
| Bullying Task Force | Creating a task force with selected students to create a culture where the community looks upon bullying behavior and bystanders as negative. we want to create a culture of defenders. | Behavioral Support Program | | | 09/03/2013 | 06/15/2015 | \$2000 | RP Coordinator, all Dickinson West Staff |

School Improvement Plan

Dickinson West Elementary School

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|--------------------|--|-----------------------|--|--|------------|------------|-------|---------------------------|
| Cultural Excursion | Teachers will schedule field trips that connect to the topics being taught and align to Grade level Content Expectations in the areas of Math and Sciences. Field trips may include physical and virtual trips. Teachers will instruct students in completing various assignments that correspond to the objectives of the field trip including, gathering information from the field trip experience to complete comprehension questions. | Field Trip | | | 09/10/2013 | 06/01/2016 | \$0 | All Dickinson West Staff |
| Class A | CLASS A System (Curriculum, Learning and Assessment for Student and School Achievement), powered by Datawise, INC., is a cutting-edge technology tool that features two powerful capabilities for Wayne County Educators. The system will assist educators to develop pupil assessments aligned with state and national curriculum standards. The system also provides sophisticated performance analysis tools for educators to examine student learning and improve instructional practice. As called for in Strand Five of the Michigan School Improvement Framework, CLASS A is designed for one primary purpose - to actively organize and connect data to increase student achievement. (http://www.resa.net/curriculum/classa/) | Professional Learning | | | 09/10/2013 | 06/13/2014 | \$400 | All Dickinson West staff. |

Progress Notes

| Type | Name | Status | Comments | Created On | Created By |
|------|------|--------|----------|------------|------------|
|------|------|--------|----------|------------|------------|