School Improvement Plan

Ojibwa Elementary School

Chippewa Valley Schools

Ms. Marina Licari
46950 Heydenreich Rd
Macomb, MI 48044-4423

TABLE OF CONTENTS

Stakeholder Feedback Diagnostic

School Data Analysis

School Additional Requirements Diagnostic

2015-2016 SIP

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?

Ojibwa Elementary School was built in 1960 in an essentially rural farming area. In 2001, the school structure underwent major renovations, including the construction of a two-story addition and the reconfiguration of the original layout of classrooms and other spaces.   Ojibwa is located in Macomb Township, which in the past has experienced rapid growth and development. Due to the weak economy, the growth has remained stable and even declined in some of the neighboring districts. Situated 20 miles northeast of Detroit, Ojibwa Elementary is part of the Chippewa Valley School District. Chippewa Valley is comprised of two high schools (grades 10-12), two ninth grade centers (9th gr. only), four middle schools (grades 6-8), and twelve elementary schools (grade K-5).

Currently, Ojibwa is primarily a K-5 building with a diverse population that includes approximately 23% free/reduced lunch students, 7% bilingual students, and 15% students receive special education services. Additionally, Ojibwa houses a Chippewa Valley Early Childhood Special Education program. Ojibwa educates over 700 students.   Ojibwa has a full time principal, two 5 hour clerks, and a seven hour media clerk. There are twenty-four general education classrooms with four sections in each grade level K-5, 2 ECSE programs staffed by one teacher and two para-professionals each, 2.5 special education classrooms, two resource room teachers that serve as teacher consultants, 1 social worker, 1 speech pathologist, three reading para-pros , and a full time specials team (enrichment, art, music, gym, science specialists).

Ojibwa Elementary enjoys a strong community support. The community consists of two diverse social economic populations. Even though we have two diverse economic groups, we still have a viable Parent Teacher Organization (PTO), which raises funds and organizes volunteers to provide activities or services for the students and staff at Ojibwa. This fosters a positive environment at Ojibwa and provides many extras for the students.

School's Purpose

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

Mission Statement:

The Ojibwa staff, in cooperation with the community, parents, and students, motivate and inspire all students to reach their highest potential through a dynamic, comprehensive curriculum provided in a nurturing environment.

Vision Statement:

We strive to provide students with the tools that will prepare them for a productive future as responsible, contributing citizens who are committed to excellence.

Belief statements:

1. We believe learning should be a continuous, life-long experience.
2. We believe Ojibwa provides students with a well-rounded curriculum promoting academic, social and emotional growth.
3. We believe all children need to be challenged and motivated.
4. We believe all children are individuals with unique needs and talents.
5. Every child's success depends upon cooperation between school, home, and student.

The talented teaching staff at Ojibwa Elementary School provides a wonderful learning environment for all our students. As our vision statement reads: We strive to provide students with the tools that will prepare them for a productive future as responsible, contributing citizens who are committed to excellence. At Ojibwa, learning takes place all over the building, whether in the regular or specials classroom, media center, gymnasium, or out on the playground. Our data indicates that our students continue to make academic and social improvements. Students demonstrate their commitment to learning each day when they recite the school pledge stating, "I pledge to work towards my highest potential".

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.

Ojibwa is proud of the following:

-Parent-Teacher Organization (PTO) is very active by providing addition financial resources as well as planning community social events such as the Back to School Bash, and the Ice Cream Social.

- Ojibwa has participated in the YMCA Girls on the Run program for the past 3 years. The male counterpart, STRIDE has been in practice for one year.

-Ojibwa has an after school chess club.

-For the past six years Ojibwa has been a Green School.

-Through our PBIS program, Ojibwa has a Character Counts program where each month a student from every grade who exhibits outstanding character is honored in the newsletter and at school.

-Ojibwa has a Science Olympiad team that continues to do well at District and County Competitions.

-The Ojibwa LEGO Robotics team won second place at the district competition.

-We have implemented MTSS model for math and reading instruction to reach the diverse needs of all students.

-73% of our classroom teachers have completed the Teacher Leader Program at the MISD.

-All teachers have been trained in CITW.

-All Kindergarten and First Grade teachers have been trained in Growing Good Readers.

-Starting at the beginning of the 2015-16 school year, all of the teaching staff have completed session 1 of Kagan training. Full training is to be completed by the end 2016-17 school year.

Additional Information

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

Ojibwa has a very energetic staff that is always will to go above and beyond the daily expectation to ensure that the students are receiving the best possible instruction.

From February 28 to March 2, 2016, Chippewa Valley Schools hosted an AdvancED External Review for system-wide accreditation. The External Review Team recommended to the AdvancED Accreditation Commission that the Chippewa Valley Schools earn the distinction of accreditation for a five-year term. The AdvancED Commission approved Accreditation in June of 2016.

The following is an excerpt from the External Review Teams' Final Report to the district:
The system is clearly focused on ensuring success for all students as evidenced by the system and schools' missions, visions, and student outcomes. A caring, trusting, and collaborative atmosphere aptly describe the culture of the system and community. The development of the system strategic plan involved a committee of over 75 persons, representing all stakeholder groups, in the development of the system's vision and mission.

Interviews highlighted the ways the governing body has set its priorities through the strategic planning process. Strong and effective leadership by the superintendent and board are very apparent with schools visibly fostering a culture that is based on shared values and beliefs about teaching and learning. The elected school board members work responsibly and effectively striving to facilitate the achievement of the vision and mission of the system. School level administrators firmly feel empowered to make decisions and lead their respective schools due to the collaborative, team approach throughout the system. Outstanding communication between and among the system and stakeholders further promotes the system's culture of caring and trust. The positivity throughout the system embodies the tradition of success in the community. A Powerful Practice identified by the team was: The system and school level leadership communicate effectively with all stakeholder groups to proactively build greater understanding and ownership of the system's vision.

The system is promoting collaboration throughout the schools by implementing system-wide curricula which is already providing increases in student academic growth. A Powerful Practice noted by the Team was: The system is committed to a quality education for all students through a laser-like focus on curriculum design, implementation and support. System level personnel have provided assistance at the schools by hiring ten curricular leaders to ensure teachers have the support and assistance needed to instruct the students in the written curriculum. Common lesson plans and common assessments along with the implementation of professional learning communities have provided formal opportunities for collegial dialogue and a common goal of student success. Teachers indicated the positive support from the system level staff and feel they receive "just in time" assistance. Other comments were, "we are all speaking a common language now'" and common lessons and assessments are "great when we have transfers within the system, the data can travel with the student." Without long waits for support, teachers feel empowered to continue learning new methods.

A major challenge for the system is funding. The system is currently the largest school system in the state that receives the lowest foundation allowance per pupil. Currently the limit for bonded indebtedness has been reached and the local ability to raise millage has been capped for many years. System leaders continue to work with county leaders to attempt to make necessary changes to free up additional funding. The system has utilized what monies were available to build new schools needed as a result of increased enrollments. Now, however, monies are needed to facilitate the maintenance of all facilities as 21st century schools.

Two Improvement Priorities resulted from the rapid growth within the school system boundaries, bringing in persons of different heritage and socio-economic levels. For years the school system community changed very little in ethnicity, socio-economic levels, or other nationalities. The effect of these changes is the need for diversity awareness and sensitivity training. In tandem with this growth is the need to allocate limited resources equitably throughout the system. As noted earlier in the report, equitable is not always equal. If portions are not equal, perceptions often are that allocations are not fair. With trust as a strength in the system, the leadership and board are on the correct path to successfully meet these challenges.

The superintendent has worked to provide a stable and proactive culture with a focus on academic achievement since the beginning of his tenure and has strived to maintain transparency as he has brought information to the Board for decisions. These Improvement Priorities are designed to build on strengths and direct the system forward. As noted above, the Team found clear evidence of a culture that is caring, trusted and dedicated to providing an excellent education for all students. The efforts of the system to address these challenges in a positive manner ensure continued improvement and increases in student success.

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.

Stakeholders are held with the highest respect at Ojibwa Elementary. Each year, we survey students, staff, and parents within the community on routines, procedures, instruction and curriculum. We use this feedback to change or modify our instruction and policies in order to better serve our Ojibwa community. PTO meetings are held monthly in order to distribute crucial information and make connections between stakeholder groups. Yearly, our mission, vision, and belief statements are revisited to ensure they are implemented with fidelity and still meet the needs of our population.

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

A variety of students and parents are involved in our school improvement process. Surveys are administered to these groups to get annonymous feedback which is used to formulate our goals for improvement. A cross section of our parent community reviews our goals and evaluation tools periodically. Parents are invited to provide feedback and join the school improvement process throughout the year at PTO meetings, parent teacher conferences, and curriculum night.

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

All stakeholders are given an outline of our school improvement goals. Our mission, vision, and belief statements are posted outside of each classroom door. School and classroom websites include links to our school improvement plan, the Annual Educational Report, surveys, informational videos, and curriculum expectations. Additionally, a bi-monthly update is sent home in our school newsletter about the current status of the school improvement process.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Attached is the student performance data document.	

Evaluative Criteria and Rubrics

Overall Rating: 2.25

	Statement or Question	**Response**	**Rating**
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to some of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 2

	Statement or Question	**Response**	**Rating**
2.	Test Administration	Some of the assessments used by the institution to determine students' performances have been administered with modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the students to whom these assessments were administered are fairly representative of the students served by the institution. Appropriate accommodations have been provided for some assessments so that valid inferences can be made about some students' status with respect to some of the institution's targeted curricular outcomes.	Level 2

	Statement or Question	**Response**	**Rating**
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	**Response**	**Rating**
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Based on NWEA scores 62% of our student population is above national level norms and 62% of our student population is above district level norms in reading, and 65% of our student population is above the national level norms and 64% of our student population is above district level norms in math. When referring to percentiles additional data reveals 86 percent of our students are in the 26-99th percentile in reading. When referencing percentile data, 89 percent of our students are in the 26-99th percentile.

Describe the area(s) that show a positive trend in performance.

Based on NWEA scores, from fall to spring, most students have shown growth in reading and math. Most of our tier 2 and tier 3 students have shown growth from fall to spring of the same school year. Data from other school years show that this is a consistent trend.

Which area(s) indicate the overall highest performance?

NWEA results from fall 2014-2015 through the fall of 2015-2016 indicate that both math and reading show growth. 2014-2015 data indicate that in math 29% of students were below the 25th percentile and in reading 14% percent were below the 25th percentile. 2015-2016 fall math data indicate that there has been a decrease to 16 percent of our population below the 25th percentile. 2015-2016 fall reading data indicate that while the overall percentage of students below the 25th percentile has stayed the same, the percentage of students in the 1-10th percentile has decreased.

Which subgroup(s) show a trend toward increasing performance?

Based on NWEA Reading results our Hawaiian Pacific Islanders and Asian American subgroups have a trend toward increasing performance. Hawaiian Pacific Islanders have 100% of students at or above grade level, and Asian Americans have 81% of students at or above grade level. Percentile data reveals that 96% of our Asian American students are above the 25th percentile and 100% of our Hawaiian Pacific Islanders.

Between which subgroups is the achievement gap closing?

Evidence from NWEA reading assessment results indicate that the achievement gap is closing for our Multiple Ethnicities and White subgroups. Current trends indicate that 61% of Multiple Ethnicities students and 64% of White subgroup are at or above grade level. Percentile reading data reveals that 89% of our Multiple Ethnicity subgroup are above the 25th percentile. Our White subgroup has 86% of students above the 25th percentile in reading.

Which of the above reported findings are consistent with findings from other data sources?

When comparing NWEA results to other assessment data the results are consistent across grade levels. The trend seems to indicate that the range of proficiency is at/around 60%.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Based on NWEA results, on average 38% of our student population is below national level norms and 38% of our student population is below district level norms in reading, and 35% of our student population is below national level norms and 36% of our student population is below district level norms in math. When referencing percentile data, 9 percent of our students are in the 11-25th percentile and 5% are in the 1-10th percentile in reading. When referring to percentiles, additional data reveal 7 percent of our students are in the 11-25th percentile and 4% are in the 1-10th percentile in math.

Describe the area(s) that show a negative trend in performance.

Based on assessment results we have found that although there is a slight downward trend in reading performance for our Black subgroup. It seems that our overall student population fluctuates very little and is maintaining the achievement gap instead of decreasing the achievement gap.

Which area(s) indicate the overall lowest performance?

Based on NWEA results, math and reading performance are almost identical. Based on NWEA percentile K-5 cohort data, 14-16 percent of our students are below the 25th percentile in reading and math. Overall, 62% of our student population is performing at or above grade level norms, however, 38% of our students are performing below grade level norms.

Which subgroup(s) show a trend toward decreasing performance?

NWEA results show that although our Black and Hispanic/Latino subgroups are showing growth; it is not sufficient to get those students to meet grade level norms. Our Black subgroup has 56% of students below grade level norms and our Hispanic/Latino subgroup has 54% of students below grade level norms.

Between which subgroups is the achievement gap becoming greater?

Based on NWEA results, there are no subgroups that show a significant increase in the achievement gap, however there are no subgroups that show a significant decrease in the achievement gap. Our analysis of our data shows that although students are showing growth, our achievement gaps are staying the same.

Which of the above reported findings are consistent with findings from other data sources?

When comparing NWEA results to other assessment data the results are consistent across grade levels. The trend seems to indicate that
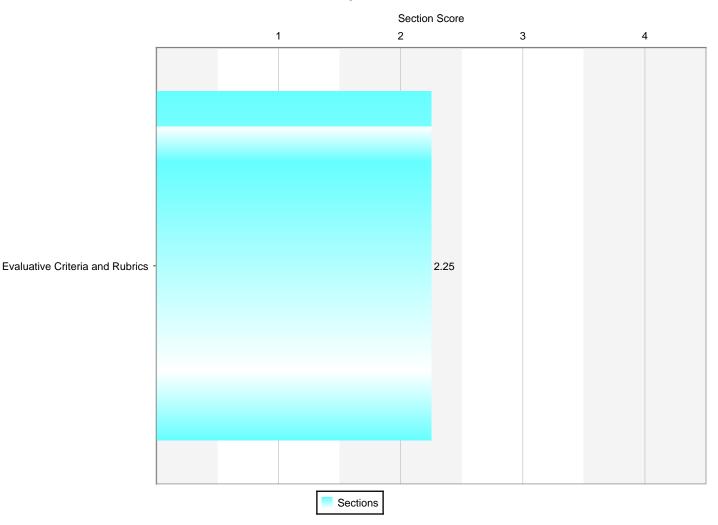
the range of proficiency is at/around 60%.

Report Summary

Scores By Section

Section Score

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Some required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represented the populations served by the institution. Appropriate accommodations were provided for some participants.	Level 2

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

The charts below indicate the top five indicators chosen by each of our stakeholder groups. The ranking of each indicator is in parentheses after the score.

Top Five Indicators Chosen by Staff

Indicator	Score & Rank
1.3	4.71 (1)
4.3	4.69 (2)
3.1	4.65 (3)
5.4	4.63 (4)
5.5	4.62 (5)

Top Five Indicators Chosen by Parents

Indicator	Score & Rank
4.3	4.36 (1)
4.4	4.28 (2)
4.1	4.24 (3)
3.6	4.2 (4)
1.3	4.14 (5)

Top Five Indicators Chosen by Students

Indicator	Score & Rank
3.6	2.94 (1)
4.5	2.93 (2)
1.1	2.92 (3)
5.4	2.92 (4)
3.4	2.91 (5)

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Comparison of Student Indicator Rankings

Indicator	(2013-14)	(2014-15)
4.4	2.94 (1)	2.91 (5)
4.5	2.93 (2)	2.93 (2)
3.6	2.92 (3)	2.94 (1)
5.4	2.91 (4)	2.92 (3)
1.1	2.9 (5)	2.92 (4)
3.4	2.9 (6)	2.91 (6)

3.2	2.89 (7)	2.88 (7)
3.10	2.87 (8)	2.87 (8)
3.3	2.84 (9)	2.85 (9)
2.4	2.83 (10)	2.81 (12)
4.6	2.83 (11)	2.83 (11)
3.9	2.81 (12)	2.75 (14)
5.5	2.81 (13)	2.83 (10)
4.3	2.73 (14)	2.77 (13)
2.1	2.69 (15)	2.65 (15)
3.8	2.54 (16)	2.62 (16)
5.1	2.12 (17)	2.06 (17)

Student surveys from 2013-14 compared to 2014-15 indicate data essentially stayed the same with no significant differences. The same indicators received the five highest scores both years although the ranking level of the indicators varied.

Comparison of Parent Indicator Rankings

Indicator	(2013-14)	(2014-15)
4.3	4.35 (1)	4.36 (1)
4.4	4.21 (2)	4.28 (2)
4.1	4.17 (3)	4.24 (3)
3.1	4.08 (4)	4.04 (12)
2.4	4.07 (5)	4.08 (7)
1.3	4.07 (6)	4.14 (5)
3.6	4.05 (7)	4.2 (4)
5.4	4.03 (8)	4.08 (6)
3.5	4.02 (9)	4.02 (16)
2.5	4.01 (10)	4.07 (9)
3.8	4 (11)	4.03 (15)
5.5	3.99 (12)	4.07 (8)
3.3	3.98 (13)	3.99 (17)
3.10	3.96 (14)	4.05 (11)
2.2	3.96 (15)	4.07 (10)
4.2	3.95 (16)	4.03 (14)
1.1	3.94 (17)	4.04 (13)
3.9	3.91 (18)	3.92 (19)
4.6	3.86 (19)	3.94 (18)
3.12	3.7 (20)	3.74 (21)
2.3	3.67 (21)	3.87 (20)

Parent survey data from 2013-14 compared to 2014-15 indicate that the top three indicators were the same both years.

Comparison of Staff Indicator Rankings

Indicator	(2013-14)	(2014-15)
1.3	4.79 (1)	4.71 (1)

4.1	4.78 (2)	4.47 (14)
5.5	4.78 (3)	4.62 (5)
4.3	4.74 (4)	4.69 (2)
5.4	4.71 (5)	4.63 (4)
2.4	4.68 (6)	4.61 (6)
2.2	4.67 (7)	4.59 (8)
1.2	4.64 (8)	4.56 (11)
5.1	4.63 (9)	4.59 (7)
4.4	4.53 (10)	4.13 (26)
1.1	4.46 (11)	4.46 (16)
2.1	4.46 (12)	4.56 (10)
5.2	4.46 (13)	4.49 (13)
4.2	4.44 (14)	4.51 (12)
3.11	4.43 (15)	4.21 (24)
3.12	4.39 (16)	4.28 (21)
2.3	4.38 (17)	4.47 (15)
2.5	4.38 (18)	4.56 (9)
3.2	4.35 (19)	4.41 (18)
3.8	4.35 (20)	4.26 (22)
4.5	4.33 (21)	3.65 (30)
3.3	4.32 (22)	4.44 (17)
3.6	4.32 (23)	4.31 (20)
3.1	4.24 (24)	4.65 (3)
3.7	4.22 (25)	4.19 (25)
4.6	4.17 (26)	4.07 (27)
3.10	4.15 (27)	4.24 (23)
3.5	3.95 (28)	4.0 (28)
3.9	3.62 (29)	3.71 (29)
3.4		4.34 (19)

Staff survey data from 2013-14 compare to 2014-15 indicate that the four out of the top five indicators were the same although the ranking level of the indicators varied.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Currently we do not have a continuous mechanism to receive feedback from our stakeholder groups. We are developing a process to acquire feedback on a consistent basis. Our plan will allow stakeholders to voice their positive opinions on "Happy Hoot" tickets and their concerns on "Helping Hoot" tickets. All stakeholders will be provided ample opportunities and access to these tickets throughout the school year. Helping Hoot tickets were introduced to stakeholders in November of 2015. They have received positive feedback and parents have used them to communicate with our school.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

The charts below indicate the bottom five indicators chosen by each of our stakeholder groups. The ranking of each indicator is in parentheses after the score.

Bottom Five Indicators Chosen by Staff

Indicator	Score & Rank
4.5	3.65 (30)
3.9	3.71 (29)
3.5	4.0 (28)
4.6	4.07 (27)
4.4	4.13 (26)

Bottom Five Indicators Chosen by Parents

Indicator	Score & Rank
3.12	3.74 (21)
2.3	3.87 (20)
3.9	3.92 (19)
4.6	3.94 (18)
3.3	3.99 (17)

Bottom Five Indicators Chosen by Students

Indicator	Score & Rank
5.1	2.06 (17)
3.8	2.62 (16)
2.1	2.65 (15)
3.9	2.75 (14)
4.3	2.77 (13)

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

The charts below indicate the comparison of indicators for each of our stakeholder groups. The ranking of each indicator is in parentheses after the score. The rankings are presented from highest to lowest based on the 2013-14 school year.

Comparison of Student Indicator Rankings

Indicator	(2013-14)	(2014-15)
4.4	2.94 (1)	2.91 (5)
4.5	2.93 (2)	2.93 (2)
3.6	2.92 (3)	2.94 (1)

5.4	2.91 (4)	2.92 (3)
1.1	2.9 (5)	2.92 (4)
3.4	2.9 (6)	2.91 (6)
3.2	2.89 (7)	2.88 (7)
3.10	2.87 (8)	2.87 (8)
3.3	2.84 (9)	2.85 (9)
2.4	2.83 (10)	2.81 (12)
4.6	2.83 (11)	2.83 (11)
3.9	2.81 (12)	2.75 (14)
5.5	2.81 (13)	2.83 (10)
4.3	2.73 (14)	2.77 (13)
2.1	2.69 (15)	2.65 (15)
3.8	2.54 (16)	2.62 (16)
5.1	2.12 (17)	2.06 (17)

Student survey data from 2013-14 compared to 2014-15 indicate that the bottom three indicators stayed the same.

Comparison of Parent Indicator Rankings

Indicator	(2013-14)	(2014-15)
4.3	4.35 (1)	4.36 (1)
4.4	4.21 (2)	4.28 (2)
4.1	4.17 (3)	4.24 (3)
3.1	4.08 (4)	4.04 (12)
2.4	4.07 (5)	4.08 (7)
1.3	4.07 (6)	4.14 (5)
3.6	4.05 (7)	4.2 (4)
5.4	4.03 (8)	4.08 (6)
3.5	4.02 (9)	4.02 (16)
2.5	4.01 (10)	4.07 (9)
3.8	4 (11)	4.03 (15)
5.5	3.99 (12)	4.07 (8)
3.3	3.98 (13)	3.99 (17)
3.10	3.96 (14)	4.05 (11)
2.2	3.96 (15)	4.07 (10)
4.2	3.95 (16)	4.03 (14)
1.1	3.94 (17)	4.04 (13)
3.9	3.91 (18)	3.92 (19)
4.6	3.86 (19)	3.94 (18)
3.12	3.7 (20)	3.74 (21)
2.3	3.67 (21)	3.87 (20)

Parent survey data from 2013-14 compared to 2014-15 indicate that the bottom four indicators were the same both years although the ranking level of the indicators varied.

Comparison of Staff Indicator Rankings

Indicator	(2013-14)	(2014-15)
1.3	4.79 (1)	4.71 (1)
4.1	4.78 (2)	4.47 (14)
5.5	4.78 (3)	4.62 (5)
4.3	4.74 (4)	4.69 (2)
5.4	4.71 (5)	4.63 (4)
2.4	4.68 (6)	4.61 (6)
2.2	4.67 (7)	4.59 (8)
1.2	4.64 (8)	4.56 (11)
5.1	4.63 (9)	4.59 (7)
4.4	4.53 (10)	4.13 (26)
1.1	4.46 (11)	4.46 (16)
2.1	4.46 (12)	4.56 (10)
5.2	4.46 (13)	4.49 (13)
4.2	4.44 (14)	4.51 (12)
3.11	4.43 (15)	4.21 (24)
3.12	4.39 (16)	4.28 (21)
2.3	4.38 (17)	4.47 (15)
2.5	4.38 (18)	4.56 (9)
3.2	4.35 (19)	4.41 (18)
3.8	4.35 (20)	4.26 (22)
4.5	4.33 (21)	3.65 (30)
3.3	4.32 (22)	4.44 (17)
3.6	4.32 (23)	4.31 (20)
3.1	4.24 (24)	4.65 (3)
3.7	4.22 (25)	4.19 (25)
4.6	4.17 (26)	4.07 (27)
3.10	4.15 (27)	4.24 (23)
3.5	3.95 (28)	4.0 (28)
3.9	3.62 (29)	3.71 (29)
3.4		4.34 (19)

Staff survey data from 2013-14 compared to 2014-15 indicate that   three of the bottom 5 stayed the same without much variance.

What are the implications for these stakeholder perceptions?

Stakeholders' perception of the school essentially has not changed from 2013-14 to 2014-15. Students feel that teachers are preparing them
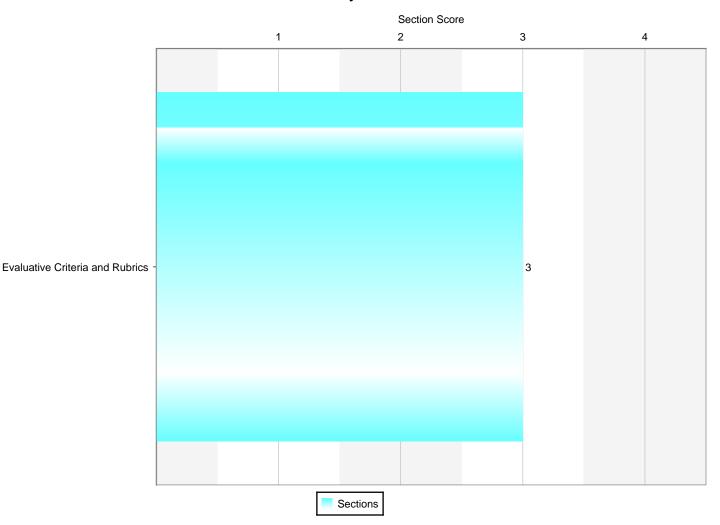
for the next level as well as communicating what they need to learn however, the students appear to need more feedback and explanation as to why they are learning what they are learning. Parents feel that the school is an inviting, safe place for their children to learn with adequate media and staff, however, parents appear to feel that there is a lack of meeting individual student needs. Staff feel that the leadership implements a continuous process for supporting and improving student learning outcomes. Although the staff feels we are meeting student academic needs they feel there is room for improvement to meet the physical, social and emotional needs of our students. The staff would like to be able to participate collaboratively with each other.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Currently we do not have a continuous mechanism to receive feedback from our stakeholder groups. We are developing a process to acquire feedback on a consistent basis. Our plan will allow stakeholders to voice their positive opinions on "Happy Hoot" tickets and their concerns on "Helping Hoot" tickets. All stakeholders will be provided ample opportunities and access to these tickets throughout the school year.

Report Summary

Scores By Section

Section Score

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?

For the past three years we continue to have 24 sections of K-5 students.   The percentage of sub groups have been constant however, the academic needs of those new students have been a half grade to a grade behind in their academic skills/performance. During our fall data reviews, our baseline data of newly enrolled students indicate they are well below grade level expectations. Many of these students are school of choice students that come from low performing districts.

Student Demographic Data

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

Several students have chronically poor attendance which negatively impacts their achievement.

Student Demographic Data

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

In looking at the three year trend in student behavior data we have notice a decline in office referrals since we have revised our Positive Behavior Interventions and Supports (PBIS).

Student Demographic Data

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

These challenges are addressed with various programs such as social work groups, parent education nights, Positive Behavior Systems (PBIS), free breakfast program, data collection, after school programs and Multi Tier Support System (MTSS) groups.

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?

During the past four years 91% of the academic staff has received Teacher Leader Training. With the staff completing this training there has been a slight increase in student achievement.

Teacher/School Leader(s) Demographic Data

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

Overall, the majority of our teaching staff is tenured and has more than five years of teaching experience. Only three teachers require a mentor to complete their probationary status. .Teaching experience in conjunction with best practice training help to support student learning. Teaching experience in conjunction with a strong curriculum and best practice strategies has a positive impact on student achievement.

Teacher/School Leader(s) Demographic Data

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

School leader absences can have a negative effect on student achievement. Although administration absences are limited, the absences include district training and mandated meetings to stay abreast of current issues.

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?

When academic teachers are absent due to professional learning or illness it have a negative impact on student achievement. Although teachers may be received additional training to support academic initiatives, substitutes cannot possible have the same impact on students as their regular classroom teacher. WIth this in mind, our district has attempted to use as many professional development days as possible to provide training for staff members so they do not have to be absent from their classrooms.

Teacher/School Leader(s) Demographic Data

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

Challenges have been identified in the past in regards to the ratio of school leaders to teachers. The actions that may be taken are to hire additional administrative staff to support teachers and student learning. The hiring of additional staff should reflect the demographics of the school.

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?

Both Standard 1 and Standard 2 are strengths for our school. In Purpose and Direction and Governance and Leadership, we scored a 3.67.

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?

Although both Standard 3 and Standard 5 are our lowest scoring standards, we scored a 3 in these areas.

12. How might these challenges impact student achievement?

One challenge area in Standard 3 is our lack of an advocate program at our school. Although this may impact student achievement peripherally, it doesn't seem to impact student achievement directly and on a daily basis. We are, however, working on developing an advocate program in the coming years. The planning of this has been in conjunction with our PTO so we can involve all stakeholders.

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.

To consider the strategic plan for the next five years and implement the suggestions of the accreditation committee.

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?

Teachers and support personnel meet regularly to identify and place students who need intervention programs. Our school has a rigorous student study process to identify these students. THis team meets on a biweekly basis to ensure that students with disabilities are serviced and afforded equal opportunities.

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

Kindergarten through 2nd Grade - MTSS and Title 1 support
3rd through 5th Grade - MTSS and Title 1 support
Kindergarten through 5th Grade - Special Education Classes

Kindergarten through 5th Grade - Summer School Classes

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

Teachers identify these students through data meetings and the student study process. Parents are notified through phone calls, parent letters, parent teacher conferences and formal invitations.

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?

Teacher evaluations, principal walkthroughs, and teacher lesson plan books provide evidence that teachers are implementing the state content standards with fidelity. In addition, teachers set goals in conjunction with best practice standards. Our district has aligned the curriculum for teachers and supports the implementation of curriculum initiatives through curricular leaders that are provide additional training, resources and support.

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.

Not applicable

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

Students achieving at or above local and national norms on the NWEA reading assessment.
Kdg - 62%, 1st - 78%, 2nd - 76%, 3rd - 56%, 4th - 59%, 5th - 64%. As a building our average for reading is 66% of our students are performing at or above local and national norms on the NWEA.

19b. Reading- Challenges

Some challenges we face are students who are performing below state and local standards do not produce work that meets grade level expectations because their social, emotional and economic needs are not met. Several students do not have the support necessary to foster a love for reading and reinforce reading strategies at home. Frequently, these students have office referrals for poor behavior and poor attendance that result in missing instruction time.

19c. Reading- Trends

Year to year we continue to have the traditional summer slide in student achievement. However as the year progress our student achievement will grow from the beginning of year to the end. State assessments indicate that are students are progressing.

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.

For those student who are below grade level we will continue to intervene with research based strategies, such as Daily 5, direct instruction, Lexia, Road to Reading, and STAR reading interventions.   We will continue to identify and monitor theses students during our grade level data review days.

20a. Writing- Strengths

Our strengths we notice are that our ideas and conventions have shown constant growth over the course of the school year in each grade level.

20b. Writing- Challenges

List below are our writing challenges:
    *Updated district wide research based writing program
    *Updated district wide technology typing program to help students answer constructed responses on M-Step
    *Time for grade levels to have collegial dialogue

20c. Writing- Trends

The trends we notice are that our ideas and conventions have shown constant growth over the course of the school year in each grade level.

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.

Our district is in the process of piloting a balanced literacy program with adoption for the following school year. With the program, there is a focus on tiered instruction to ensure that students needs are met at every level in both reading and math.

21a. Math- Strengths

These are the percentages of our students are achieving at or above local and national norms on the NWEA math assessment. Kdg -66%, 1st - 88%, 2nd - 898%, 3rd - 50%, 4th - 50%, 5th - 64%. As a building our average for math is 68% of our students are performing at or above local and national norms on the NWEA.

21b. Math- Challenges

Some challenges we face are students who are performing below state and local standards do not produce work that meets grade level expectations because their social, emotional and economic needs are not met. Many of these students do not have the support at home to reinforce and sharpen math concepts. Frequently, these students have office referrals for poor behavior and poor attendance that result in missing instruction time. Many of these students have not been with us since kindergarten.

21c. Math- Trends

Year to year we continue to have the traditional summer slide in student achievement. However as the year progress our student achievement will grow as much as 10%.

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.

For those student who are below grade level we will continue to intervene with research based strategies.   We will continue to identify and monitor theses students during our grade level data review days. With the assistance of our curricular leaders, teachers are provided additional support with our math program and provided with research based interventions that support learning and our current program.

22a. Science- Strengths

Based on our NWEA scores we have noticed an upward trend in vocabulary usage and reading comprehension of informational text. Our students are gaining knowledge and skills and state assessments indicate that they perform above the state average.

22b. Science- Challenges

We do not have a district wide comprehensive researched based science curriculum that correlates to Michigan State Standards. Our district is looking to train teachers in the science standards that will be implementing in 2017-2018. The inquiry based curriculum will not only support cross curricular student learning but also increase science scores.

22c. Science- Trends

According to the M-Step assessment, our students demonstrate a trend of exceeding the state average.

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.

As our district adopts the science curriculum changes that will be implemented in the 2017-2018 school year, we will have a stronger curriculum to focus on science achievement. In the meantime, teachers will be afforded opportunities to work with curricular leaders to support science instruction.

23a. Social Studies- Strengths

Based on our NWEA scores we have noticed an upward trend in vocabulary usage and reading comprehension of informational text. Our students are gaining knowledge and skills and state assessments indicate that they perform above the state average.

23b. Social Studies- Challenges

We do not have a district wide comprehensive researched based social studies curriculum that correlates to Michigan State Standards.

23c. Social Studies- Trends

Trend data indicates that our M-Step scores have maintained at a similar range for Social Studies achievement. Students are performing above the state average.

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.

District curricular leaders continue to provide lesson ideas, support and best practice strategies for our teachers. Teachers also continue to focus on informational text to support social studies instruction.

Perception Data

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

24a. Student Perception Data

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

Students were most positive about the encouragement they receive to learn from their teachers and administrators. They also reported that their teachers encouraged them to do their best, and rewarded them orally when they did.

24b. Student Perception Data

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

Lowest level of satisfaction among students is they felt that not all teachers knew them on a first name basis and that their families were not involved as much as they could have been.

24c. Student Perception Data

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

As a staff we have started discussions to implement a program such Adviser/Advisee. Ojibwa has many opportunities for parents to participate in their students learning such as our PEN Nights, PTO meetings, Springo Bingo, Field Day and Ice Cream Socials.

25a. Parent/Guardian Perception Data

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

Highest level of satisfaction among parents/guardians were in the areas of 3.8 engaging the families in meaningful ways in their child's education, 4.2/4.4 instructional time/materials and resources and 4.6 the school provides support services to meet the physical/social/emotional needs of students.

25b. Parent/Guardian Perception Data

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

The overall lowest level of satisfaction among parents/guardians was in the area of 4.1 qualified professional and support staff are sufficient in number to full fill their roles and responsibilities necessary to support the schools mission and student success.

25c. Parent/Guardian Perception Data

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

The lack of sufficient financial support at the state and local level impedes the school's ability to support its mission and programs..

26a. Teacher/Staff Perception Data

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

The highest level of satisfaction among teachers and staff is in the area of 2.1 governing body established policies and supports practices that ensure effective administration of the school.

26b. Teacher/Staff Perception Data

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

The lowest level of satisfaction among teachers and staff is 4.6 the school provides support services to meet the physical, social, and emotional needs of the student population.

26c. Teacher/Staff Perception Data

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

The lack of sufficient financial support at the state and local level impedes the school's ability to support its mission and programs..

27a. Stakeholder/Community Perception Data

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

The highest level of satisfaction among stakholders/community are: the governing body established policies and supports practices that ensure effective administration of the school, students feel that teachers truly care and want them to be successful, school provides sufficient amount of materials for the students to reach their highest potential.

27b. Stakeholder/Community Perception Data

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

The lowest level of satisfaction among stakholders/community is 4.6 the school provides support services to meet the physical, social, and emotional needs of the student population.

27c. Stakeholder/Community Perception Data

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

The lack of sufficient financial support at the state and local level impedes the school's ability to support its mission and programs..

Summary

28a. Summary

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

Some of the strengths we noticed are:
   *We have constantly shown student achievement growth.
   *Over 90% of our staff have been trained in Teacher Leader or Classroom Instruction that Works.
   *Scheduled grade level data review days to disaggregate student assessment data.
Some of the challenges we face are:
   *New students who are low performing and students who are economically disadvantaged.
   *District wide Science and Social Studies curriculum that correlates to Michigan State Standards
   *The lack of sufficient financial support at the state and local level impedes the school's ability to support its mission and programs..

28b. Summary

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

Challenges make it difficult for students to reach their highest potential and achieve at expected levels. WIth additional support and a focus on limited our challenges, student achievement can increase.

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 that are controllable in our building will be addressed by continuation of grade level data review days to identify those students not performing at grade level, and will implement the appropriate research based strategies to address the students needs. We will continue to refine and support our MTSS program so all students receive the appropriate interventions and challenges necessary to move them forward as learners. Staff will continue to receive best practice training and be afforded PLC opportunities.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	The NWEA testing system was implemented for all students starting in the fall of 2013, and is currently still utilized multiple times a year.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	Located on Ojibwa Elementary's website at: http://www.chippewavalleyschools.org/schools/elementary-schools/ojibwa/about-us/aer/	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Not applicable since we are a K-5 elementary building.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Not applicable since we are a K-5 elementary building.	

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Russell J. Maranzano Interim Asst. Superintendent for Human Resources PHONE: (586) 723-2090 FAX: (586) 723-2001 48301 Cass Avenue, Mount Clemens, Michigan, 48044	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	http://www.chippewavalleyschools.org/downloads/ojibwa/ojibwa_parent_involvement_plan_2013-2014_20130818_110119_1.pdf	

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

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Our building has a very comprehensive website specifying our school improvement goals. Our major successes in school improvement are included in our Points of Pride.	

2015-2016 SIP

Overview

Plan Name

2015-2016 SIP

Plan Description

Ojibwa Elementary School's 2015-2016 School Improvement Plan

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in Writing.	Objectives: 3 Strategies: 5 Activities: 13	Academic	$400
2	All students will be proficient in Math.	Objectives: 3 Strategies: 6 Activities: 19	Academic	$6000
3	All students will be proficient in Reading.	Objectives: 3 Strategies: 3 Activities: 13	Academic	$4200
4	All students will be proficient in Science.	Objectives: 3 Strategies: 6 Activities: 14	Academic	$4000
5	All students will be proficient in Social Studies.	Objectives: 3 Strategies: 6 Activities: 14	Academic	$4000

Goal 1: All students will be proficient in Writing.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing achievement in English Language Arts by 06/15/2022 as measured by Spring State Assessment.

Strategy 1:

Cooperative Learning- Instructional Staff - Teachers were provided professional development time to share writing pieces and activities used with Being a Writer

program.

Category:

Research Cited: Research Cited: 2001 Classroom Instruction That Works 2nd Edition

2014 Math Learning Center 2nd Edition

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided professional development time to share writing pieces and activities used with Being a Writer program	Getting Ready	Tier 1	Getting Ready	09/14/2015	06/03/2016	$0	General Fund	All teachers responsible for the implementation of the Being a Writer Program.

Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of Nonlinguistic Representations with classroom walk-throughs and accountability check ins at staff meetings.	Monitor, Direct Instruction	Tier 1	Monitor	09/14/2015	06/03/2016	$0	No Funding Required	All instructional staff will provide cooperative learning opportunities in the classroom during Being a Writer Lessons

Activity - Survey	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Staff and students will be surveyed to monitor the fidelity to which cooperative learning is being implemented through the Being a Writer program	Other	Tier 1	Getting Ready	09/14/2015	06/03/2016	$0	No Funding Required	Building principal, instructional staff and students.

Activity - Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data will be evaluated through data review meetings three times a year, using sub scores from NWEA and scores from the district provided rubric.	Evaluation	Tier 1	Evaluate	09/14/2015	06/03/2016	$0	No Funding Required	Building principals, ancillary staff, and instructional staff.

Activity - Teacher Training in Homework Protocol	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in a mini series on homework protocol using the CITW strategies.	Getting Ready, Professional Learning	Tier 1	Implement	10/01/2015	06/12/2016	$0	No Funding Required	All Staff

Activity - Setting objectives, providing feedback, reinforcing effort, providing recognition, and cooperative learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Improvement Team will train teachers for effective implementation of "creating the environment for learning".	Getting Ready	Tier 1	Getting Ready	10/01/2015	06/15/2016	$0	General Fund	All Staff

Strategy 2:

CITW - Homework Protocol - Teachers at Ojibwa will align their homework expectations with the CITW strategies and the Ojibwa student/parent/teacher compact. The school improvement team will introduce and train staff members in homework best practices. Grade levels will need to plan and organize cohesive homework plans at the beginning of the year. Strategy will be monitored using CITW rubrics on pages 217-221.

Category:

Research Cited: Karpicke, J.D., & Roediger H.R. III, (2008). The critical importance of retrieval for learning, Science, 319, 966-968.

Tier: Tier 1

Activity - Teacher Training on Homework Protocol	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will be trained in a mini-series on homework protocol using the CITW strategies.	Getting Ready	Tier 1	Getting Ready	09/01/2015	06/01/2016	$400	Title II Part A	All classroom teachers

Strategy 3:

CITW- creating the environment for learning - Ojibwa teachers will be trained in CITW, with a focus on "creating the environment for learning".

Category:

Research Cited: Marzano, R.J., Norford, J.S., Paynter, D.E., Pickering, D.J., & Gaddy, B.B. (2001). A handbook for classroom instruction that works. Alexandria, VA:

ASCD.

Tier: Tier 1

Activity - Setting objectives, providing feedback, reinforcing effort, providing recognition, and cooperative learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Setting objectives, providing feedback, reinforcing effort, providing recognition, and cooperative learning	Getting Ready	Tier 1	Getting Ready	09/01/2015	06/01/2016	$0	No Funding Required	All teaching staff

Measurable Objective 2:

10% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, 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 writing achievement in Writing by 06/15/2016 as measured by NWEA.

Strategy 1:

A Multi-Tiered System of Support (MTSS) for Writing - Students will be identified through data analysis. Writing support will be provided to Tier 2 and 3 students during the school day.

Category:

Research Cited: Research Cited: Jordan, N., (2007) The Need for Number Sense. Journal of Educational Leadership. ASCD

Tier: Tier 2

Activity - Direct instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English/Language Arts support will be provided to tier 2 & 3 students during the day when necessary. English/Language Arts strategies will be taught during direct instruction.	Direct Instruction	Tier 2	Implement	10/30/2015	06/16/2016	$0	General Fund	All teaching staff

Activity - Collegial Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have collegial dialogue regarding an MTSS program in writing.	Academic Support Program	Tier 2	Getting Ready	09/01/2015	06/01/2016	$0	No Funding Required	All staff

Activity - MTSS Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional training about best practices in a MTSS program.	Professional Learning	Tier 2	Getting Ready	09/09/2015	06/16/2016	$0	General Fund	All staff

Measurable Objective 3:

5% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, 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 writing achievement in Writing by 06/15/2016 as measured by NWEA.

Strategy 1:

Extended Day/Year Opportunities in Writing (District Level) - Teachers/staff will provide after school and summer opportunities for students to improve writing

proficiency. Teachers/staff will work with and progress monitor at-risk students.

Category:

Research Cited: Fashola, O., "Review of Extended Day and after School Programs and Their Effectiveness," Center for research on the Education of Students Placed at Risk, October 1998.

Tier: Tier 3

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutoring students after or before the school day in Writing.	Direct Instruction	Tier 3	Getting Ready	09/09/2015	06/15/2016	$0	General Fund	Building teachers

Activity - Summer Writing Support Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer programs will be offered for students not proficient in writing. These include a 5 week program for elementary students.	Direct Instruction	Tier 3	Monitor	06/15/2016	08/15/2016	$0	General Fund	Summer School Staff

Goal 2: All students will be proficient in Math.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, 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 mathematics achievement in Mathematics by 06/15/2022 as measured by Spring State Assessment.

Strategy 1:

Cooperative Learning - Instructional Staff will implement the Classroom Instruction That Works strategy of Cooperative Learning while using the Bridges Math Program.

- Chippewa Valley teachers were provided two days of introductory training in order to get ready to implement the Bridges Math Program.

Category:

Research Cited: Research Cited: 2001 Classroom Instruction That Works 2nd Edition

2014 Math Learning Center 2nd Edition

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Chippewa Valley teachers were provided two days of introductory training in order to get ready to implement the Bridges Math Program	Getting Ready	Tier 1	Getting Ready	06/12/2015	09/14/2015	$0	No Funding Required	Building principals and instructional staff.

Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will provide cooperative learning opportunities in the classroom during Bridges lessons, workplaces and Number Corner activities.	Direct Instruction	Tier 1	Implement	09/14/2015	06/13/2016	$0	No Funding Required	All instructional staff

Activity - Survey	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Staff and students will be surveyed to monitor the fidelity to which cooperative learning is being implemented through the Bridges Math Program.	Other	Tier 1	Monitor	09/14/2015	06/13/2016	$0	No Funding Required	Building principal, instructional staff and students.

Activity - Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data will be evaluated through data review meetings three times a year, using NWEA and STAR Math progress monitoring data.	Evaluation	Tier 1	Evaluate	09/01/2015	06/13/2016	$0	General Fund	Building principals, ancillary staff, and instructional staff.

Activity - Teacher Training in Homework Protocol	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in a mini series on homework protocol using the CITW strategies.	Getting Ready, Professional Learning	Tier 1	Implement	10/01/2015	06/15/2016	$0	No Funding Required	All Staff

Activity - Setting objectives, providing feedback, reinforcing effort, providing recognition, and cooperative learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Improvement Team will train teachers for effective implementation of "creating the environment for learning".	Getting Ready	Tier 1	Getting Ready	10/01/2015	06/15/2016	$0	General Fund	All Staff

(shared) Strategy 2:

Computer Based Math Practice - Teachers will implement the use of research-based computer programs to support student math practice.

Category:

Research Cited: Research cited: Schacter, John. (1999). The Impact of Educational Technology on Student Achievement: What the most current Research Has to Say. Milken Exchange on Education Technology: Santa Monica, CA

Tier: Tier 2

Activity - IXL Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the use of research-based math program to support student math practice.	Implementation	Tier 2	Implement	09/14/2015	06/13/2016	$0	No Funding Required	All staff members responsible for teaching mathematics.

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are receiving professional training on IXL.	Professional Learning	Tier 1	Implement	09/09/2015	06/15/2016	$3000	General Fund	All staff

Activity - Monitoring IXL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and teachers will monitor the impact of IXL usage in the classrooms through the comparison of student usage and testing data.	Technology	Tier 2	Implement	10/01/2015	06/01/2016	$0	General Fund	Classroom teachers

Activity - Collegial Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use staff meeting and grade level planning time to discuss best practices for IXL usage in the classroom.	Teacher Collaboration	Tier 1	Getting Ready	09/09/2015	06/15/2016	$0	General Fund	All classroom teachers

Activity - IXL Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use the student growth report on IXL to assess its effectiveness.	Evaluation	Tier 1	Evaluate	09/09/2015	06/15/2016	$0	No Funding Required	All teaching staff

Strategy 3:

CITW - Homework Protocol - Teachers at Ojibwa will align their homework expectations with the CITW strategies and the Ojibwa student/parent/teacher compact. The school improvement team will introduce and train staff members in homework best practices. Grade levels will need to plan and organize cohesive homework plans at the beginning of the year. Strategy will be monitored using CITW rubrics on pages 217-221.

Category:

Research Cited: Karpicke, J.D., & Roediger H.R. III, (2008). The critical importance of retrieval for learning, Science, 319, 966-968.

Tier: Tier 1

Activity - Teacher Training on Homework Protocol	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in a mini-series on homework protocol using the CITW strategies.	Getting Ready	Tier 1	Getting Ready	09/14/2015	06/13/2016	$0	No Funding Required	All classroom teachers

Strategy 4:

CITW- creating the environment for learning - Ojibwa teachers will be trained in CITW, with a focus on "creating the environment for learning".

Category:

Research Cited: Marzano, R.J., Norford, J.S., Paynter, D.E., Pickering, D.J., & Gaddy, B.B. (2001). A handbook for classroom instruction that works. Alexandria, VA: ASCD.

Tier: Tier 1

Activity - Setting objectives, providing feedback, reinforcing effort, providing recognition, and cooperative learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Improvement Team will train teachers for effective implementation of "creating the environment for learning".	Getting Ready	Tier 1	Getting Ready	09/14/2015	06/13/2016	$0	No Funding Required	All teaching staff.

Measurable Objective 2:

10% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, 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 fluency/computation in Mathematics by 06/15/2022 as measured by NWEA.

(shared) Strategy 1:

Computer Based Math Practice - Teachers will implement the use of research-based computer programs to support student math practice.

Category:

Research Cited: Research cited: Schacter, John. (1999). The Impact of Educational Technology on Student Achievement: What the most current Research Has to

Say. Milken Exchange on Education Technology: Santa Monica, CA

Tier: Tier 2

Activity - IXL Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the use of research-based math program to support student math practice.	Implementation	Tier 2	Implement	09/14/2015	06/13/2016	$0	No Funding Required	All staff members responsible for teaching mathematics.

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are receiving professional training on IXL.	Professional Learning	Tier 1	Implement	09/09/2015	06/15/2016	$3000	General Fund	All staff

Activity - Monitoring IXL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and teachers will monitor the impact of IXL usage in the classrooms through the comparison of student usage and testing data.	Technology	Tier 2	Implement	10/01/2015	06/01/2016	$0	General Fund	Classroom teachers

Activity - Collegial Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use staff meeting and grade level planning time to discuss best practices for IXL usage in the classroom.	Teacher Collaboration	Tier 1	Getting Ready	09/09/2015	06/15/2016	$0	General Fund	All classroom teachers

Activity - IXL Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Staff will use the student growth report on IXL to assess its effectiveness.	Evaluation	Tier 1	Evaluate	09/09/2015	06/15/2016	$0	No Funding Required	All teaching staff

Strategy 2:

A Multi-Tiered System of Support (MTSS) for Mathematics - Students will be identified through data analysis. Math support will be provided to Tier 2 and 3 students during the school day.

Category:

Research Cited: Research Cited: Jordan, N., (2007) The Need for Number Sense. Journal of Educational Leadership. ASCD

Kilpatrick, J., Swafford, J., & findell, B. (Eds). (2001) Adding it up: Helping children to learn mathematics. Washington, DC: National Academy Press

National Council of Teachers of Mathematics (2006) curriculum focal points for prekindergarten through grade 8 mathematics: A quest for coherence. Reston, VA:

Tier: Tier 2

Activity - Direct instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math support will be provided to tier 2 & 3 students during the day. Math strategies will be taught during direct instruction.	Direct Instruction	Tier 2	Implement	10/30/2015	06/10/2016	$0	General Fund	All teaching staff

Activity - IXL Mathematics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IXL is a computer based standards program that focuses on differentiated math instruction.	Technology	Tier 2	Monitor	10/30/2015	06/10/2016	$3000	Other	All teaching staff

Activity - Collegial Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have collegial dialogue regarding an MTSS program in mathematics.	Academic Support Program	Tier 2	Getting Ready	09/09/2015	06/15/2016	$0	No Funding Required	All staff.

Activity - MTSS Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional training about best practices in a MTSS program.	Professional Learning	Tier 2	Getting Ready	09/09/2015	06/15/2016	$0	General Fund	All staff

Measurable Objective 3:

5% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, 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 math fluency/computation in Mathematics by 06/15/2016 as measured by NWEA.

Strategy 1:

Extended Day/Year Opportunities in Math (District Level) - Teachers/staff will provide after school and summer opportunities for students to improve math proficiency.

Teachers/staff

will work with and progress monitor at-risk students.

Category:

Research Cited: Fashola, O., "Review of Extended Day and after School Programs and Their Effectiveness," Center for research on the Education of Students Placed at Risk, October 1998.

Neal, R., "Extended School Day and Year are Under Review Across theCountry," Hartland Institute, February 2008.

Tier: Tier 3

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutoring students after or before the school day in Mathematics.	Direct Instruction	Tier 3	Getting Ready	10/01/2015	06/15/2016	$0	General Fund	Building teachers

Activity - Summer Math Support Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer programs will be offered for students not proficient in mathematics. These include a 5 week program for elementary students.	Direct Instruction	Tier 3	Monitor	06/15/2016	08/17/2016	$0	General Fund	Summer School Teachers

Goal 3: All students will be proficient in Reading.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, 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 achievement in Reading by 06/15/2022 as measured by Spring State Assessment.

Strategy 1:

Cooperative Learning - Instructional staff will implement the Classroom Instruction That Works (CITW) strategy of Cooperative Learning.

Category:

Research Cited: 2001 Classroom Instruction That Works 2nd Edition

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Chippewa Valley teachers were provided three days of training on the CITW strategies.	Professional Learning	Tier 1	Getting Ready	09/11/2013	06/15/2016	$0	General Fund	All staff

School Improvement Plan
Ojibwa Elementary School

Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will provide cooperative learning opportunities in the classroom during reading instruction.	Direct Instruction	Tier 1	Implement	09/09/2015	06/15/2016	$0	No Funding Required	All staff

Activity - Survey	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff and students will be surveyed to monitor the fidelity to which cooperative learning is being implemented in reading class.	Other	Tier 1	Monitor	09/09/2015	06/15/2016	$0	No Funding Required	All staff and students

Activity - Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data will be evaluated through data review meetings three times a year using NWEA and STAR reading progress.	Evaluation	Tier 1	Evaluate	09/09/2015	06/15/2016	$0	General Fund	All staff

Activity - Professional Learning (Homework Protocol)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in a mini series on homework protocol using the CITW strategies.	Professional Learning	Tier 1	Getting Ready	09/09/2015	06/15/2016	$0	No Funding Required	All staff

Activity - Creating the Learning Environment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Improvement Team will train teachers in the effective implementation of CITW's "creating the environment for learning".	Getting Ready	Tier 1	Getting Ready	09/09/2015	06/15/2016	$0	General Fund	All staff

(shared) Strategy 2:

Computer based reading practice - Teachers will implement the use of research-based computer programs to support student reading practice.

Category:

Research Cited: Schacter, John (1999). The Impact of Educational Technology on Student Achievement: What the most current Research Has to Say. Milken

Exchange on Education Technology: Santa Monica, CA

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have already and are still receiving professional training on usage of Reading A-Z.	Professional Learning	Tier 1	Implement	09/04/2013	06/15/2016	$4200	General Fund	All teaching staff

Activity - A-Z Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the use of research-based reading program to support student reading practice.	Technology	Tier 1	Implement	09/04/2013	06/15/2016	$0	No Funding Required	All teaching staff

Activity - Collegial Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use staff meeting and grade level planning time to discuss best practices for Reading A-Z usage in the classroom.	Teacher Collaboration	Tier 1	Getting Ready	09/09/2015	06/15/2016	$0	No Funding Required	All staff

Activity - Monitoring Reading A-Z	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and teachers will monitor the impact of Reading A-Z usage in the classrooms through the comparison of student usage and testing data.	Monitor	Tier 1	Monitor	10/01/2015	06/15/2016	$0	No Funding Required	All staff

Activity - Evaluating Reading A-Z	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use the student growth report on Reading A-Z to assess its effectiveness.	Evaluation	Tier 1	Evaluate	09/09/2015	06/15/2016	$0	No Funding Required	All staff

Measurable Objective 2:

10% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, 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 in Reading by 06/15/2022 as measured by NWEA.

(shared) Strategy 1:

Computer based reading practice - Teachers will implement the use of research-based computer programs to support student reading practice.

Category:

Research Cited: Schacter, John (1999). The Impact of Educational Technology on Student Achievement: What the most current Research Has to Say. Milken

Exchange on Education Technology: Santa Monica, CA

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have already and are still receiving professional training on usage of Reading A-Z.	Professional Learning	Tier 1	Implement	09/04/2013	06/15/2016	$4200	General Fund	All teaching staff

Activity - A-Z Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the use of research-based reading program to support student reading practice.	Technology	Tier 1	Implement	09/04/2013	06/15/2016	$0	No Funding Required	All teaching staff

Activity - Collegial Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use staff meeting and grade level planning time to discuss best practices for Reading A-Z usage in the classroom.	Teacher Collaboration	Tier 1	Getting Ready	09/09/2015	06/15/2016	$0	No Funding Required	All staff

Activity - Monitoring Reading A-Z	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and teachers will monitor the impact of Reading A-Z usage in the classrooms through the comparison of student usage and testing data.	Monitor	Tier 1	Monitor	10/01/2015	06/15/2016	$0	No Funding Required	All staff

Activity - Evaluating Reading A-Z	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use the student growth report on Reading A-Z to assess its effectiveness.	Evaluation	Tier 1	Evaluate	09/09/2015	06/15/2016	$0	No Funding Required	All staff

Measurable Objective 3:

5% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, 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 achievement in Reading by 06/15/2022 as measured by NWEA.

Strategy 1:

Extended Day/Year Opportunities in Reading (District Level) - Teachers/staff will provide after school and summer opportunities for students to improve math

proficiency. Teachers/staff will work with and progress monitor at-risk students.

Category:

Research Cited: Fashola, O., "Review of Extended Day and after School Programs and Their Effectiveness," Center for research on the Education of Students Placed

at Risk, October 1998.

Tier: Tier 3

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Tutoring students after or before the school day in Reading. | Direct Instruction | Tier 3 | Getting Ready | 09/14/2015 | 06/16/2016 | $0 | No Funding Required | All staff |

Activity - Summer Reading Support Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer programs will be offered for students not proficient in reading. These include a 5 week program for elementary students.	Direct Instruction	Tier 3	Monitor	06/16/2016	08/16/2016	$0	General Fund	All summer teaching staff

Goal 4: All students will be proficient in Science.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in science achievement in Science by 06/01/2016 as measured by state-based assessments.

Strategy 1:

Cooperative Learning - Teachers were provided professional development time in order to plan for Science with grade level teams.

Category:

Research Cited: Research Cited: 2001 Classroom Instruction That Works 2nd Edition

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Chippewa Valley teachers were provided professional development time to plan Science lessons with grade level teams.	Getting Ready	Tier 1	Getting Ready	09/01/2015	06/01/2016	$0	No Funding Required	All staff

Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will provide cooperative learning opportunities in the classroom during Science instruction.	Direct Instruction	Tier 1	Implement	09/01/2015	06/01/2016	$0	No Funding Required	All staff

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

| Instructional Staff and students will be surveyed to monitor the fidelity to which cooperative learning is being implemented through Science instruction. | Other | Tier 1 | Monitor | 09/28/2015 | 06/01/2016 | $0 | No Funding Required | All staff |

Activity - Teacher Training in Homework Protocol	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through CITW training teachers will include cooperative learning in their teaching.	Getting Ready, Professional Learning	Tier 1	Getting Ready	09/14/2015	06/15/2016	$0	No Funding Required	All staff

Activity - Setting objectives, providing feedback, reinforcing effort, providing recognition, and cooperative learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Improvement Team will train teachers for effective implementation of "creating the environment for learning".	Getting Ready	Tier 1	Getting Ready	10/15/2015	06/15/2016	$0	No Funding Required	All staff

Strategy 2:

CITW - Homework Protocol - Teachers at Ojibwa will align their homework expectations with the CITW strategies and the Ojibwa student/parent/teacher compact. The school improvement team will introduce and train staff members in homework best practices. Grade levels will need to plan and organize cohesive homework plans at the beginning of the year. Strategy will be monitored using CITW rubrics on pages 217-221.

Category:

Research Cited: Karpicke, J.D., & Roediger H.R. III, (2008). The critical importance of retrieval for learning, Science, 319, 966-968.

Tier: Tier 1

Activity - Teacher Training on Homework Protocol	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in a mini-series on homework protocol using the CITW strategies.	Getting Ready	Tier 1	Getting Ready	09/01/2015	06/01/2016	$0	General Fund	All staff

Strategy 3:

CITW- creating the environment for learning - Ojibwa teachers will be trained in CITW, with a focus on "creating the environment for learning".

Category:

Research Cited: Marzano, R.J., Norford, J.S., Paynter, D.E., Pickering, D.J., & Gaddy, B.B. (2001). A handbook for classroom instruction that works. Alexandria, VA: ASCD.

Tier: Tier 1

Activity - Setting objectives, providing feedback, reinforcing effort, providing recognition, and cooperative learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The School Improvement Team will train teachers for effective implementation of "creating the environment for learning".	Getting Ready	Tier 1	Getting Ready	09/01/2015	06/01/2016	$0	No Funding Required	All staff

Measurable Objective 2:

10% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, 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 science achievement in Science by 06/15/2022 as measured by state or local assessment.

Strategy 1:

A Multi-Tiered System of Support (MTSS) for Science - Students will be identified through data analysis. Science support will be provided to Tier 2 and 3 students during the school day.

Category:

Research Cited: Marzano, Robert J., Building Academic Vocabulary: Teacher's Manual. ASCD, 2001.

Tier: Tier 2

Activity - Direct instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science support will be provided to tier 2 & 3 students during the day when necessary. Non fiction reading strategies for Science will be taught during direct instruction.	Direct Instruction	Tier 2	Implement	09/14/2015	06/15/2016	$0	General Fund	All staff

Activity - Collegial Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have collegial dialogue regarding and how to apply MTSS strategies science.	Academic Support Program	Tier 2	Getting Ready	09/14/2015	06/15/2016	$0	No Funding Required	All staff

Activity - MTSS Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional training about best practices in a MTSS program.	Professional Learning	Tier 2	Getting Ready	09/14/2015	06/15/2016	$0	General Fund	All staff

Measurable Objective 3:

5% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, 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 science achievement in Science by 06/15/2022 as measured by local or state assessments.

Strategy 1:

Vocabulary Strategies - Teachers will focus on different levels of vocabulary words to increase reading comprehension and vocabulary acquisition in Science texts.

Category:

Research Cited: Marzano, Robert J., Building Academic Vocabulary: Teacher's Manual. ASCD, 2001.

Tier: Tier 3

Activity - Vocabulary Models	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the use of research-based vocabulary models (such as the Frayer Model, Tiered Vocabulary Lists for Common Core, Word Mapping)	Direct Instruction	Tier 3	Getting Ready	09/14/2015	06/15/2016	$0	No Funding Required	All staff

Activity - A-Z Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The purchase of A-Z Learning licenses will be used to increase student achievement by enhancing vocabulary skills and nonfiction reading skills in Science. Estimated costs include 25 licenses at $160/license.	Technology	Tier 3	Implement	09/14/2015	06/15/2016	$4000	Other	All staff

Strategy 2:

Reading Strategies - Teachers will focus on reading strategies to increase reading comprehension in Science

Category:

Research Cited: Paul, R., & Elder, L. (2008). How to read a paragraph: The art of close reading. Dillon Beach, CA: Foundation for Critical Thinking Press.

Tier: Tier 3

Activity - Close Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use direct instruction to teach the strategy of Close Reading to increase reading comprehension in Science.	Direct Instruction	Tier 3	Getting Ready	09/14/2015	06/15/2016	$0	No Funding Required	All staff

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Thinking Maps to increase student reading comprehension and writing organization in Science.	Direct Instruction	Tier 3	Monitor	09/14/2015	06/15/2016	$0	No Funding Required	All Staff

Goal 5: All students will be proficient in Social Studies.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in social studies achievement in Social Studies by 06/15/2022 as measured by state-based assessments.

Strategy 1:

Cooperative Learning - Teachers were provided professional development time in order to plan for Social Studies with grade level teams.

Category:

Research Cited: Research Cited: 2001 Classroom Instruction That Works 2nd Edition

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Chippewa Valley teachers were provided professional development time to plan Social Studies lessons with grade level teams.	Implementation	Tier 1	Getting Ready	09/14/2015	06/15/2016	$0	No Funding Required	All staff

Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will provide cooperative learning opportunities in the classroom during Social Studies instruction.	Direct Instruction	Tier 1	Implement	09/14/2015	06/15/2016	$0	No Funding Required	All staff

Activity - Survey	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Staff and students will be surveyed to monitor the fidelity to which cooperative learning is being implemented through Social Studies instruction.	Other	Tier 1	Monitor	09/14/2015	06/15/2016	$0	No Funding Required	All staff

Activity - Teacher Training in Homework Protocol	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through CITW training teachers will include cooperative learning in their teaching.	Getting Ready, Professional Learning	Tier 1	Getting Ready	09/14/2015	06/15/2016	$0	General Fund	All staff

Activity - Setting objectives, providing feedback, reinforcing effort, providing recognition, and cooperative learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Improvement Team will train teachers for effective implementation of "creating the environment for learning".	Getting Ready	Tier 1	Getting Ready	09/14/2015	06/15/2016	$0	No Funding Required	All staff

Strategy 2:

CITW - Homework Protocol - Teachers at Ojibwa will align their homework expectations with the CITW strategies and the Ojibwa student/parent/teacher compact. The

school improvement team will introduce and train staff members in homework best practices. Grade levels will need to plan and organize cohesive homework plans at the beginning of the year. Strategy will be monitored using CITW rubrics on pages 217-221.

Category:

Research Cited: Karpicke, J.D., & Roediger H.R. III, (2008). The critical importance of retrieval for learning, Science, 319, 966-968.

Tier: Tier 1

Activity - Teacher Training on Homework Protocol	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in a mini-series on homework protocol using the CITW strategies.	Getting Ready	Tier 1	Getting Ready	09/14/2015	06/15/2016	$0	No Funding Required	All staff

Strategy 3:

CITW- creating the environment for learning - Ojibwa teachers will be trained in CITW, with a focus on "creating the environment for learning".

Category:

Research Cited: Marzano, R.J., Norford, J.S., Paynter, D.E., Pickering, D.J., & Gaddy, B.B. (2001). A handbook for classroom instruction that works. Alexandria, VA: ASCD.

Tier: Tier 1

Activity - Setting objectives, providing feedback, reinforcing effort, providing recognition, and cooperative learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Improvement Team will train teachers for effective implementation of "creating the environment for learning".	Getting Ready	Tier 1	Getting Ready	09/14/2015	06/15/2016	$0	No Funding Required	All staff

Measurable Objective 2:

10% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, 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 social studies achievement in Social Studies by 06/15/2022 as measured by state or local assessment.

Strategy 1:

A Multi-Tiered System of Support (MTSS) for Social Studies - Students will be identified through data analysis. Social Studies support will be provided to Tier 2 and 3 students during the school day.

Category:

Research Cited: Marzano, Robert J., Building Academic Vocabulary: Teacher's Manual. ASCD, 2001.

Tier: Tier 2

Activity - Direct instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Social Studies support will be provided to tier 2 & 3 students during the day when necessary. Non fiction reading strategies for Social Studies will be taught during direct instruction. | Direct Instruction | Tier 2 | Implement | 09/14/2015 | 06/15/2016 | $0 | No Funding Required | All staff |

Activity - Collegial Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have collegial dialogue regarding and how to apply MTSS strategies Social Studies.	Academic Support Program	Tier 2	Getting Ready	09/14/2015	06/15/2016	$0	No Funding Required	All staff

Activity - MTSS Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional training about best practices in a MTSS program.	Professional Learning	Tier 2	Getting Ready	09/14/2015	06/15/2016	$0	General Fund	All staff

Measurable Objective 3:

5% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, 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 social studies achievement in Social Studies by 06/15/2022 as measured by local or state assessments.

Strategy 1:

Vocabulary Strategies - Teachers will focus on different levels of vocabulary words to increase reading comprehension and vocabulary acquisition in Social Studies

texts.

Category:

Research Cited: Marzano, Robert J., Building Academic Vocabulary: Teacher's Manual. ASCD, 2001.

Tier: Tier 3

Activity - Vocabulary Models	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the use of research-based vocabulary models (such as the Frayer Model, Tiered Vocabulary Lists for Common Core, Word Mapping)	Direct Instruction	Tier 3	Getting Ready	09/14/2015	06/15/2016	$0	No Funding Required	All staff

Activity - A-Z Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The purchase of A-Z Learning licenses will be used to increase student achievement by enhancing vocabulary skills and nonfiction reading skills in Social Studies. Estimated costs include 25 licenses at $160/license.	Technology	Tier 3	Implement	09/14/2015	06/15/2016	$4000	Other	All Staff

Strategy 2:

Reading Strategies - Teachers will focus on reading strategies to increase reading comprehension in Social Studies.

Category:

Research Cited: Paul, R., & Elder, L. (2008). How to read a paragraph: The art of close reading. Dillon Beach, CA: Foundation for Critical Thinking Press.

Tier: Tier 3

Activity - Close Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use direct instruction to teach the strategy of Close Reading to increase reading comprehension in Social Studies.	Direct Instruction	Tier 3	Getting Ready	09/14/2015	06/15/2016	$0	No Funding Required	All staff

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Thinking Maps to increase student reading comprehension and writing organization in Social Studies.	Direct Instruction	Tier 3	Monitor	09/14/2015	06/15/2016	$0	No Funding Required	All staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
A-Z Learning	The purchase of A-Z Learning licenses will be used to increase student achievement by enhancing vocabulary skills and nonfiction reading skills in Science. Estimated costs include 25 licenses at $160/license.	Technology	Tier 3	Implement	09/14/2015	06/15/2016	$4000	All staff
IXL Mathematics	IXL is a computer based standards program that focuses on differentiated math instruction.	Technology	Tier 2	Monitor	10/30/2015	06/10/2016	$3000	All teaching staff
A-Z Learning	The purchase of A-Z Learning licenses will be used to increase student achievement by enhancing vocabulary skills and nonfiction reading skills in Social Studies. Estimated costs include 25 licenses at $160/license.	Technology	Tier 3	Implement	09/14/2015	06/15/2016	$4000	All Staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Direct instruction	Math support will be provided to tier 2 & 3 students during the day. Math strategies will be taught during direct instruction.	Direct Instruction	Tier 2	Implement	10/30/2015	06/10/2016	$0	All teaching staff
Professional Learning	Chippewa Valley teachers were provided three days of training on the CITW strategies.	Professional Learning	Tier 1	Getting Ready	09/11/2013	06/15/2016	$0	All staff
Summer Writing Support Programs	Summer programs will be offered for students not proficient in writing. These include a 5 week program for elementary students.	Direct Instruction	Tier 3	Monitor	06/15/2016	08/15/2016	$0	Summer School Staff
Evaluation	Data will be evaluated through data review meetings three times a year using NWEA and STAR reading progress.	Evaluation	Tier 1	Evaluate	09/09/2015	06/15/2016	$0	All staff
Professional Learning	Teachers have already and are still receiving professional training on usage of Reading A-Z.	Professional Learning	Tier 1	Implement	09/04/2013	06/15/2016	$4200	All teaching staff
Summer Math Support Programs	Summer programs will be offered for students not proficient in mathematics. These include a 5 week program for elementary students.	Direct Instruction	Tier 3	Monitor	06/15/2016	08/17/2016	$0	Summer School Teachers

Summer Reading Support Programs	Summer programs will be offered for students not proficient in reading. These include a 5 week program for elementary students.	Direct Instruction	Tier 3	Monitor	06/16/2016	08/16/2016	$0	All summer teaching staff
After School Tutoring	Tutoring students after or before the school day in Mathematics.	Direct Instruction	Tier 3	Getting Ready	10/01/2015	06/15/2016	$0	Building teachers
Setting objectives, providing feedback, reinforcing effort, providing recognition, and cooperative learning	The School Improvement Team will train teachers for effective implementation of "creating the environment for learning".	Getting Ready	Tier 1	Getting Ready	10/01/2015	06/15/2016	$0	All Staff
Teacher Training on Homework Protocol	Teachers will be trained in a mini-series on homework protocol using the CITW strategies.	Getting Ready	Tier 1	Getting Ready	09/01/2015	06/01/2016	$0	All staff
Professional Learning	Teachers are receiving professional training on IXL.	Professional Learning	Tier 1	Implement	09/09/2015	06/15/2016	$3000	All staff
MTSS Training	Teachers will receive professional training about best practices in a MTSS program.	Professional Learning	Tier 2	Getting Ready	09/09/2015	06/15/2016	$0	All staff
Evaluation	Data will be evaluated through data review meetings three times a year, using NWEA and STAR Math progress monitoring data.	Evaluation	Tier 1	Evaluate	09/01/2015	06/13/2016	$0	Building principals, ancillary staff, and instructional staff.
MTSS Training	Teachers will receive professional training about best practices in a MTSS program.	Professional Learning	Tier 2	Getting Ready	09/14/2015	06/15/2016	$0	All staff
After School Tutoring	Tutoring students after or before the school day in Writing.	Direct Instruction	Tier 3	Getting Ready	09/09/2015	06/15/2016	$0	Building teachers
Monitoring IXL	Administrators and teachers will monitor the impact of IXL usage in the classrooms through the comparison of student usage and testing data.	Technology	Tier 2	Implement	10/01/2015	06/01/2016	$0	Classroom teachers
Direct instruction	English/Language Arts support will be provided to tier 2 & 3 students during the day when necessary. English/Language Arts strategies will be taught during direct instruction.	Direct Instruction	Tier 2	Implement	10/30/2015	06/16/2016	$0	All teaching staff
Teacher Training in Homework Protocol	Through CITW training teachers will include cooperative learning in their teaching.	Getting Ready, Professional Learning	Tier 1	Getting Ready	09/14/2015	06/15/2016	$0	All staff
MTSS Training	Teachers will receive professional training about best practices in a MTSS program.	Professional Learning	Tier 2	Getting Ready	09/14/2015	06/15/2016	$0	All staff
Creating the Learning Environment	The School Improvement Team will train teachers in the effective implementation of CITW's "creating the environment for learning".	Getting Ready	Tier 1	Getting Ready	09/09/2015	06/15/2016	$0	All staff
Setting objectives, providing feedback, reinforcing effort, providing recognition, and cooperative learning	The School Improvement Team will train teachers for effective implementation of "creating the environment for learning".	Getting Ready	Tier 1	Getting Ready	10/01/2015	06/15/2016	$0	All Staff

MTSS Training	Teachers will receive professional training about best practices in a MTSS program.	Professional Learning	Tier 2	Getting Ready	09/09/2015	06/16/2016	$0	All staff
Professional Learning	Teachers will be provided professional development time to share writing pieces and activities used with Being a Writer program	Getting Ready	Tier 1	Getting Ready	09/14/2015	06/03/2016	$0	All teachers responsible for the implementation of the Being a Writer Program.
Direct instruction	Science support will be provided to tier 2 & 3 students during the day when necessary. Non fiction reading strategies for Science will be taught during direct instruction.	Direct Instruction	Tier 2	Implement	09/14/2015	06/15/2016	$0	All staff
Collegial Dialogue	Teachers will use staff meeting and grade level planning time to discuss best practices for IXL usage in the classroom.	Teacher Collaboration	Tier 1	Getting Ready	09/09/2015	06/15/2016	$0	All classroom teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring Reading A-Z	Administrators and teachers will monitor the impact of Reading A-Z usage in the classrooms through the comparison of student usage and testing data.	Monitor	Tier 1	Monitor	10/01/2015	06/15/2016	$0	All staff
Professional Learning (Homework Protocol)	Teachers will be trained in a mini series on homework protocol using the CITW strategies.	Professional Learning	Tier 1	Getting Ready	09/09/2015	06/15/2016	$0	All staff
Collegial Dialogue	Staff will have collegial dialogue regarding and how to apply MTSS strategies science.	Academic Support Program	Tier 2	Getting Ready	09/14/2015	06/15/2016	$0	All staff
Setting objectives, providing feedback, reinforcing effort, providing recognition, and cooperative learning	The School Improvement Team will train teachers for effective implementation of "creating the environment for learning".	Getting Ready	Tier 1	Getting Ready	09/14/2015	06/15/2016	$0	All staff
Collegial Dialogue	Teachers will use staff meeting and grade level planning time to discuss best practices for Reading A-Z usage in the classroom.	Teacher Collaboration	Tier 1	Getting Ready	09/09/2015	06/15/2016	$0	All staff
Collegial Dialogue	Staff will have collegial dialogue regarding an MTSS program in mathematics.	Academic Support Program	Tier 2	Getting Ready	09/09/2015	06/15/2016	$0	All staff.

IXL Math	Teachers will implement the use of research-based math program to support student math practice.	Implementation	Tier 2	Implement	09/14/2015	06/13/2016	$0	All staff members responsible for teaching mathematics.
Survey	Instructional Staff and students will be surveyed to monitor the fidelity to which cooperative learning is being implemented through the Bridges Math Program.	Other	Tier 1	Monitor	09/14/2015	06/13/2016	$0	Building principal, instructional staff and students.
Survey	Instructional staff and students will be surveyed to monitor the fidelity to which cooperative learning is being implemented in reading class.	Other	Tier 1	Monitor	09/09/2015	06/15/2016	$0	All staff and students
Survey	Instructional Staff and students will be surveyed to monitor the fidelity to which cooperative learning is being implemented through Science instruction.	Other	Tier 1	Monitor	09/28/2015	06/01/2016	$0	All staff
Close Reading	Teachers will use direct instruction to teach the strategy of Close Reading to increase reading comprehension in Social Studies.	Direct Instruction	Tier 3	Getting Ready	09/14/2015	06/15/2016	$0	All staff
Vocabulary Models	Teachers will implement the use of research-based vocabulary models (such as the Frayer Model, Tiered Vocabulary Lists for Common Core, Word Mapping)	Direct Instruction	Tier 3	Getting Ready	09/14/2015	06/15/2016	$0	All staff
Teacher Training in Homework Protocol	Teachers will be trained in a mini series on homework protocol using the CITW strategies.	Getting Ready, Professional Learning	Tier 1	Implement	10/01/2015	06/12/2016	$0	All Staff
After School Tutoring	Tutoring students after or before the school day in Reading.	Direct Instruction	Tier 3	Getting Ready	09/14/2015	06/16/2016	$0	All staff
Professional Learning	Chippewa Valley teachers were provided professional development time to plan Social Studies lessons with grade level teams.	Implementation	Tier 1	Getting Ready	09/14/2015	06/15/2016	$0	All staff
Evaluation	Data will be evaluated through data review meetings three times a year, using sub scores from NWEA and scores from the district provided rubric.	Evaluation	Tier 1	Evaluate	09/14/2015	06/03/2016	$0	Building principals, ancillary staff, and instructional staff.
Direct instruction	Social Studies support will be provided to tier 2 & 3 students during the day when necessary. Non fiction reading strategies for Social Studies will be taught during direct instruction.	Direct Instruction	Tier 2	Implement	09/14/2015	06/15/2016	$0	All staff
Teacher Training on Homework Protocol	Teachers will be trained in a mini-series on homework protocol using the CITW strategies.	Getting Ready	Tier 1	Getting Ready	09/14/2015	06/15/2016	$0	All staff

Teacher Training in Homework Protocol	Through CITW training teachers will include cooperative learning in their teaching.	Getting Ready, Professional Learning	Tier 1	Getting Ready	09/14/2015	06/15/2016	$0	All staff
Direct Instruction	All instructional staff will provide cooperative learning opportunities in the classroom during Science instruction.	Direct Instruction	Tier 1	Implement	09/01/2015	06/01/2016	$0	All staff
Survey	Instructional Staff and students will be surveyed to monitor the fidelity to which cooperative learning is being implemented through the Being a Writer program	Other	Tier 1	Getting Ready	09/14/2015	06/03/2016	$0	Building principal, instructional staff and students.
Professional Learning	Chippewa Valley teachers were provided two days of introductory training in order to get ready to implement the Bridges Math Program	Getting Ready	Tier 1	Getting Ready	06/12/2015	09/14/2015	$0	Building principals and instructional staff.
Setting objectives, providing feedback, reinforcing effort, providing recognition, and cooperative learning	The School Improvement Team will train teachers for effective implementation of "creating the environment for learning".	Getting Ready	Tier 1	Getting Ready	09/01/2015	06/01/2016	$0	All staff
Close Reading	Teachers will use direct instruction to teach the strategy of Close Reading to increase reading comprehension in Science.	Direct Instruction	Tier 3	Getting Ready	09/14/2015	06/15/2016	$0	All staff
Vocabulary Models	Teachers will implement the use of research-based vocabulary models (such as the Frayer Model, Tiered Vocabulary Lists for Common Core, Word Mapping)	Direct Instruction	Tier 3	Getting Ready	09/14/2015	06/15/2016	$0	All staff
Setting objectives, providing feedback, reinforcing effort, providing recognition, and cooperative learning	Setting objectives, providing feedback, reinforcing effort, providing recognition, and cooperative learning	Getting Ready	Tier 1	Getting Ready	09/01/2015	06/01/2016	$0	All teaching staff
Teacher Training in Homework Protocol	Teachers will be trained in a mini series on homework protocol using the CITW strategies.	Getting Ready, Professional Learning	Tier 1	Implement	10/01/2015	06/15/2016	$0	All Staff
Survey	Instructional Staff and students will be surveyed to monitor the fidelity to which cooperative learning is being implemented through Social Studies instruction.	Other	Tier 1	Monitor	09/14/2015	06/15/2016	$0	All staff
Setting objectives, providing feedback, reinforcing effort, providing recognition, and cooperative learning	The School Improvement Team will train teachers for effective implementation of "creating the environment for learning".	Getting Ready	Tier 1	Getting Ready	10/15/2015	06/15/2016	$0	All staff

Setting objectives, providing feedback, reinforcing effort, providing recognition, and cooperative learning	The School Improvement Team will train teachers for effective implementation of "creating the environment for learning".	Getting Ready	Tier 1	Getting Ready	09/14/2015	06/15/2016	$0	All staff
Professional Learning	Chippewa Valley teachers were provided professional development time to plan Science lessons with grade level teams.	Getting Ready	Tier 1	Getting Ready	09/01/2015	06/01/2016	$0	All staff
Collegial Dialogue	Staff will have collegial dialogue regarding an MTSS program in writing.	Academic Support Program	Tier 2	Getting Ready	09/01/2015	06/01/2016	$0	All staff
Thinking Maps	Teachers will use Thinking Maps to increase student reading comprehension and writing organization in Science.	Direct Instruction	Tier 3	Monitor	09/14/2015	06/15/2016	$0	All Staff
Evaluating Reading A-Z	Staff will use the student growth report on Reading A-Z to assess its effectiveness.	Evaluation	Tier 1	Evaluate	09/09/2015	06/15/2016	$0	All staff
Direct Instruction	All instructional staff will provide cooperative learning opportunities in the classroom during reading instruction.	Direct Instruction	Tier 1	Implement	09/09/2015	06/15/2016	$0	All staff
Direct Instruction	Monitor the implementation of Nonlinguistic Representations with classroom walk-throughs and accountability check ins at staff meetings.	Monitor, Direct Instruction	Tier 1	Monitor	09/14/2015	06/03/2016	$0	All instructional staff will provide cooperative learning opportunities in the classroom during Being a Writer Lessons
A-Z Reading	Teachers will implement the use of research-based reading program to support student reading practice.	Technology	Tier 1	Implement	09/04/2013	06/15/2016	$0	All teaching staff
Direct Instruction	All instructional staff will provide cooperative learning opportunities in the classroom during Bridges lessons, workplaces and Number Corner activities.	Direct Instruction	Tier 1	Implement	09/14/2015	06/13/2016	$0	All instructional staff
Collegial Dialogue	Staff will have collegial dialogue regarding and how to apply MTSS strategies Social Studies.	Academic Support Program	Tier 2	Getting Ready	09/14/2015	06/15/2016	$0	All staff
Thinking Maps	Teachers will use Thinking Maps to increase student reading comprehension and writing organization in Social Studies.	Direct Instruction	Tier 3	Monitor	09/14/2015	06/15/2016	$0	All staff
Teacher Training on Homework Protocol	Teachers will be trained in a mini-series on homework protocol using the CITW strategies.	Getting Ready	Tier 1	Getting Ready	09/14/2015	06/13/2016	$0	All classroom teachers

IXL Evaluation	Staff will use the student growth report on IXL to assess its effectiveness.	Evaluation	Tier 1	Evaluate	09/09/2015	06/15/2016	$0	All teaching staff
Setting objectives, providing feedback, reinforcing effort, providing recognition, and cooperative learning	The School Improvement Team will train teachers for effective implementation of "creating the environment for learning".	Getting Ready	Tier 1	Getting Ready	09/14/2015	06/13/2016	$0	All teaching staff.
Direct Instruction	All instructional staff will provide cooperative learning opportunities in the classroom during Social Studies instruction.	Direct Instruction	Tier 1	Implement	09/14/2015	06/15/2016	$0	All staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on Homework Protocol	Teachers will be trained in a mini-series on homework protocol using the CITW strategies.	Getting Ready	Tier 1	Getting Ready	09/01/2015	06/01/2016	$400	All classroom teachers