



# **School Improvement Plan**

Ottawa Elementary School

Chippewa Valley Schools

Mr. Duane B Lockhart, Principal  
18601 Millar Road  
Clinton Township, MI 48036

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## **Introduction**

The School Improvement Plan 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?**

Ottawa Elementary is one of the smaller schools in Chippewa Valley School district. Its size has stayed the same for the past 10 years. Its student population ranges just around 400 students. About 40% of the students receive free or reduced lunch prices. The transient population continues to challenge the public schools. Only 50% of the students, who enter kindergarten at Ottawa, stay until their 5th grade promotion.



## **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.**

### Ottawa Mission Statement

The mission of Ottawa School is to educate all students to their highest potential through a cooperative process between school, home and community. Through this partnership, we will work together in a safe and caring environment to prepare our children for a future filled with opportunities for lifelong learning.

### Ottawa Mission Statement

Written by the Ottawa Student Council

The goal of everyone at Ottawa is to educate or teach all students. We want the students to try their best and to be responsible for their actions and work. Teachers want family members to work with students so they can be successful learners now and in the future. The goal of everyone at Ottawa is to make our school a safe and respectful place to learn.

### Ottawa Vision Statement

We are building a better world, one student at a time.

## **Notable Achievements and Areas of Improvement**

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

Ottawa Elementary is a Beating the Odds Reward School. Beating the Odds schools are those that are overcoming traditional barriers to student achievement and are outperforming schools with similar risk factors and demographic makeup. Over the last three years our MEAP scores have been above the state levels. It is our goal is to improve more than our annual measurable achievement objectives in all five academic areas.

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 SY 2016-2017

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.

## **Additional Information**

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

Ottawa Elementary is proud of the positive, caring environment it offers to its families. Each student is offered an individual support plan. This support plan is formed and carried out with the help of administration and the collaboration of the parents working with the teachers.

# **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.**

Ottawa Elementary benefits from and appreciates the many hours of volunteer service provided by its Parent Teacher Organization. Revisions to its by-laws were made last year. Descriptions of positions are available on the Ottawa website. Positions are voted on during the month of May. Monthly meetings are schedule throughout the school year. Financial support to Ottawa's improvement are discussed and voted on at each meeting.

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

Ottawa Elementary conduct Parent/Teacher Organization meeting each month of the school year. The average turnout is about 10 parents and 3 teacher representatives along with the principal, Mr. Lockhart. Surveys for improvement are offered to parents, students and staff at various times of the year.

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

Ottawa Elementary communicates the final improvement plan by posting it on its website.

# **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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Performance diagnostic and excel documents are attached.	Student Data Performance Kindergarten 1st 2nd 3rd 4th 5th

## Evaluative Criteria and Rubrics

Overall Rating: 2.75

	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 the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	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 data, Math and Reading show strong levels of performance. Math has performed lower in the past.

Non-economically disadvantaged student consistently score higher than economically disadvantaged students.

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

Math

According to our data from NWEA, all students, at-risk students, black, Hispanic, Multiple or Asian ethnicity show positive trend in performance.

MEAP 2012-2013- 3rd (2012) to 4th (2013) grade non-economically disadvantaged student improved by 10% or more in math and reading.

### **Which area(s) indicate the overall highest performance?**

Tier 1 - Math improved 5% from 70% to 75%. Tier 1 students, which means they are performing well in the classroom and do not need supplemental services/interventions. This means that some Tier 2 or Tier 3 students made improvement, which moved them into the Tier 1 category.

MEAP- Non-economically disadvantaged students in 4th and 5th grade scored higher in both subjects in 2012 and 2013.

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

Math

At-Risk 10%

Black, Hispanic, Multiple or Asian ethnicity 4%

Female 3%

Male 6%

ESL 9%

Reading

Female 2%

**Between which subgroups is the achievement gap closing?**

Math

At-Risk

ESL

MEAP- 3rd-5th (reading and math) - The average gap in 2012 was 21%. The average gap in 2013 was 17%

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

Most of the data from NWEA is consistent with other data resources. Our dialogue starts with NWEA and then other points of data are discussed.

MEAP- "Economically disadvantaged" is one of the factors identified as a hurdle, which puts students "at-risk".

## **Areas in Need of Improvement**

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

NWEA data- Reading was strong, but it dropped slightly.

MEAP- Math scores are markedly lower than reading scores.

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

Reading

All students dropped 4%.

Black, Hispanic, Multiple or Asian ethnicity dropped 4%.

Males dropped 9%.

ESL dropped 5%.

MEAP- Scores are inconsistent. One year the scores are higher, the next year they are lower- no real trend.

### **Which area(s) indicate the overall lowest performance?**

Reading dropped from 75% to 71%.

MEAP - Science is the lowest performing.

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

Reading

All students dropped 4%.

Black, Hispanic, Multiple or Asian ethnicity dropped 4%.

Males dropped 9%.

ESL dropped 5%.

MEAP- Science scores have performed lower. Note: Proficient scores went from 500 up to 560.

### **Between which subgroups is the achievement gap becoming greater?**

Reading

All students dropped 4%.

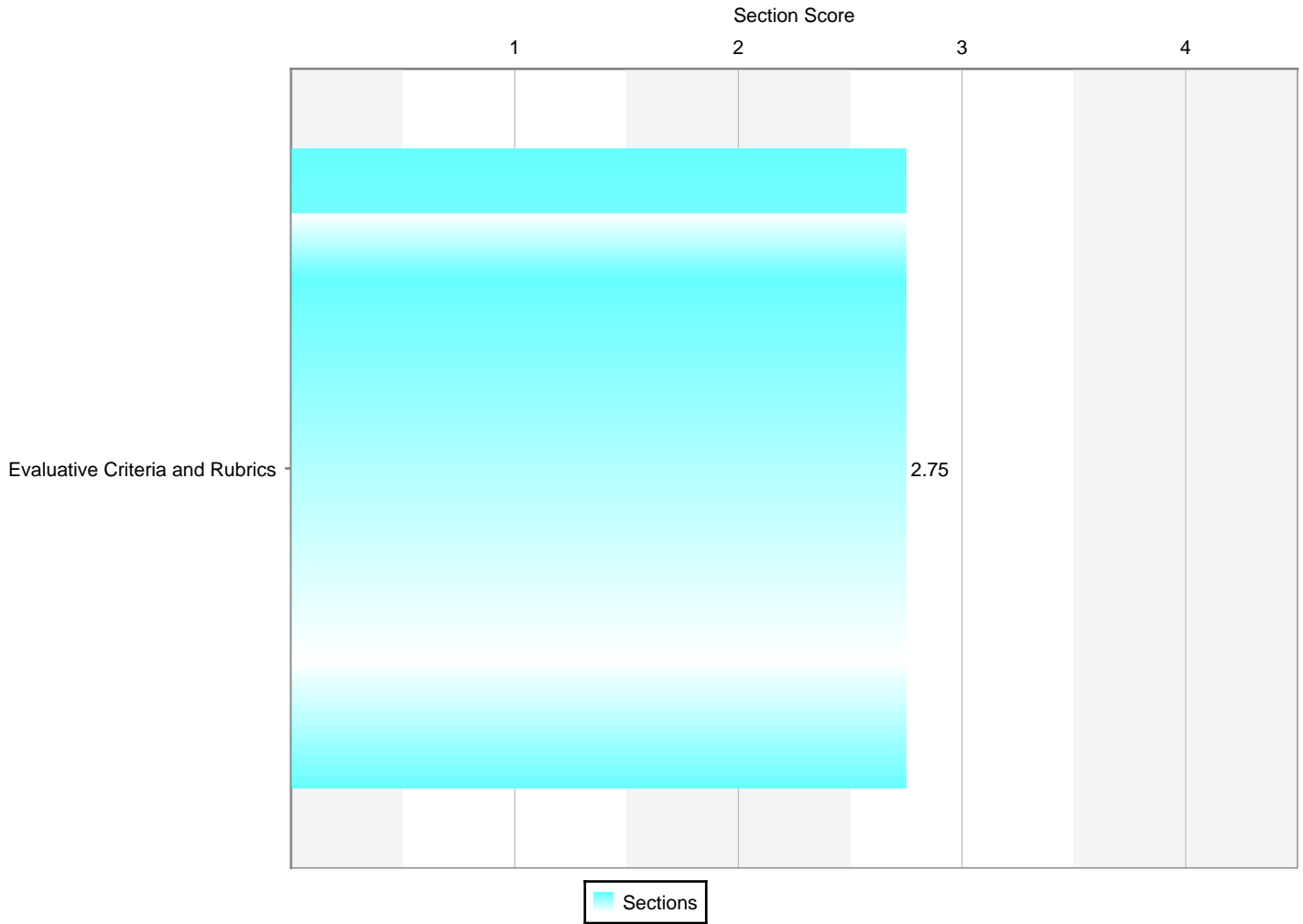
Males dropped 9%.

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

Most of the data from NWEA is consistent with other data resources. Our dialogue starts with NWEA and then other points of data are discussed.

## Report Summary

### Scores By Section





# **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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Surveys completed in May of 2015.	Parent Survey

## Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All 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 complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	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?**

Our school's purpose statement is clearly focused on student success-4.39

Our school provides a safe learning environment- 4.33

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

The last two survey results have been very strong across the board. Stakeholder satisfaction is very high. There was not an identified area in need of improvement. We take pride in our attempt to address all of the areas and needs of the stakeholders.

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

Whenever we send out a survey, the response from our stakeholders is consistently high.

## **Areas in Need of Improvement**

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

Our school provides excellent support services. 3.34

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

No area shows a trend of decreasing stakeholder satisfaction.

**What are the implications for these stakeholder perceptions?**

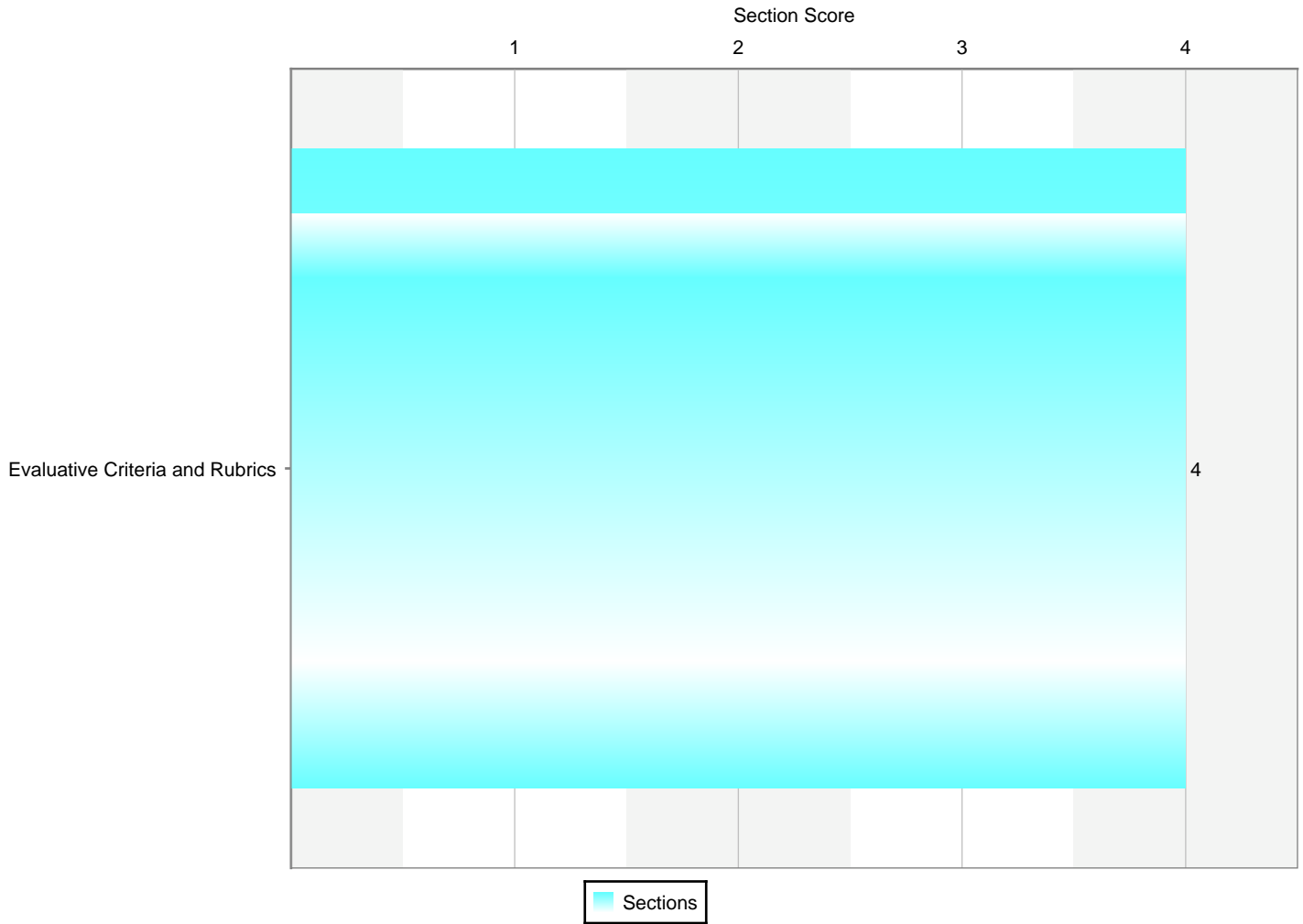
The strong support of the stakeholders reaffirms all of our efforts to provide the best education to each and every student at Ottawa.

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

Stakeholder support has been very strong. Our lowest scoring area addressed counseling and/or career planning. Our PTO offers a career day for 3rd-5th grades. Our teachers incorporate real-life career situations so students can see where their learning is taking them.

## Report Summary

### Scores By Section



# 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?**

Our area of challenge is our transient population which causes the educational process to be interrupted. Students come to Ottawa below grade level. By fifth grade, over 50% of our students have come from other districts.

### **Student Demographic Data**

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

Unfortunately, students who do not attend are not receiving the support needed from school and home. Communicable illnesses prove to be our biggest challenge affecting student attendance.

### **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?**

Ottawa has a positive behavior plan, which encourages the students to be leaders. Unfortunately, some of the population would rather pull others down instead of building them up.

L isten to others

E xample to all

A lways do your best

D o what is safe

### **Student Demographic Data**

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

We continually look to assess quicker and offer accurate support to those entering Ottawa from another elementary. We started using NWEA. Communication and homework directions are made clear for parents so that they can support our efforts.

### **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?**

The vision of the Ottawa staff is to individualize education for all students. Teachers with limited experience and those with a wealth of experience work together to provide for each individual student. Data drives our decisions.

### 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?**

Ottawa has a wealth of wisdom and experience which will drive us to make wise student-centered decisions. The impact of this data indicates a variety of teacher experience that 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?**

We are blessed to have very talented substitutes, however, they can never replace the homeroom teacher. Substitute teachers, who perform poorly, are eliminated from our list of substitutes.

### 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?**

Professional development strengthens teacher instruction. Detailed lesson plans are provided for guest teachers when teachers are out due to illness to maximize continued learning.

### Teacher/School Leader(s) Demographic Data

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

Chippewa Valley School District supports new teachers by offering workshops to new teachers at the MISD. Mentors, from our district, also work with new teachers and share exemplary, research-based practices and experiences with them.

## **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?**

Reading has always been one of Ottawa's strengths.

**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?**

Writing has always been a challenge for Ottawa's students.

**12. How might these challenges impact student achievement?**

Ottawa teachers work on increasing the vocabulary of their students. If a student cannot express themselves with organized thoughts and details, it often negatively impacts one's achievement.

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

Research-based professional development helps teachers to be better instructors.

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

Data is analyzed, student study meetings are scheduled, and accommodations are made.

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

Extended learning opportunities are available through individual teacher homework clubs, tutoring services, summer school, and suggested internet links.

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

Weekly newsletters and updated website news are shared with the students and parents.

**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?**

Chippewa Valley has made great strides as it has firmed up its k-12 curriculum maps across the academic areas.

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

N/A

## **Achievement/Outcome Data**

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

### **19a. Reading- Strengths**

Guided Reading

Leveled library

Trimester assessments and data review

Title 1 paraprofessional support

iRead technological support

SuccessMaker

Lexia

### **19b. Reading- Challenges**

Transient population

Many students don't get to enjoy the Ottawa learning process for the full six years.

For many, access to print at home is limited.

### **19c. Reading- Trends**

**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.**

Students achieving below the 25th percentile will be offered a Tier 3 intervention, which consists of iRead and Title 1 paraprofessional support. Those students achieving between the 26th percentile and 40th percentile will receive a tier 2 intervention, which consists of iRead or Title 1 paraprofessional support. For upper elementary, Tier 2 students receive Lexia and/or SuccessMaker interventions as well as Title 1 support.

**20a. Writing- Strengths**

Being a Writer is a research-based writing program, which inspires the love of writing. Writing in an organized manner with details is a priority. Handwriting Without Tears is also a new program.

**20b. Writing- Challenges**

Many students at Ottawa have limited vocabulary.

**20c. Writing- Trends**

By the time Ottawa students get to 5th grade, they are able to write as well as the other students in the district.

**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.**

Students, who struggle with writing, are assisted given support by a Title One Program Specialist.

**21a. Math- Strengths**

Bridges is a research-based math program, which was created by teachers for teachers. Manipulatives and workspaces supplement the learning of math.

**21b. Math- Challenges**

Automaticity of math facts is lacking.

**21c. Math- Trends**

Outcomes in math have been increasing each year. Achievement is a district priority. An incredible amount of time, effort and instruction have been given to the staff, which will ultimately improve student achievement. The principal provides a daily program for students who need additional support in math fluency.

**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.**

Those students performing below the 25th percentile in NWEA will be offered an intervention by a Title One Program Specialist.



**22a. Science- Strengths**

Science achievement is supported by an additional Science Class offered to all students throughout the year.

**22b. Science- Challenges**

Curriculum maps are being refined so that all of the science curriculum is taught at each level.

**22c. Science- Trends**

The Science curricular council is in transition from state to national standards using hands-on and exploratory learning to teach concepts and improve student's learning, understanding, and academic achievement.

**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.**

A Family Engineering Night is offered to families for an evening of collaborative learning and exploration for additional support.

**23a. Social Studies- Strengths**

Achievement in social studies is also a very strong in Chippewa Valley Schools.

**23b. Social Studies- Challenges**

Curriculum maps are being refined in order to offer all of the curriculum to all of the students at each level. A New Social Studies curriculum has been implemented in upper elementary and continues to support a diverse group of learners.

**23c. Social Studies- Trends**

Students continue to refine their understanding and achievement in Social Studies using the new curriculum and following the state standards.

**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.**

Students needing support in Social Studies will be given additional support by the classroom teacher.

## **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?**

Reading

### **24b. Student Perception Data**

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

Writing

### **24c. Student Perception Data**

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

Chippewa continues to use a researched-based program call "Writing Without Tears."

### **25a. Parent/Guardian Perception Data**

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

Reading

### **25b. Parent/Guardian Perception Data**

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

Math

### **25c. Parent/Guardian Perception Data**

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

Chippewa has been using a new math program called "Bridges" which offers a parent information piece.

**26a. Teacher/Staff Perception Data**

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

Reading

**26b. Teacher/Staff Perception Data**

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

Writing

**26c. Teacher/Staff Perception Data**

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

Professional Development

**27a. Stakeholder/Community Perception Data**

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

Reading

**27b. Stakeholder/Community Perception Data**

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

The overall satisfaction is very high. No area was clearly identified.

**27c. Stakeholder/Community Perception Data**

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

## School Improvement Plan

Ottawa Elementary School

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We will continue to refine our practices. We are achieving at a very high level, but there is always room for improvement. This year, all teachers have received training in a research-based series of in-services/workshops called Classroom Instruction That Works.

## Summary

### 28a. Summary

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

Ottawa is a state of Michigan "Beating the Odds" school. There will always be challenges, which get in the way of education. We have dedicated ourselves to work together toward the betterment of each individual child. High quality research-based instruction will be given, assessments will be administered, data will be reviewed and accommodations will be made. Data drives our decisions.

### 28b. Summary

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

Our community is totally supportive of our efforts. If we continue to work with the parents, no child will fall through the crack.

### 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 district has been totally supportive of the Multi-Tiered System of Support. As a district, we now have the direction and tools in place to offer appropriate interventions to all students needing it.

# **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	NWEA, M-STEP, and annual testing	

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.	No	N/A MDE data not available	

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

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Ottawa Elementary annually completes a School Improvement Plan for the state. Within this report, objectives, strategies and activities address the successful student acquisition of the Common Core State Standards.	

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	NOTICE OF NONDISCRIMINATION Chippewa Valley Schools does not discriminate on the basis of race, color, religion, national origin or ancestry, gender, age, disability, height, weight or marital status in its programs, services, activities, or employment. Inquiries related to nondiscrimination policies should be directed to: Civil Rights Coordinator, Assistant Superintendent of Human Resources, Chippewa Valley Schools Administration, 19120 Cass Avenue, Clinton Township, MI 48038 Phone: 586-723-2090 / Nondiscrimination inquiries related to disability should be directed to: Section 504 Coordi	

**School Improvement Plan**

Ottawa Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	Inquiries related to nondiscrimination policies should be directed to: Civil Rights Coordinator, Assistant Superintendent of Human Resources, Chippewa Valley Schools Administration, 19120 Cass Avenue, Clinton Township, MI 48038 Phone: 586-723-2090 / Nondiscrimination inquiries related to disability should be directed to: Section 504 Coordinator, Director of Special Services, (same address) Phone: 586-723-2180.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	<a href="http://www.chippewavalleyschools.org/for-parents/">http://www.chippewavalleyschools.org/for-parents/</a>	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	See attachment.	Parent Compact 2016

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	<a href="http://www.chippewavalleyschools.org/schools/elementary-schools/ottawa/">http://www.chippewavalleyschools.org/schools/elementary-schools/ottawa/</a>	

# **Title I Targeted Assistance Diagnostic**

## **Introduction**

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

## Component 1: Needs Assessment

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

Throughout the school year, data is collected regularly with various resources and assessment tools being used to gauge student achievement, program effectiveness, stakeholder perception and our community's demographics.

This information is used to create our year-long Professional Development Plan, update our School Improvement Plan and create our Title I Budget:

- K-5: NWEA was utilized 2 to 3 times a year (Fall, Winter, Spring) for Math, Reading and Language (3-5)
- K-2 DRA, MLPP, Dolch Words, along with various individual classroom assessments and teacher validation
- 3-5 M-Step, DRA, 3-Minute Assessment along with various individual classroom assessments and teacher validation
- K-5 Common Writing Assessment with district writing rubric
- Formal and informal stakeholder surveys are utilized as necessary to gather feedback from staff, students and families.

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

The assessments are reviewed throughout the school year and provide information on student achievement. Student achievement is one criteria used to determine if a child is at-risk.

- All Content Areas: Formal Data Review meetings are held during the school year in order to analyze student achievement and growth. Student Study Team meetings are held during the month. Also, teachers meet informally throughout the week during their common planning time. While meeting, teachers, parents, administrators and support staff (including special education teachers, social workers, Para-educators, etc) meet to discuss and analyze data and plan instructional programming and support.
  - o Math and ELA: Based on the NWEA Benchmark Assessments, students fall into 3 tier groups based on the following guidelines:
    - Tier 1 > 40 percentile; Tier 2 = 26-39 percentile; Tier 3 < 25 percentile
  - o Along with the NWEA database, district data is stored in an online warehouse (Data Director)
  - o Science and Social Studies: various individual classroom assessments focusing on understanding of concepts as well as comprehension are used to determine appropriate growth
- Other Factors:
  - o Legislative Requirements: Children who are academically disadvantaged, children with disabilities, migrant children or limited English-proficient children are eligible for services.
- Students move fluidly in-and-out of the process as information on student achievement and other factors change.

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

- Math and ELA: Based on the NWEA Benchmark Assessments, students fall into 3 tier groups based on the following guidelines: Tier 1 > 40 percentile; Tier 2 20-40 percentile; Tier 3 < 20 percentile
- ELA: DRA (Developmental Reading Assessment) for grades K-2 determines a child's reading strengths and challenges. Students are assessed on Reading Fluency, Comprehension and Accuracy
- ELA: Lexile levels for students in grades 3-5 are determined based on NWEA testing
- ELA: Common Writing Assessments are utilized K-5 with a 4-point common writing rubric. Students are assessed 2-3 times throughout the school year
- Science/Social Studies: Reading and writing across the curriculum are the basis for Science and Social Studies success and student reading/writing achievement data is used to indicate content-area success
- M-Step data is referenced for students in grades 3-5

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

- K-2 student eligibility:
  - o Parent input/surveys
  - o MLPP assessment/observations
  - o K-2 NWEA trimester
- Legislative requirements: Children who are academically disadvantaged, children with disabilities, migrant children or limited English-proficient children are eligible for services.

## Component 2: Services to Eligible Students

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

- All students in grades K-5 receive Core Instruction with differentiation within the classroom based on the challenging Common Core Curriculum Standards are provided consistently by the classroom teacher.

- Title I Para-educators are trained in, and employ, a variety of research-based instructional support strategies which include, but are not limited to: Read Naturally, Soar to Success, DIBELS, DRA, Lets, PBS, iRead, Lexia, K-Pals, Facilitators of School Improvement, Corrective Reading Methods, Literacy-Based Curriculum Planning, Story Braidy (RTI), Being A Writer, Step Up to Writing, K-3 Math Manipulatives, Close and Critical Reading/Thinking, K-5 Science Support Materials, PALS (Peer Assisted Learning Strategies), Road to Reading, Adaptive Schools, Critical Issues of Youth, Brain Gym, Reading Recovery (modified) etc.

- Title I Para-educators are involved in professional learning opportunities throughout the school year:

- o Para-educator meetings are held 6 times each year for program updating and training purposes

- o Annual Professional Development is required for all Title I funded Para-educators, and additional learning opportunities are strongly encouraged. All professional development meetings and training are funded by the Title I grant

- o Para-educator support services reflect thoughtful lesson planning based in effective and research-based instruction, theory, and practices

- Eligible Title I students receive the following additional support:

- o K-2 Supplemental/Support Staff: Three full-time Para-educators, paid through Title I funding, provide instructional support to identified Title I students during the regular school day to increase student achievement in the content areas.

Specific reading support materials (such as: Road to the Code, Explode the Code, PALS, Phonics for Reading, independent reading books, leveled library resources, or instructional materials) are purchased to facilitate student reading fluency and comprehension for identified Title I students

- o 3-5 Supplemental/Support Staff: Certified teachers provide instructional support to identified Title I students during the regular and/or extended school day to increase student achievement in the content areas.

- o Eligible students K-5 are offered the opportunity to attend our district's Summer Success program with transportation provided. Taught by certified classroom instructors, this 20-day/60 hour summer program reinforces skills and helps to prepare students for the next school year.

- o A school-wide Curriculum Night as well as other informational nights are offered throughout the school year. Parents of identified Title I students are invited to attend these content-specific educational nights.

Teachers and curriculum specialists introduce parents to the requirements of the Common Core. Families learn strategies via learning games and activities designed to support student learning.

Supplies, materials, and food expenses for Parent Education/Parent Involvement meetings are provided to encourage parents to participate

- o The purchase of computer programs, licenses, and software programs (such as SuccessMaker, iRead, Lexia, MobyMax, Lakeshore Learning, Road to Reading, Read Naturally, Learning A-Z or FAST) are used to help increase student achievement through individualized and small group support.

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

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

In order to help our Title I population achieve success:

- Our School Improvement Plan includes Title I Support Services found in our Multi-Tiered Support System (MTSS) and referenced in the plan (Tier II and Tier III).
- All stakeholders have a role in the process including dialogue between members, Student Study Team Meetings, grade-level discussions, Data Review days, etc.
- Title I staff are involved in the development of our goals and implementation of practices.
- All staff members and also representative members of our community attend professional learning opportunities.



## **Component 4: Instructional Strategies**

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

- Our School Improvement Plan is written to meet the needs of all students in Math, Language Arts, Science and Social Studies. Strategies listed in Classroom Instruction that Works (i.e. Cooperative Learning, Summarizing and NoteTaking, Using Non-linguistic Representations) span all content areas.

- Additional levels of support are provided to students in need:

o Math: Tier 2 (Supplemental):

MobyMax

P.E.N. Family Math Game Night

o Math: Tier 3 (Supplemental):

MTSS - Small group Instruction (Title I /TOPS/ Bilingual Support)

SuccessMaker

Summer Success Program

IPads w/apps

Data Review and Training Days

o Language Arts/Science/Social Studies: Tier 2 (Supplemental):

MobyMax

At-home Fluency Practice

Leveled Reading Book Bags

Flexible reading groups

Raz-Kids

Guided Reading

After School Literacy Club

Learning A-Z

Interactive White Board Resources

PEN Night materials and food for families

o Language Arts/Science/Social Studies Tier 3 (Supplemental):

MTSS - Small group Instruction (Title I /TOPS/ Bilingual Support)

PALS

SuccessMaker

Summer Success Program

Rode to the Code resources

Phonics for Reading

Data Review and Training Days

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

- All Students: Cooperative Learning, Summarizing and Note Taking, Non-linguistic Representations (Thinking Maps)
  - o Kagan's Cooperative Learning structures are based on research reviews and articles as found on the following links:  
[http://www.kaganonline.com/free\\_articles/research\\_and\\_rationale](http://www.kaganonline.com/free_articles/research_and_rationale)
  - o Citation: Marzano, Robert J, Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement. Alexandria, Va: Association for Supervision and Curriculum Development, 2001. Print.
  - o Citation: Hyerle, David N. and Larry Lawrence. Student Successes with Thinking Maps: School-Based Results and Models for Using Visual Tools, 2011.
  - o Citation: Covey, Stephen. 7 Habits of Highly Effective People
- Tiered Support and Interventions:
  - o The Institute of Education Sciences Clearing House reports SuccessMaker to be an effective intervention with a medium to large effect for comprehension <http://ies.ed.gov/ncee/wWc/interventionreport.aspx?sid=502>
  - o The Florida Center for Reading conducted various studies on the Rode to the Code intervention and indicates [http://lizditz.typepad.com/files/road\\_code.pdf](http://lizditz.typepad.com/files/road_code.pdf)
  - o Richard Allinton, "What Really Matters in Response to Intervention", advocates for strong Tier I instruction along with supplemental learning time with struggling students.
  - o Joanne Allain in her work found in "RTI: The Forgotten Tier" advocates for strong Tier I instruction with supplemental learning time developed within the classroom or among classrooms.

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

- Data from building assessment results, NWEA MAP assessments and other formative and summative classroom assessments indicate the success of the model.
  - i. Tier I: Core Instruction occurs in ELA and Math for 60-90 min each day
  - ii. Tier II: An additional 20-30 minutes of additional support is provided 3-4 times per week in reading and math based on individual student needs
  - iii. Tier III: An additional 20 minutes of intervention is provided 3-4 times per week for students scoring in the bottom 25th percentile

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

- Tier I: Core Instruction is provided each day for all students by the classroom teacher in ELA and Math. Content-specific subjects such as Science and Social Studies occur throughout the course of the day as well.
- RTI/MTSS blocks of time are scheduled to meet students' need. Additional staff either pushes into the classroom environment to support learning and provide additional support or small-group/individualized instruction takes place during the school day
- Every effort is made to ensure that Core Instruction is uninterrupted through established support schedules, supplemental staff visits and a daily classroom routine which allows for additional support.

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

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

- Ongoing communication between all staff involved in student's learning occurs on a consistent/regular basis. Title I Para-educators are in integral and valued.

o Title I teachers are "housed" in the same area as the students they service to encourage open communication.

o The Title I teacher's schedule is created to provide 1 hour each day for common planning time with the classroom teachers he/she works alongside.

o Data Review meetings include regular education and support staff representation (including BiLingual support and Title I support staff).

o Student Study Team meetings include representation from support staff when evaluating, discussing and sharing a child's progress with his/her parents

o Students are reevaluated on a consistent basis to determine the appropriate next steps and effectiveness of the intervention

o All Title I educators attend the same professional development opportunities in order to provide insight and feedback on student growth.

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

o A "Bridge to Kindergarten" Summer School program is targeted toward students considered at-risk.

o Kindergarten Readiness Kits are provided to students to help provide families with resource materials

o PEN Night (Parent Education) is offered afterschool for families to attend. Title I paraeducators as well as certified and support staff train parent and students on fun at-home games and activities that can be utilized to support their children's education

o The online resource MobyMax is made available to students in order to continue practicing reading, writing and mathematical skills at home after the school day

o Bimonthly, electronic parent newsletters are distributed and contain at-home activities and resources to support math, science and reading.

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	- All Title I Part A instructional paraprofessionals meet the NCLB requirements for highly qualified.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	- All teachers meet the NCLB requirements for highly qualified.	

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

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

- o All staff will continue to receive professional learning to support our School Improvement Goals and School-wide initiatives: Classroom Instruction that Works will continue again this year with staff receiving training on the research-based instructional strategies that are the basis of our School Improvement Plan and provided by the Macomb Intermediate School District
- Bridges math training will occur to help staff integrate the Common Core best instructional practices and our new district-adopted math program
- Growing Good Readers for K-2 staff will focus on continuing the implementation of research-based instructional practices
- FSI: Facilitators of School Improvement Training will occur throughout the school year for our School Improvement team
- NWEA, Northwest Evaluation Association training will continue to be provided in order to train staff on how to utilize the results from our district-wide assessments for data review
- Other training will be offered including: Curriculum Mapping, Handwriting without Tears, and Social Studies TCI training.

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

- o All professional learning opportunities listed are made available to Title I teachers, regular and special education teachers and other support staff.
- o Curriculum Nights, PEN Nights and game nights focus on increasing parent knowledge, providing resources and support.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	o Our school's professional learning is in progress. Various trainings supporting our school and district's improvement plan are planned throughout the next school year in order to ensure our staff and stakeholders receive the training necessary to support our goals. On-going training this year includes: KAGAN, NWEA and data review, BRIDGES Math, Growing Good Readers, CITW (Classroom Instruction that Works), Power Teacher (Gradebook), TCI Social Studies, Curriculum Mapping/Rubicon Atlas	Future PD

## Component 8: Strategies to Increase Parental Involvement

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

o Chippewa Valley Schools has developed a consistent Parent Compact and Parent Involvement Policy that is utilized throughout the district.

During the 2014/15 school year, all parents of identified Title 1 students were invited to attend a District Planning Meeting. Volunteer parents were involved in the planning, program design, and implementation of the process. Parents continue to be involved through opportunities for evaluation, district meetings that occur at least annually through involvement in School Improvement committees at the individual buildings

- o Parent participation and input is facilitated in various ways including monthly PTO meetings, parent formal and informal surveys
- o Families of children receiving Targeted Assistance also provide feedback regarding their satisfaction of the program during parent conferences, Student Study Team Meetings, and through other forms of communication including emails and one-on-one discussion
- o Parents are also provided the opportunity to give feedback and input at Title I, Part A meetings at the district level

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

o Parents play an integral role in the implementation of our plan.

Families and staff meet during Student Study Team Meetings, parent conferences and, when necessary, Special Education Meetings to discuss the needs and services offered to their child.

Parents are invited and involved in the School Improvement evaluation process and writing of the school improvement plan.

Many school activities are offered to build the relationship between school and home, train families on instructional strategies and provide supplemental resources to support these goals including Family Game Night, PEN Night, Literacy and Math kits etc.

Families are encouraged to attend beginning of the year informational meetings and other meetings (e.g. Principal Nights, PTO Meetings, etc.) to gather information

Bilingual support is provided on a consistent basis to help families that may need translation and additional support to improve communication.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	<ul style="list-style-type: none"> <li>o Both formal and informal surveys are utilized to gather information on the current needs and understanding of our families</li> <li>o PTO meetings provide an opportunity for families to provide feedback</li> <li>o Formal and informal meetings, such as Student Study Team meetings and parent conferences provide additional opportunities for feedback.</li> </ul>	Parent Survey

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

o In order to assist parents in understanding curriculum and assessments so they can help support their child's growth:

Curriculum and informational meetings are held throughout the school year in order to help families better understand the expectations of the Common Core. All parents are invited to attend a school-wide information meeting prior to Curriculum Night.

Informational newsletters and parent activity pages are distributed electronically throughout the school year.

Brochures and online links are provided to families to further their understanding.

NWEA student data reports, progress reports and report cards along with other teacher-directed initiatives help families monitor their children's growth

o Materials and training are provided to parents to help families work with their students:

PEN Night, Family Game Night, monthly activity-based newsletters, At-home Literacy and Math kits, grade-level at-home reading activities and Moby Max.

o Coordination between our school and other programs occurs consistently throughout the school year. The intent of these programs/initiatives is to support and encourage parent involvement: Leader in Me, Bridge to Kindergarten (for incoming Kindergarteners), PEN Night (Great Schools), Summer Success, etc.

o District-wide Parent Involvement Meetings are held in Fall and Spring of each year.

o In Chippewa Valley, dates for meetings are posted and written notices of dates are also made available.

- All students/parents receive copies of Title 1 Parent Involvement Policy and Parent Compact

o Copies of T-1 Parent Compact and Title I Parent Involvement Policy available to all parents during Parent Teacher conferences

o Copies of Title 1 Parent Involvement Policy and Title 1 Compacts are included in 100% of Parent Education Kits and "Kindergarten Kick-Off" kits/materials distributed to families.

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

o Activities are evaluated through formal and informal parent and staff surveys, percentage of population represented/event attendance and opportunities provided for dialogue sessions such as PTO meeting.

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

The district offered a version and then the student council representatives changed the wording for students, so they understood what they were signing. The parent piece was approved by Ottawa's PTO.

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

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

## School Improvement Plan

Ottawa Elementary School

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Bilingual aides are available to support Ottawa's efforts in person or through translation. It is the goal to have the aide in the building at least three times a week.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	Attached	Title 1 Parent Policy Plan

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

Teachers and parents work together and on a success plan and then sign the compact. Parents can take it home and discuss the commitment with their child and then have him/her sign it too. or the teacher discusses the commitment with the students the day after the conferences and then has them sign.



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

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

#### Federal Funds:

o Title 1 "set aside" funds are used to support needs of identified "homeless" students (books, materials, services, clothing, assessment fees, etc.)

o Title 3 funds are used to support bilingual student tutoring support in English acquisition (not core content area instruction in native language)

o Drug Free Communities (e.g. SMART Moves) funds are used to increase parental awareness for prevention of substance abuse

#### - State Funds:

o 31-a/"At Risk" funds are used to provide bilingual student tutoring support at Title 1 buildings as a supplement to classroom instruction and other support services

#### - Local Funds:

o Across the district, local funds provide support for at-risk students such as:

CVS Foundation Grant

MSGCU mini-grant

Edison mini-grant

Dollar General mini-grant

Target Stores mini-grant

o Community Support (such as the Kiwanis Club, Clinton Township Police Department, Community CARES)

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

a. All Federal, State and Local funds available provide support for our Title I students.

i. Eligible students receive Free or Reduced Lunch and breakfast.

ii. Drug prevention programs such as SMART Moves and the Chippewa Valley Coalition for Youth and Families provides information to families

iii. Building Social Workers collaborate with families to find support and resources when necessary.

iv. Building Crisis teams are put in place and are trained in non-violent crisis intervention, such as CPI training.

v. A Positive Behavior Intervention and Support (PBIS) system is in place for violence prevention/anti-bullying

vi. The Macomb Intermediate School District provides a tremendous amount of information and support to families in need as well as students with disabilities, and ESL students

## Component 10: Ongoing Review of Student Progress

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

- a. During the 2013-2014 school year, the Chippewa Valley School District implemented common benchmark assessments in Mathematics and English Language Arts for students in grade K-11. NWEA computerized assessments, called Measures of Academic Progress® (MAP®), are administered three times throughout the school year. The purpose of these assessments is to provide data on individual student's growth in the areas of mathematics and English Language Arts. The resulting data allows teachers to see the instructional ranges within their classroom and begin to target their instruction to meet specific skills their students need.
- b. Teachers utilize this data to make instructional decisions. Students fluidly move in-and-out of intervention groups and services based on this data.
- c. Traditionally, students remain in intervention groups for at least 7-8 weeks.

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

- a. The Common Core State Standards provide the basis for a challenging instructional program.
- b. As a district, program and services are aligned and coordinated with support services.
- c. These services and programs are revised based on data review and staff/parental input to meet the needs of all our learners.

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

- a. Data analysis drives instruction and teachers have been trained in Data Review training meeting to better understand and utilize data.
- b. Teachers have also received training on NWEA Assessment and Reports in order to drive instruction as well as share this information with families.
- c. Elementary classroom teachers have been trained in DRA as well as other district-wide initiatives such as Daily 5, Café, Touch Math, Thinking Maps, Math Menu, etc.
- d. Support Staff/Title I also receives training on district initiatives
- e. Training for staff on Classroom Instruction that Works is a district-wide initiative for teachers on how to implement and reflect upon the best instructional practices to meet the needs of all learners.
- f. Staff meetings, Early Release Days and Professional Development/Learning Days provide additional opportunities for professional development.

## **Evaluation**

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

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

- a. The implementation of the targeted-assistance program is evaluated throughout the course of the school year through the School Improvement process as well as during data review meeting and student support meetings.
- b. The staff evaluates student growth data (such as NWEA/MAP, DRA results) to determine what is and is not working and make necessary adjustments to programs and services.

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

- a. Annual Assessment results such as M-Step data as well as district-wide trimester assessment (NWEA/MAP) data is evaluated during staff and school improvement meetings as well as during data review meetings. Information is used to adjust classroom instructional practices. School Improvement Goals are determined by this data.

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

- a. A Multi-Tier System of Support (MTSS) identifies students who are struggling in general education curriculum and provides three tiers of intervention. At each of the three tier levels, structured support systems are put into place with research-based activities to help the teacher implement grade level curriculum. Students move fluidly throughout the process in order to best meet individual needs. Progress Monitoring occurs throughout the process in order to gauge the effectiveness of the program.
- b. Staff meetings, grade-level meetings, and data review meeting provide the opportunity to study Title I students' growth, subgroup data and achievement gaps between the highest and lowest performing students.
- c. Adjustments are made to the TA program based on analysis of data.

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

The Targeted Assistance program follows the following process to ensure the continuous improvement of all students:

Gather Study Plan Do Evaluate

- a. Gather: Information is gathered on student growth through both formative and summative assessments at the building, district and state levels.
- b. Study: The data gathered is studied for trends and instructional implications.

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- i. Chippewa Valley utilizes various "housing" sites in order to ensure the data is easily accessible and widely utilized. These sites include: NWEA, Data Director and MiSchoolData.
- ii. Information is shared with parents throughout the process
- c. Plan: Data drives instruction and assessment data is the basis for planning instruction and interventions.
  - i. Training and professional learning opportunities are provided based on need and the best, research-based instructional practices.
  - ii. All stakeholders (teachers, support staff, parents, etc.) provide insight and support for the plan development, implementation and evaluation.
- d. Do: The plan is implemented
- e. Evaluate: Review of subgroup and individual student growth data occurs in order to determine the plan's effectiveness and make modifications as needed.
- f. School and district improvement plans are built upon this continuous improvement process

# **School Improvement Goals and Plans 2016-2017**

## **Overview**

### **Plan Name**

School Improvement Goals and Plans 2016-2017

### **Plan Description**

Goals and Plans 2016-2017

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Ottawa Elementary School will improve in applying Writing across the curriculum.	Objectives: 2 Strategies: 7 Activities: 25	Academic	\$35400
2	All 85% of all students at Ottawa Elementary School will demonstrate proficiency in all claim areas in mathematics by June20, 2024 as measured by Spring 2024 State Assessment.	Objectives: 2 Strategies: 7 Activities: 31	Academic	\$67000
3	All students at Ottawa Elementary School will become proficient readers.	Objectives: 2 Strategies: 7 Activities: 25	Academic	\$35100
4	All students at Ottawa Elementary School will become proficient in science.	Objectives: 1 Strategies: 5 Activities: 21	Academic	\$24900
5	All students at Ottawa Elementary School will become proficient in social studies.	Objectives: 2 Strategies: 6 Activities: 22	Academic	\$32400

## Goal 1: All students at Ottawa Elementary School will improve in applying Writing across the curriculum.

### Measurable Objective 1:

A 5% increase 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 organization and included details in Writing by 07/01/2017 as measured by district writing rubrics.

### Strategy 1:

Classroom Instruction That Works-Cooperative Learning - Cooperative learning-Teachers will systematically set the stage for students to learn with and from each other. Small group designation, Interdependence and individual accountability will be incorporated in the classroom environment. Practice will be incorporated into the learning process.

Category: School Culture

Research Cited: Anderson, Reder, & Simon 1997

Tier: Tier 1

Activity - Professional development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will provide financial support and opportunities for professional development in cooperative learning	Professional Learning	Tier 1	Getting Ready	09/01/2014	06/01/2017	\$2400	General Fund	All teachers will be trained in Classroom Instruction That Works.



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Activity - Turn and Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will cooperatively interact with their peers by turning and sharing information.	Implementation	Tier 1	Implement	09/01/2014	06/01/2018	\$0	No Funding Required	All teachers will model and monitor the implementation of Turn and Talk.

Activity - Monitoring of Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator will conduct walk throughs and common planning time will be set aside for teachers to dialogue and discuss effective cooperative learning experiences.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2017	\$0	No Funding Required	All staff

Activity - Evaluating Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formal (5D) and informal feedback will be gathered from teachers and students. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2017	\$0	General Fund	All staff and students

### Strategy 2:

Classroom Instruction That Works - Non-linguistic Representation - Non-linguistic Representation -Teachers will model and implement the use of graphic organizers to help students visually process, organize, and retrieve information.

Category: School Culture

Research Cited: Bransford, Brown, and Cocking 1999

Tier: Tier 1

## School Improvement Plan

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Activity - Use of graphic organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model and implement the use of graphic organizers to help students visually process, organize and retrieve information.	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$0	No Funding Required	All staff.

Activity - Monitoring of Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative "walk-through", sharing of material during common prep, display of student work in hallways.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2017	\$0	No Funding Required	All staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained in the effective use of non-linguistic representation.	Professional Learning	Tier 1	Getting Ready	09/01/2014	06/01/2017	\$800	General Fund	All staff

Activity - Evaluation of the use of Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2017	\$0	General Fund	Administrator will seek input from teachers and students.

### Strategy 3:

Classroom Instruction That Works-Student Summarizing - Students will be provided opportunities to capture, organize, and reflect on important facts, concepts, ideas,

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and processes they will need to access at a later time

Category: English/Language Arts

Research Cited: Piolat, Olive, & Kellogg, 2005

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development in order to teach the students how to proficiently summarize	Professional Learning	Tier 1	Getting Ready	09/01/2014	06/01/2017	\$800	General Fund	One third of the staff has received professional development and another third will receive professional development in the coming year. After three years, all of the staff will have received professional development.

Activity - Student summarizing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach students the rule-based summarizing strategy.	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$0	General Fund	All staff

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Activity - Reciprical teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With expository text, teachers will model for students and expect them to know how to use and lead the process that constitute reciprocal teaching- summarizing, questioning, clarifying, and predicting.	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$800	General Fund	All staff

Activity - Monitoring student summarizing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative "walk-through", sharing of material during common prep, display of student work in hallways.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2017	\$0	No Funding Required	All staff

Activity - Evaluation of student summarization	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2017	\$0	General Fund	All staff

### Strategy 4:

Independent Instruction - Title One Program Specilists will work independently with students at their instructional level.

Category: English/Language Arts

Research Cited: Troia and Graham, 2003

Tier: Tier 2

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Activity - Title One Program Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Person selected will be highly qualified and certified by the state of Michigan.	Getting Ready	Tier 2		09/01/2014	06/01/2017	\$20000	Title I Part A	Title One Program Specialist working with Ottawa staff.

Activity - Independent Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title One Program Specialist will work with students who are not at grade level and have been identified needing supplemental instruction.	Implementation	Tier 2	Implement	09/01/2014	06/01/2017	\$0	General Fund	Title One Program Specialist working with Ottawa staff.

Activity - Independent Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title One Program Specialist will assess and create a baseline. Instruction will begin and progress will be monitored throughout the year.	Monitor	Tier 2	Monitor	09/01/2014	06/01/2017	\$0	No Funding Required	Title One Program Specialist.

Activity - Evaluating independent instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 2	Evaluate	09/01/2014	06/01/2017	\$0	General Fund	Title One specialists and teachers

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### Strategy 5:

Individualized Education Plan - Resource room and/or teacher consultant will meet with parents and student study team to develop an individualized education plan.

Category: English/Language Arts

Research Cited: Troia and Graham, 2003

Tier: Tier 3

Activity - Individualized Education Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After assessment, resource room teacher / teacher consultant will meet with student study team, which includes parents, and devise an individualized education plan identifying academic needs of the student.	Getting Ready	Tier 3	Getting Ready	09/01/2014	06/01/2017	\$0	No Funding Required	All staff.

Activity - Individualize Education Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Resource room/ Teacher consultant will instruct student based on the academic goals determined in the individualized education plan.	Implementation	Tier 3	Implement	09/01/2014	06/01/2017	\$0	No Funding Required	All staff.

Activity - Individualize Education Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resource room / Teacher consultant will monitor student progress throughout the year.	Monitor	Tier 3	Monitor	09/01/2014	06/01/2017	\$0	Special Education	All Staff

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Activity - Individualized Education Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress monitoring will be implemented. Progress reports will be given to parents. Grades will be reported and parent conferences will be offered to evaluate the growth of the individual.	Evaluation	Tier 3	Evaluate	09/01/2014	06/01/2017	\$0	Special Education	All staff involved

### Strategy 6:

Being A Writer - Being A Writer is a yearlong, research-based writing curriculum for students in kindergarten through fifth grade. Lessons are based on high interest literature, which motivates and excites the student's writing process. Professional development has been offered to teachers and will be offered to new teachers

Category: English/Language Arts

Research Cited: Writing, motivation, learning theory, as well as social development

Tier: Tier 1

Activity - Writing process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Children build upon the following skills: Generating ideas, Drafting, Revising, Editing, Publishing, Sharing and reflecting, and 6+1 Traits	Implementation	Tier 1		06/24/2014	06/01/2017	\$300	General Fund	All staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development has been offered to teachers and will be offered to new teachers.	Professional Learning	Tier 1	Getting Ready	06/24/2014	06/01/2017	\$300	General Fund	As needed

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Administrator will walk through and observe to see if research-based strategies are being utilized.	Walkthrough	Tier 1	Monitor	06/01/2014	06/01/2017	\$0	General Fund	Administrator or working with staff
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### Measurable Objective 2:

A 13% increase of Economically Disadvantaged students will demonstrate a proficiency by including ideas and details in Writing by 06/01/2017 as measured by rubrics.

### Strategy 1:

Tutoring - A Title One Program Specialist will work individually or in small groups students, who are struggling with the writing process.

Category: English/Language Arts

Research Cited: U.S. Department of Education. (2001). Evidence that tutoring works. Washington, DC: Office of the Deputy Secretary, Planning and Evaluation Service, USDOE.

Tier: Tier 2

Activity - Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A certified teacher will work individually or in small groups with students, who are struggling with getting their thoughts on to paper. Organized ideas and details will be areas of emphasis.	Implementation	Tier 2	Implement	09/01/2014	06/01/2017	\$10000	Title I Part A	Title One Program Specialist collaborating with teachers

**Goal 2: All 85% of all students at Ottawa Elementary School will demonstrate proficiency in all claim areas in mathematics by June 20, 2024 as measured by Spring 2024 State Assessment.**



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### Measurable Objective 1:

A 5% increase 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 problem solving in Mathematics by 06/01/2017 as measured by district annual assessments and spring state assessments..

### Strategy 1:

Classroom Instruction that Works-Student Cooperative Learning - Teachers will systematically set the stage for students to learn with and from each other. Small group designation, interdependence and individual accountability will be incorporated in the classroom environment. Practice will be incorporated into the learning process.

Category: Mathematics

Research Cited: Anderson, Reder, & Simon 1997

Tier: Tier 1

Activity - Professional Development for Cooperative 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 implement the Bridges Math Program.	Getting Ready	Tier 1	Getting Ready	09/01/2014	06/01/2017	\$800	General Fund	Building principals and instructional staff.

Activity - Turn and Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will cooperatively interact with their peers by turning and sharing information.	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$0	No Funding Required	All teachers will model and monitor the implementation of turn and talk.

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Activity - Monitoring of Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator will conduct walk throughs and common planning time will be set aside for teachers to dialogue and discuss effective cooperative learning experiences.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2017	\$0	No Funding Required	All staff.

Activity - Evaluating Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formal and informal feedback will be gathered from teachers and students. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2017	\$0	No Funding Required	All staff and students.

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building principals and instructional staff will receive training in Classroom Instruction That Works. One third of the staff will be trained each year over the period of three years.	Getting Ready	Tier 1	Getting Ready	09/01/2013	06/01/2017	\$17000	Title II Part A	Building principal 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 implement cooperative learning by following the scope and sequence in the Bridges Math program.	Implementation	Tier 3	Implement	09/01/2014	06/01/2017	\$6100	General Fund	All instructional staff

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Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will provided cooperative learning opportunities in the classroom during Bridges lessons, workplaces and Number Corner activities.	Implementation	Tier 1	Evaluate	09/01/2014	06/01/2017	\$1800	Title II Part A	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.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2017	\$0	No Funding Required	Building principal and instructional staff

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 using NWEA.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2017	\$1500	General Fund	Building principal and instructional staff

### Strategy 2:

Classroom Instruction That works-Non-linguistic Representation - Teachers will model and implement the use of graphic organizers to help students visually process, organize and retrieve information.

Category: Mathematics

Research Cited: Bransford, Brown, and Cocking 1999

Tier: Tier 1

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be provided to all staff.	Getting Ready	Tier 1	Getting Ready	09/01/2014	06/01/2017	\$2400	General Fund	All teachers will be trained in Classroom Instructions That Works.

Activity - Use of Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model and implement the use of graphic organizers to help students visually process, organize, and retrieve information.	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$0	No Funding Required	All staff.

Activity - Monitoring of Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative walk through, sharing of material during common prep, and display student work in hallways.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2017	\$0	No Funding Required	All staff.

Activity - Evaluating of Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2017	\$0	No Funding Required	All staff.

### Strategy 3:

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Classroom Instruction That works-Student Summarizing - Students will be provided opportunities to capture, organize, and reflect on important facts, concepts, ideas, and processes they will need to access at a later time.

Category: Mathematics

Research Cited: Piolat, Olive, Kellogg, 2005

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development in order to teach the students how to proficiently summarize.	Getting Ready	Tier 1	Getting Ready	09/01/2014	06/01/2017	\$2400	General Fund	One third of the staff has received professional development and another third will receive it in the coming year. After three years all of the staff will have received professional development.

Activity - Student Summarizing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach students the rule based summarizing strategy.	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$0	General Fund	All staff.

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Activity - Monitoring of Summarization	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative walk through, sharing of material during common prep,	Monitor	Tier 1	Monitor	09/01/2014	06/01/2017	\$0	No Funding Required	All staff.

Activity - Evaluating Student Summarizing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2017	\$0	No Funding Required	All staff.

Activity - Reciprocal teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With expository text, teachers will model for students and expect them to know how to use and lead the process that constitute reciprocal teaching- summarizing, questioning, clarifying, and predicting.	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$0	General Fund	All staff

### Strategy 4:

Independent Instruction - Title One program specialist will work independently with students at their instructional level.

Category: Mathematics

Research Cited: Troia and Graham, 2003

Tier: Tier 2

Activity - Title One Program Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Person selected will be highly qualified and certified by the state of Michigan to work independently with students.	Getting Ready	Tier 2	Getting Ready	09/01/2014	06/01/2017	\$20000	Title I Part A	Title One Program Specialist working with Ottawa staff.
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Activity - Independent Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title One Program Specialist will work with students who are not at grade level and have been identified needing supplemental instruction.	Implementation	Tier 2	Implement	09/01/2014	06/01/2017	\$0	General Fund	Title One Program Specialist working with Ottawa staff.

Activity - Independent Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title One Program Specialist will assess and create a baseline. Instruction will begin and progress will be monitored throughout the year.	Monitor	Tier 2	Monitor	09/01/2014	06/01/2017	\$0	No Funding Required	Title One Program Specialist

Activity - Evaluating Independent Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 2	Evaluate	09/01/2014	06/01/2017	\$0	No Funding Required	Title One Program Specialist and teachers.

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### Strategy 5:

Individualize Education Plan - Resource room and/or teacher consultant will meet with parents and student study team to develop an individualized education plan.

Category: Mathematics

Research Cited: Troia and Graham, 2003

Tier: Tier 3

Activity - Individualized Education Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After assessment resource room/ teacher consultant will meet with student study team and parents and devise an individualized education plan identifying the academic needs of the student.	Academic Support Program	Tier 3	Getting Ready	09/01/2014	06/01/2017	\$0	No Funding Required	All staff.

Activity - Individualize Education Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Resource room / Teacher consultant will instruct student based on the academic goals determined in the individualized education plan.	Implementation	Tier 3	Implement	09/01/2014	06/01/2017	\$0	No Funding Required	All staff.

Activity - Individualized Education Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resource room / Teacher consultant will monitor student progress throughout the year.	Monitor	Tier 3	Monitor	09/01/2014	06/01/2017	\$0	No Funding Required	All staff.

Activity - Individualized Education Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Progress monitoring will be implemented. Progress reports will be given to parents. Grades will be reported and parent conferences will be offered to evaluate the growth of the individual.	Evaluation	Tier 3	Evaluate	09/01/2014	06/01/2017	\$0	No Funding Required	All staff.
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### Strategy 6:

Bridges in Mathematics - Ottawa Elementary will share ways to use Bridges materials to meet the diverse needs of all of its students

Category: Mathematics

Research Cited: Math Learning Center - Oregon

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will receive two days of professional development by Bridges trainers.	Professional Learning	Tier 1	Getting Ready	06/17/2014	06/01/2017	\$2000	General Fund	All teachers

Activity - Teaching with fidelity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide structure, problems and investigation and work places to learn	Direct Instruction	Tier 1	Implement	09/02/2014	06/01/2017	\$2000	General Fund	All teachers and support personal

Activity - Monitoring Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator will conduct walkthroughs to observe Bridges strategies being taught and learned	Walkthrough	Tier 1	Monitor	09/02/2014	06/01/2017	\$0	General Fund	Administrator or working with the staff

## School Improvement Plan

Ottawa Elementary School

Activity - NWEA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students' growth will be assessed by NWEA three times a year.	Evaluation	Tier 1	Evaluate	09/02/2014	06/01/2017	\$1000	General Fund	All staff

### Measurable Objective 2:

10% of Economically Disadvantaged students will demonstrate a proficiency in problem solving in Mathematics by 06/01/2017 as measured by NWEA..

### Strategy 1:

Title One Program Specialist - A math tutor will work daily with students, who are struggling with math problem solving.

Category: Mathematics

Research Cited: Topping, K.J; Miller, D.; Murray, P.; Henderson, S.; Fortuna, C.; Conlin, N. (2010). Outcomes in a randomized controlled trial of mathematics tutoring.

Educational Research, Vol. 53, 51-63.

Tier: Tier 2

Activity - Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title One Program Specialist will work independently or in a small group practicing the fundamentals need in math problem solving.	Academic Support Program	Tier 2	Implement	09/01/2014	06/01/2017	\$10000	Title I Part A	Title One specialist and teachers

## Goal 3: All students at Ottawa Elementary School will become proficient readers.

## School Improvement Plan

Ottawa Elementary School

### Measurable Objective 1:

A 1% increase 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 reading in English Language Arts by 06/01/2017 as measured by district annual assessments and spring state assessments..

### Strategy 1:

Classroom Instruction That Works-Cooperative Learning - Teachers will systematically set the stage for students to learn with and from each other. Small group designation, interdependence and individual accountability will be incorporated in the classroom environment. Practice will be incorporated into the learning process.

Category: English/Language Arts

Research Cited: Anderson, Reder, & Simon 1997

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will provide financial support and opportunities for professional development in cooperative learning	Professional Learning	Tier 1	Getting Ready	09/01/2014	06/01/2017	\$2500	General Fund	All staff will be trained over three years.

Activity - Turn and Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will cooperatively interact with their peers by turning and sharing information.	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$0	No Funding Required	All teachers will model and monitor the implementation of turn and talk.

## School Improvement Plan

Ottawa Elementary School

Activity - Monitoring of Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator will conduct walk throughs and common planning time will be set aside for teachers to dialogue and discuss cooperative learning experiences.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2017	\$0	No Funding Required	All staff.

Activity - Evaluating Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formal and informal feedback will be gathered from teachers and students. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/09/2014	06/01/2017	\$0	General Fund	All staff and students

### Strategy 2:

Classroom Instruction That Works-Non-linguistic Representation - Teachers will model and implement the use of graphic organizers to help students visually process, organize, and retrieve information.

Category: English/Language Arts

Research Cited: Bransford, Brown, and Cocking 1999

Tier: Tier 1

Activity - Use of Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model and use graphic organizers to help students visually process, organize, and retrieve information.	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$0	No Funding Required	All staff.

## School Improvement Plan

Ottawa Elementary School

Activity - Monitoring of Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative walk-through, sharing of materials during common prep, display of student work in hallways.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2017	\$0	No Funding Required	All staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained in the effective use of non-linguistic representation.	Getting Ready	Tier 1	Getting Ready	09/01/2014	06/01/2017	\$0	General Fund	All staff

Activity - Evaluation of the use of Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2017	\$0	General Fund	Administrator will seek input from teachers and students.

### Strategy 3:

Classroom Instruction That Works - Student Summarizing - Students will be provided opportunities to capture, organize, and reflect on important facts, concepts, ideas, and processes they will need to access at a later time.

Category: English/Language Arts

Research Cited: Piolat, Olive, Kellogg, 2005

Tier: Tier 1

## School Improvement Plan

Ottawa Elementary School

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development in order to teach the students how to proficiently summarize.	Getting Ready	Tier 1	Getting Ready	09/01/2014	06/01/2017	\$800	General Fund	One third of the staff has received professional development and another third will receive professional development in the coming year. After three years, all of the staff will have received professional development.

Activity - Student Summarizing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach students the rule-based summarizing strategy.	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$0	General Fund	All staff.

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

Ottawa Elementary School

With expository text, teachers will model for students and expect them to know how to use and lead the process that constitute reciprocal teaching - summarizing, questioning, clarifying, and predicting.	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$800	General Fund	All staff.
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Activity - Monitoring Student Summarizing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative walk-through, sharing of materials during common prep, display of student work in hallways.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2017	\$0	No Funding Required	All staff.

Activity - Evaluation of Student Summarization	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2017	\$0	General Fund	All staff.

### Strategy 4:

Independent Instruction - Title One Specialists will work independently with students at their instructional level.

Category: English/Language Arts

Research Cited: Troia and Graham, 2003

Tier: Tier 2

Activity - Title One Program Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Ottawa Elementary School

Person selected will be highly qualified and certified by the state of Mochigan.	Getting Ready	Tier 2	Getting Ready	09/01/2014	06/01/2017	\$20000	Title I Part A	Title One Program Specialist working with Ottawa staff.
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Activity - Independent Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title One Specialist will work with students who are not at grade level and have been identified needing supplemental instruction.	Implementation	Tier 2	Implement	09/01/2014	06/01/2017	\$0	General Fund	Title One Program Specialist working with Ottawa staff.

Activity - Independent Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title One Specialist will assess and create a baseline. Instruction will begin and progress will be monitored throughout the year.	Monitor	Tier 2	Monitor	09/01/2014	06/01/2017	\$0	No Funding Required	Title One Program Specialist.

Activity - Evaluating Independent Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 2	Evaluate	09/01/2014	06/01/2017	\$0	General Fund	Title One Specialists and teachers.

### Strategy 5:

SY 2016-2017

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## School Improvement Plan

Ottawa Elementary School

Individualized Education Plan - Resource Room and/or Teacher Consultant will meet with parents and student study team to develop an individualized education plan.

Category: English/Language Arts

Research Cited: Troia and Graham, 2003

Tier: Tier 3

Activity - Individualized Education Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After assessment, resource room teacher/teacher consultant will meet with student study team, which included parents, and devise an individual education plan identifying academic needs of student.	Getting Ready	Tier 3	Getting Ready	09/01/2014	06/01/2017	\$0	No Funding Required	All staff.

Activity - Individualized Education Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Resource room/Teacher consultant will instruct student based on the academic goals determined in the individualized education plan.	Implementation	Tier 3	Implement	09/01/2014	06/01/2017	\$0	No Funding Required	All staff.

Activity - Individualized Education Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resource room/Teacher consultant will monitor student progress throughout the year.	Monitor	Tier 3	Monitor	09/01/2014	06/01/2017	\$0	Special Education	All staff

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

Ottawa Elementary School

Progress monitoring will be implemented. Progress reports will be given to parents. Grades will be reported and parent conferences will be offered to evaluate the growth of the individual.	Evaluation	Tier 3	Evaluate	09/01/2014	06/01/2017	\$0	Special Education	All staff.
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### Strategy 6:

McGraw-Hill Reading Program - Teachers will successfully teach reading fluency and comprehension.

Category: English/Language Arts

Research Cited: [http://mheresearch.com/assets/products/a5771bce93e200c3/direct\\_instruction\\_for\\_intervention.pdf](http://mheresearch.com/assets/products/a5771bce93e200c3/direct_instruction_for_intervention.pdf)

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have been received professional development. Common planning time is scheduled for experienced teachers to have time to share with new teachers	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/01/2017	\$0	General Fund	All teachers

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach students at their individual instruction level.	Direct Instruction	Tier 1	Implement	09/02/2014	06/01/2017	\$0	General Fund	All teachers

Activity - Reading Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each trimester, teachers will assess each student's reading level using Developmental Reading Assessment or 3-Minute Assessment. Three time a year, all students will be assessed utilizing NWEA.	Field Trip	Tier 1	Evaluate	09/02/2014	06/01/2017	\$0	General Fund	All teachers

**Measurable Objective 2:**

A 10% increase of Economically Disadvantaged students will demonstrate a proficiency of fluency in English Language Arts by 06/01/2017 as measured by Lexia or iRead..

**Strategy 1:**

iRead - Students will develop fundamental literacy skills by using the computer program iRead. Students are assessed on the software and the program identifies the level at which they are to learn. Students advance as they become proficient or master skills.

Category: English/Language Arts

Research Cited: iRead stands as one of the most rigorously researched, independently evaluated, and respected reading programs in the world. In numerous studies published in peer-reviewed journals, iRead has been found to accelerate the development of critical foundational literacy skills in the early grades.

<http://teacher.scholastic.com/products/iread/early-education-research/>

Tier: Tier 2

Activity - iRead	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will go onto the iRead software for 20 minutes a day, 4 days a week.	Implementation	Tier 2	Implement	09/08/2015	06/01/2017	\$11000	Title I Part A	iRead supervisor and teachers. who are identifying students needs

**Goal 4: All students at Ottawa Elementary School will become proficient in science.**

## School Improvement Plan

Ottawa Elementary School

### Measurable Objective 1:

A 7% increase 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 of problem solving in Science by 06/01/2017 as measured by spring state assessment..

### Strategy 1:

Classroom Instruction That Works- Cooperative Learning - Cooperative learning-Teachers will systematically set the stage for students to learn with and from each other. Small group designation, Interdependence and individual accountability will be incorporated in the classroom environment. Practice will be incorporated into the learning process.

Category: Science

Research Cited: Anderson, Reder, & Simon 1997

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide financial support and opportunities for professional development in cooperative learning.	Professional Learning	Tier 1	Getting Ready	09/01/2014	06/01/2017	\$2500	General Fund	All staff will be trained in Classroom Instruction That Works.

Activity - Turn and Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will cooperatively interact with their peers by turning and sharing information.	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$0	No Funding Required	All teachers will model and monitor the implementation of Turn and Talk.

## School Improvement Plan

Ottawa Elementary School

Activity - Monitoring of Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator will conduct walk throughs and common planning time will be set aside for teachers to dialogue and discuss effective cooperative learning experiences.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2017	\$0	No Funding Required	All staff.

Activity - Evaluate Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formal and informal feedback will be gathered from teachers and students. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2017	\$0	General Fund	All staff and students.

### Strategy 2:

Classroom Instruction That Works - Non-linguistic Representation - Teachers will model and implement the use of graphic organizers to help students visually process, organize, and retrieve information.

Category: Science

Research Cited: Bransford, Brown, and Cocking, 1999

Tier: Tier 1

Activity - Use of Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor and implement the use of graphic organizers to help students visually process, organize, and retrieve information.	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$0	No Funding Required	All staff.

Activity - Monitoring of Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Ottawa Elementary School

Administrative walk through, sharing of material during common prep, and display of student work in hallways.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2017	\$0	No Funding Required	All staff.
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained in the effective use of non-linguistic representation.	Getting Ready	Tier 1	Getting Ready	09/01/2014	06/01/2017	\$800	General Fund	All staff.

Activity - Evaluation of the Use of Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2017	\$0	General Fund	Adminstrator will seek input from teachers and students.

### Strategy 3:

Classroom Instruction That Works - Student Summarizing - Students will be provided opportunities to capture, organize, and reflect on important facts, concepts, ideas, and processes they will need to access at a later time.

Category: Science

Research Cited: Piolat, Olive, & Kellogg, 2005

Tier: Tier 1

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

Ottawa Elementary School

Teachers will receive professional development in order to teach the students how to proficiently summarize.	Getting Ready	Tier 1	Getting Ready	09/01/2014	06/01/2017	\$800	General Fund	One third of the staff has received professional development and another third will receive it in the coming years. After three years, all of the staff will have received the professional development.
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Activity - Student Summarizing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach the students the rule-based summarizing strategy.	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$0	General Fund	All staff.

Activity - Reciprocal Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With expository text, teachers will model for students and expect them to know how to use and lead the process that constitutes reciprocal teaching - summarizing, questioning, clarifying, and predicting.	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$800	General Fund	All staff.

## School Improvement Plan

Ottawa Elementary School

Activity - Monitoring Student Summarizing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative walk-through, sharing of material during common prep, and display of student work in hallways.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2017	\$0	No Funding Required	All staff.

Activity - Evaluation of student summarization	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2017	\$0	General Fund	All staff.

### Strategy 4:

Independent Instruction - Title One Program Specialists will work independently with students at their instructional level.

Category: Science

Research Cited: Troia and Graham, 2003

Tier: Tier 2

Activity - Title One Program Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Person selected will be highly qualified and certified by the state of Michigan.	Getting Ready	Tier 2	Getting Ready	09/01/2014	06/01/2017	\$20000	Title I Part A	Title One Program Specialist working with Ottawa staff.

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

Ottawa Elementary School

Title One Program Specialist will work with students who are not at grade level and have been identified needing supplemental instruction.	Implementation	Tier 2	Implement	09/01/2014	06/01/2017	\$0	General Fund	Title One Program Specialist working with Ottawa staff.
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Activity - Independent Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title One Program Specialist will assess and create a baseline. Instruction will begin and progress will be monitored throughout the year.	Monitor	Tier 2	Monitor	09/01/2014	06/01/2017	\$0	No Funding Required	Title One Program Specialist

Activity - Evaluating Independent Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 2	Evaluate	09/01/2014	06/01/2017	\$0	General Fund	Title One Program Specialist and teachers.

### Strategy 5:

Individualized Education Plan - Resource Room Teacher/Teacher Consultant will meet with parents and student study team to develop an individualized education plan.

Category: Science

Research Cited: Troia and Graham, 2003

Tier: Tier 3

## School Improvement Plan

Ottawa Elementary School

Activity - Individualized Education Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After assessment, Resource Room Teacher/Teacher Consultant will meet with student study team, which includes parents, and devise an individualized education plan identifying academic needs of the student.	Getting Ready	Tier 3	Getting Ready	09/01/2014	06/01/2017	\$0	No Funding Required	All staff.

Activity - Individualized Education Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Resource Room Teacher/Teacher Consultant will instruct student based on the academic goals determined in the individualized education plan.	Implementation	Tier 3	Implement	09/01/2014	06/01/2017	\$0	No Funding Required	All staff.

Activity - Individualized Education Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resource Room Teacher/Teacher Consultant will monitor student progress throughout the year.	Monitor	Tier 3	Monitor	09/01/2014	06/01/2017	\$0	Special Education	All staff.

Activity - Individualized Education Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress monitoring will be implemented. Progress reports will be given to parents. Grades will be reported and parent conferences will be offered to evaluate the growth of the individual.	Evaluation	Tier 3	Evaluate	09/01/2014	06/01/2017	\$0	Special Education	All staff.

## Goal 5: All students at Ottawa Elementary School will become proficient in social studies.

### Measurable Objective 1:

A 11% increase 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 of information in Social Studies by 06/01/2017 as measured by the spring state assessment..

### Strategy 1:

Classroom Instruction That Works - Cooperative Learning - Teachers will systematically set the stage for students to learn with and from each other. Small group designation, interdependence and individual accountability will be incorporated in the classroom environment. Practice will be incorporated into the learning process.

Category: Social Studies

Research Cited: Anderson, Reder, & Simon, 1997

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will provide financial support and opportunities for professional development in cooperative learning.	Getting Ready	Tier 1	Getting Ready	09/01/2014	06/01/2017	\$0	General Fund	All teachers will be trained in Classroom Instruction That Works.

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

Ottawa Elementary School

Students will cooperatively interact with their peers by turning and sharing information.	Implementa tion	Tier 1	Implement	09/01/2014	06/01/2017	\$0	No Funding Required	All teachers will model and monitor the implemen tation of Turn and Talk.
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Activity - Monitoring of Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Adminstrator will conduct walk throughs and common planning time will be set aside for teachers to dialogue and discuss effective cooperative learning experiences.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2017	\$0	No Funding Required	All staff.

Activity - Evaluating Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2017	\$0	General Fund	All students and staff.

### Strategy 2:

Classroom Instruction That Works - Non-linguistic Representation - Teachers will monitor and implement the use of graphic organizers to help students visually process, organize, and retrieve information.

Category:

Research Cited: Bransford, Brown, and Cocking, 1999

Tier: Tier 1

Activity - Use of Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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## School Improvement Plan

Ottawa Elementary School

Staff will be trained in the effective use of non-linguistic representation.	Getting Ready	Tier 1	Getting Ready	09/01/2014	06/01/2017	\$800	General Fund	All staff.
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Activity - Use of Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor and implement the use of graphic organizers to help students visually process, organize, and retrieve information	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$0	No Funding Required	All staff.

Activity - Monitoring of Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative walk-throughs, sharing of material during common prep, and displaying student work in hallways.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2017	\$0	No Funding Required	All staff.

Activity - Evaluating the Use of Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2017	\$0	General Fund	Administrators or will seek input from teachers and students.

### Strategy 3:

Classroom Instruction That Works - Student Summarizing - Students will be provided opportunities to capture, organize, and reflect on important facts, concepts, ideas, and processes they will need to access at a later time.

Category: Social Studies

Research Cited: Piolat, Olive, & Kellogg, 2005

## School Improvement Plan

Ottawa Elementary School

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development in order to teach the students how to proficiently summarize.	Getting Ready	Tier 1	Getting Ready	09/01/2014	06/01/2017	\$800	General Fund	One third of the staff has received training and another third will receive it in the coming year. After three years, all of the staff will have received the professional development.

Activity - Student Summarizing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach students the rule-based summarizing strategy.	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$0	General Fund	All staff.

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

Ottawa Elementary School

With expository text, teachers will model for students and expect them to know how to use and lead the process that constitutes reciprocal teaching - summarizing, questioning, clarifying, and predicting.	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$800	General Fund	All staff.
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Activity - Monitoring Student Summarization	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative walk-throughs, sharing of material during common prep, and displaying student work in the hallways.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2017	\$0	No Funding Required	All staff.

Activity - Evaluation of Student Summarization	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2017	\$0	General Fund	All staff.

### Strategy 4:

Independent Instruction - Title One Program Specialist will work independently with students at their instructional level.

Category: Social Studies

Research Cited: Troia and Graham, 2003

Tier: Tier 2

Activity - Title One Program Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Ottawa Elementary School

Person selected will be highly qualified and certified by the state of Michigan.	Getting Ready	Tier 2	Getting Ready	09/01/2014	06/01/2017	\$20000	Title I Part A	Title One Program Specialist working with Ottawa staff.
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Activity - Independent Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title One Program Specialist will work with students who are not at grade level and have been identified needing supplemental instruction.	Implementation	Tier 2	Implement	09/01/2014	06/01/2017	\$0	General Fund	Title One Program Specialist working with Ottawa staff.

Activity - Independent Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title One Program Specialist will assess and create a baseline. Instruction will begin and progress will be monitored throughout the year.	Monitor	Tier 2	Monitor	09/01/2014	06/01/2017	\$0	No Funding Required	Title One Program Specialist

Activity - Evaluating Independent Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 2	Evaluate	09/01/2014	06/01/2017	\$0	General Fund	Title One Program Specialist and teachers.



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### Strategy 5:

Individualized Education Plan - Resource Room Teacher/Teacher Consultant will meet with parents and student study team to develop an individualized education plan.

Category: Social Studies

Research Cited: Troia and Graham, 2003

Tier: Tier 3

Activity - Individualized Education Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After assessment, Resource Room Teacher/Teacher Consultant will meet with parents and student study team and devise an individualized education plan identifying academic needs of student.	Getting Ready	Tier 3	Getting Ready	09/01/2014	06/01/2017	\$0	No Funding Required	All staff.

Activity - Individualized Education Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resource Room Teacher/Teacher Consultant will instruct student based on the academic goals determined in the individualized education plan.	Implementation	Tier 3	Implement	09/01/2014	06/01/2017	\$0	No Funding Required	All staff.

Activity - Individualized Education Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resource Room Teacher/Teacher Consultant will monitor student progress throughout the year.	Monitor	Tier 3	Monitor	09/01/2014	06/01/2017	\$0	Special Education	All staff.

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Activity - Individualized Education Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress monitoring will be implemented. Progress reports will be given to parents. Grades will be reported and parent conferences will be offered to evaluate the growth of the individual.	Evaluation	Tier 3	Evaluate	09/01/2014	06/01/2017	\$0	Special Education	All staff.

### Measurable Objective 2:

A 7% increase 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 of Legos in Social Studies by 06/01/2017 as measured by the spring state assessment..

### Strategy 1:

Hands-on learning experience - Teachers will use Legos in the classroom to promote problem solving through collaborative experiences.

Category: Social Studies

Research Cited: According to a paper published in the Journal of Research on Technology in Education, studies show that hands-on experimentation with robots in these areas help transform abstract ideas into concrete understanding. This level of understanding helps raise student achievement both in the classroom and on standardized tests.

Read more: [http://www.ehow.com/how\\_7732342\\_use-robotics-improve-student-performance.html#ixzz2byFoVnc6](http://www.ehow.com/how_7732342_use-robotics-improve-student-performance.html#ixzz2byFoVnc6)

Tier: Tier 1

Activity - Legos	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will create solutions and solve problems by using Legos.	Academic Support Program	Tier 1	Implement	09/02/2014	06/01/2017	\$10000	Other	Teachers, who were trained to use Legos in the classroom.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Use of Graphic Organizers	Teachers will monitor and implement the use of graphic organizers to help students visually process, organize, and retrieve information.	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$0	All staff.
Monitoring of Summarization	Administrative walk through, sharing of material during common prep,	Monitor	Tier 1	Monitor	09/01/2014	06/01/2017	\$0	All staff.
Monitoring of Graphic Organizers	Administrative "walk-through", sharing of material during common prep, display of student work in hallways.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2017	\$0	All staff
Independent Instruction	Title One Program Specialist will assess and create a baseline. Instruction will begin and progress will be monitored throughout the year.	Monitor	Tier 2	Monitor	09/01/2014	06/01/2017	\$0	Title One Program Specialist
Evaluating Student Summarizing	Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2017	\$0	All staff.
Individualized Education Plan	After assessment, Resource Room Teacher/Teacher Consultant will meet with parents and student study team and devise an individualized education plan identifying academic needs of student.	Getting Ready	Tier 3	Getting Ready	09/01/2014	06/01/2017	\$0	All staff.
Use of Graphic Organizers	Teachers will monitor and implement the use of graphic organizers to help students visually process, organize, and retrieve information	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$0	All staff.
Monitoring of Cooperative Learning	Administrator will conduct walk throughs and common planning time will be set aside for teachers to dialogue and discuss effective cooperative learning experiences.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2017	\$0	All staff
Monitoring of Graphic Organizers	Administrative walk through, sharing of material during common prep, and display student work in hallways.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2017	\$0	All staff.

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Turn and Talk	Students will cooperatively interact with their peers by turning and sharing information.	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$0	All teachers will model and monitor the implementation of turn and talk.
Individualized Education Plan	Resource room / Teacher consultant will monitor student progress throughout the year.	Monitor	Tier 3	Monitor	09/01/2014	06/01/2017	\$0	All staff.
Monitoring of Cooperative Learning	Administrator will conduct walk throughs and common planning time will be set aside for teachers to dialogue and discuss cooperative learning experiences.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2017	\$0	All staff.
Monitoring of Graphic Organizers	Administrative walk-through, sharing of materials during common prep, display of student work in hallways.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2017	\$0	All staff
Monitoring of Graphic Organizers	Administrative walk through, sharing of material during common prep, and display of student work in hallways.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2017	\$0	All staff.
Individualized Education Plan	After assessment, resource room teacher / teacher consultant will meet with student study team, which includes parents, and devise an individualize education plan identifying academic needs of the student.	Getting Ready	Tier 3	Getting Ready	09/01/2014	06/01/2017	\$0	All staff.
Individualized Education Plan	The Resource room/Teacher consultant will instruct student based on the academic goals determined in the individualized education plan.	Implementation	Tier 3	Implement	09/01/2014	06/01/2017	\$0	All staff.
Individualized Education Plan	Progress monitoring will be implemented. Progress reports will be given to parents. Grades will be reported and parent conferences will be offered to evaluate the growth of the individual.	Evaluation	Tier 3	Evaluate	09/01/2014	06/01/2017	\$0	All staff.
Monitoring Student Summarizing	Administrative walk-through, sharing of material during common prep, and display of student work in hallways.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2017	\$0	All staff.
Monitoring Student Summarization	Administrative walk-throughs, sharing of material during common prep, and displaying student work in the hallways.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2017	\$0	All staff.
Evaluating of Graphic Organizers	Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2017	\$0	All staff.
Independent Instruction	Title One Program Specialist will assess and create a baseline. Instruction will begin and progress will be monitored throughout the year.	Monitor	Tier 2	Monitor	09/01/2014	06/01/2017	\$0	Title One Program Specialist
Evaluating Cooperative Learning	Formal and informal feedback will be gathered from teachers and students. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2017	\$0	All staff and students.

## School Improvement Plan

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Use of Graphic Organizers	Teachers will model and implement the use of graphic organizers to help students visually process, organize, and retrieve information.	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$0	All staff.
Survey	Instructional staff and students will be surveyed to monitor the fidelity to which cooperative learning is being implemented through the Bridges Math Program.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2017	\$0	Building principal and instructional staff
Individualized Education Plan	After assessment, resource room teacher/teacher consultant will meet with student study team, which included parents, and devise an individual education plan identifying academic needs of student.	Getting Ready	Tier 3	Getting Ready	09/01/2014	06/01/2017	\$0	All staff.
Individualized Education Plan	Resource Room Teacher/Teacher Consultant will instruct student based on the academic goals determined in the individualized education plan.	Implementation	Tier 3	Implement	09/01/2014	06/01/2017	\$0	All staff.
Monitoring student summarizing	Administrative "walk-through", sharing of material during common prep, display of student work in hallways.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2017	\$0	All staff
Monitoring of Graphic Organizers	Administrative walk-throughs, sharing of material during common prep, and displaying student work in hallways.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2017	\$0	All staff.
Individualize Education Plan	The Resource room/ Teacher consultant will instruct student based on the academic goals determined in the individualized education plan.	Implementation	Tier 3	Implement	09/01/2014	06/01/2017	\$0	All staff.
Use of graphic organizers	Teachers will model and implement the use of graphic organizers to help students visually process, organize and retrieve information.	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$0	All staff.
Independent Instruction	Title One Program Specialist will assess and create a baseline. Instruction will begin and progress will be monitored throughout the year.	Monitor	Tier 2	Monitor	09/01/2014	06/01/2017	\$0	Title One Program Specialist.
Monitoring of Cooperative Learning	Administrator will conduct walk throughs and common planning time will be set aside for teachers to dialogue and discuss effective cooperative learning experiences.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2017	\$0	All staff.
Monitoring of Cooperative Learning	Administrator will conduct walk throughs and common planning time will be set aside for teachers to dialogue and discuss effective cooperative learning experiences.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2017	\$0	All staff.
Turn and Talk	Students will cooperatively interact with their peers by turning and sharing information.	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$0	All teachers will model and monitor the implementation of turn and talk.

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Turn and Talk	Students will cooperatively interact with their peers by turning and sharing information.	Implementation	Tier 1	Implement	09/01/2014	06/01/2018	\$0	All teachers will model and monitor the implementation of Turn and Talk.
Monitoring of Cooperative Learning	Administrator will conduct walk throughs and common planning time will be set aside for teachers to dialogue and discuss effective cooperative learning experiences.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2017	\$0	All staff.
Individualized Education Plan	After assessment, Resource Room Teacher/Teacher Consultant will meet with student study team, which includes parents, and devise an individualized education plan identifying academic needs of the student.	Getting Ready	Tier 3	Getting Ready	09/01/2014	06/01/2017	\$0	All staff.
Independent Instruction	Title One Specialist will assess and create a baseline. Instruction will begin and progress will be monitored throughout the year.	Monitor	Tier 2	Monitor	09/01/2014	06/01/2017	\$0	Title One Program Specialist.
Individualized Education Plan	The Resource Room Teacher/Teacher Consultant will instruct student based on the academic goals determined in the individualized education plan.	Implementation	Tier 3	Implement	09/01/2014	06/01/2017	\$0	All staff.
Evaluating Independent Instruction	Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 2	Evaluate	09/01/2014	06/01/2017	\$0	Title One Program Specialist and teachers.
Individualized Education Plan	After assessment resource room/ teacher consultant will meet with student study team and parents and devise an individualized education plan identifying the academic needs of the student.	Academic Support Program	Tier 3	Getting Ready	09/01/2014	06/01/2017	\$0	All staff.
Use of Graphic Organizers	Teachers will model and use graphic organizers to help students visually process, organize, and retrieve information.	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$0	All staff.
Individualize Education Plan	The Resource room / Teacher consultant will instruct student based on the academic goals determined in the individualized education plan.	Implementation	Tier 3	Implement	09/01/2014	06/01/2017	\$0	All staff.
Independent Instruction	Title One Program Specialist will assess and create a baseline. Instruction will begin and progress will be monitored throughout the year.	Monitor	Tier 2	Monitor	09/01/2014	06/01/2017	\$0	Title One Program Specialist
Turn and Talk	Students will cooperatively interact with their peers by turning and sharing information.	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$0	All teachers will model and monitor the implementation of Turn and Talk.

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Turn and Talk	Students will cooperatively interact with their peers by turning and sharing information.	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$0	All teachers will model and monitor the implementation of Turn and Talk.
Monitoring Student Summarizing	Administrative walk-through, sharing of materials during common prep, display of student work in hallways.	Monitor	Tier 1	Monitor	09/01/2014	06/01/2017	\$0	All staff.

### Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Individualized Education Plan	Progress monitoring will be implemented. Progress reports will be given to parents. Grades will be reported and parent conferences will be offered to evaluate the growth of the individual.	Evaluation	Tier 3	Evaluate	09/01/2014	06/01/2017	\$0	All staff.
Individualized Education Plan	Progress monitoring will be implemented. Progress reports will be given to parents. Grades will be reported and parent conferences will be offered to evaluate the growth of the individual.	Evaluation	Tier 3	Evaluate	09/01/2014	06/01/2017	\$0	All staff involved
Individualized Education Plan	Resource Room Teacher/Teacher Consultant will monitor student progress throughout the year.	Monitor	Tier 3	Monitor	09/01/2014	06/01/2017	\$0	All staff.
Individualized Education Plan	Resource Room Teacher/Teacher Consultant will monitor student progress throughout the year.	Monitor	Tier 3	Monitor	09/01/2014	06/01/2017	\$0	All staff.
Individualized Education Plan	Progress monitoring will be implemented. Progress reports will be given to parents. Grades will be reported and parent conferences will be offered to evaluate the growth of the individual.	Evaluation	Tier 3	Evaluate	09/01/2014	06/01/2017	\$0	All staff.
Individualize Education Plan	Resource room / Teacher consultant will monitor student progress throughout the year.	Monitor	Tier 3	Monitor	09/01/2014	06/01/2017	\$0	All Staff
Individualized Education Plan	Progress monitoring will be implemented. Progress reports will be given to parents. Grades will be reported and parent conferences will be offered to evaluate the growth of the individual.	Evaluation	Tier 3	Evaluate	09/01/2014	06/01/2017	\$0	All staff.
Individualized Education Plan	Resource room/Teacher consultant will monitor student progress throughout the year.	Monitor	Tier 3	Monitor	09/01/2014	06/01/2017	\$0	All staff

### Title I Part A

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

Ottawa Elementary School

Title One Program Specialist	Person selected will be highly qualified and certified by the state of Michigan.	Getting Ready	Tier 2		09/01/2014	06/01/2017	\$20000	Title One Program Specialist working with Ottawa staff.
Title One Program Specialist	Person selected will be highly qualified and certified by the state of Michigan.	Getting Ready	Tier 2	Getting Ready	09/01/2014	06/01/2017	\$20000	Title One Program Specialist working with Ottawa staff.
Title One Program Specialist	Person selected will be highly qualified and certified by the state of Michigan to work independently with students.	Getting Ready	Tier 2	Getting Ready	09/01/2014	06/01/2017	\$20000	Title One Program Specialist working with Ottawa staff.
Title One Program Specialist	Person selected will be highly qualified and certified by the state of Michigan.	Getting Ready	Tier 2	Getting Ready	09/01/2014	06/01/2017	\$20000	Title One Program Specialist working with Ottawa staff.
Title One Program Specialist	Person selected will be highly qualified and certified by the state of Michigan.	Getting Ready	Tier 2	Getting Ready	09/01/2014	06/01/2017	\$20000	Title One Program Specialist working with Ottawa staff.
Coaching	A certified teacher will work individually or in small groups with students, who are struggling with getting their thoughts on to paper. Organized ideas and details will be areas of emphasis.	Implementation	Tier 2	Implement	09/01/2014	06/01/2017	\$10000	Title One Program Specialist collaborating with teachers
iRead	Students will go onto the iRead software for 20 minutes a day, 4 days a week.	Implementation	Tier 2	Implement	09/08/2015	06/01/2017	\$11000	iRead supervisor and teachers. who are identifying students needs
Coaching	Title One Program Specialist will work independently or in a small group practicing the fundamentals need in math problem solving.	Academic Support Program	Tier 2	Implement	09/01/2014	06/01/2017	\$10000	Title One specialist and teachers



**School Improvement Plan**

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**Other**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Legos	Students will create solutions and solve problems by using Legos.	Academic Support Program	Tier 1	Implement	09/02/2014	06/01/2017	\$10000	Teachers, who were trained to use Legos in the classroom.

**General Fund**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Evaluation of the use of Graphic Organizers	Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2017	\$0	Administrator will seek input from teachers and students.
Evaluating independent instruction	Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 2	Evaluate	09/01/2014	06/01/2017	\$0	Title One specialists and teachers
Independent Instruction	Title One Program Specialist will work with students who are not at grade level and have been identified needing supplemental instruction.	Implementation	Tier 2	Implement	09/01/2014	06/01/2017	\$0	Title One Program Specialist working with Ottawa staff.
Reciprocal Teaching	With expository text, teachers will model for students and expect them to know how to use and lead the process that constitutes reciprocal teaching - summarizing, questioning, clarifying, and predicting.	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$800	All staff.
Reciprocal teaching	With expository text, teachers will model for students and expect them to know how to use and lead the process that constitute reciprocal teaching- summarizing, questioning, clarifying, and predicting.	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$800	All staff

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Independent Instruction	Title One Specialist will work with students who are not at grade level and have been identified needing supplemental instruction.	Implementation	Tier 2	Implement	09/01/2014	06/01/2017	\$0	Title One Program Specialist working with Ottawa staff.
Evaluation of the use of Graphic Organizers	Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2017	\$0	Administrator will seek input from teachers and students.
Student Summarizing	Teachers will teach the students the rule-based summarizing strategy.	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$0	All staff.
Use of Graphic Organizers	Staff will be trained in the effective use of non-linguistic representation.	Getting Ready	Tier 1	Getting Ready	09/01/2014	06/01/2017	\$800	All staff.
Evaluating Independent Instruction	Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 2	Evaluate	09/01/2014	06/01/2017	\$0	Title One Program Specialist and teachers.
Monitoring Implementation	Administrator will conduct walkthroughs to observe Bridges strategies being taught and learned	Walkthrough	Tier 1	Monitor	09/02/2014	06/01/2017	\$0	Administrator working with the staff
Evaluation of Student Summarization	Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2017	\$0	All staff.
Professional Development	Teachers will receive professional development in order to teach the students how to proficiently summarize.	Getting Ready	Tier 1	Getting Ready	09/01/2014	06/01/2017	\$800	One third of the staff has received training and another third will receive it in the coming year. After three years, all of the staff will have received the professional development.

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Evaluating Cooperative Learning	Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2017	\$0	All students and staff.
NWEA	Students' growth will be assessed by NWEA three times a year.	Evaluation	Tier 1	Evaluate	09/02/2014	06/01/2017	\$1000	All staff
Teaching with fidelity	Teachers will provide structure, problems and investigation and work places to learn	Direct Instruction	Tier 1	Implement	09/02/2014	06/01/2017	\$2000	All teachers and support personal
Student summarizing	Teachers will teach students the rule-based summarizing strategy.	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$0	All staff
Independent Instruction	Title One Program Specialist will work with students who are not at grade level and have been identified needing supplemental instruction.	Implementation	Tier 2	Implement	09/01/2014	06/01/2017	\$0	Title One Program Specialist working with Ottawa staff.
Professional Development	Teachers will receive professional development in order to teach the students how to proficiently summarize	Professional Learning	Tier 1	Getting Ready	09/01/2014	06/01/2017	\$800	One third of the staff has received professional development and another third will receive professional development in the coming year. After three years, all of the staff will have received professional development.
Evaluation of the Use of Graphic Organizers	Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2017	\$0	Adminstrator will seek input from teachers and students.

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Professional Development	The District will provide financial support and opportunities for professional development in cooperative learning	Professional Learning	Tier 1	Getting Ready	09/01/2014	06/01/2017	\$2500	All staff will be trained over three years.
Professional Development	Teachers have been received professional development. Common planning time is scheduled for experienced teachers to have time to share with new teachers	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/01/2017	\$0	All teachers
Professional Development	Professional development has been offered to teachers and will be offered to new teachers.	Professional Learning	Tier 1	Getting Ready	06/24/2014	06/01/2017	\$300	As needed
Evaluation of student summarization	Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2017	\$0	All staff
Evaluating the Use of Graphic Organizers	Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2017	\$0	Administrators will seek input from teachers and students.
Professional Development	Teachers will receive professional development in order to teach the students how to proficiently summarize.	Getting Ready	Tier 1	Getting Ready	09/01/2014	06/01/2017	\$2400	One third of the staff has received professional development and another third will receive it in the coming year. After three years all of the staff will have received professional development.
Independent Instruction	Title One Program Specialist will work with students who are not at grade level and have been identified needing supplemental instruction.	Implementation	Tier 2	Implement	09/01/2014	06/01/2017	\$0	Title One Program Specialist working with Ottawa staff.

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Professional Development	The district will provide financial support and opportunities for professional development in cooperative learning.	Professional Learning	Tier 1	Getting Ready	09/01/2014	06/01/2017	\$2500	All staff will be trained in Classroom Instruction That Works.
Student Summarizing	Teachers will teach students the rule-based summarizing strategy.	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$0	All staff.
Professional Development for Cooperative Learning	Chippewa Valley teachers were provided two days of introductory training in order to implement the Bridges Math Program.	Getting Ready	Tier 1	Getting Ready	09/01/2014	06/01/2017	\$800	Building principals and instructional staff.
Professional Development	Teachers will receive professional development in order to teach the students how to proficiently summarize.	Getting Ready	Tier 1	Getting Ready	09/01/2014	06/01/2017	\$800	One third of the staff has received professional development and another third will receive professional development in the coming year. After three years, all of the staff will have received professional development.
Evaluation of Student Summarization	Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2017	\$0	All staff.
Reciprocal teaching	With expository text, teachers will model for students and expect them to know how to use and lead the process that constitute reciprocal teaching- summarizing, questioning, clarifying, and predicting.	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$0	All staff

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Evaluating Independent Instruction	Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 2	Evaluate	09/01/2014	06/01/2017	\$0	Title One Specialists and teachers.
Reciprocal Teaching	With expository text, teachers will model for students and expect them to know how to use and lead the process that constitute reciprocal teaching - summarizing, questioning, clarifying, and predicting.	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$800	All staff.
Professional Development	Staff will be trained in the effective use of non-linguistic representation.	Getting Ready	Tier 1	Getting Ready	09/01/2014	06/01/2017	\$0	All staff
Student Summarizing	Teachers will teach students the rule based summarizing strategy.	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$0	All staff.
Professional Development	Staff will be trained in the effective use of non-linguistic representation.	Getting Ready	Tier 1	Getting Ready	09/01/2014	06/01/2017	\$800	All staff.
Professional development	The District will provide financial support and opportunities for professional development in cooperative learning	Professional Learning	Tier 1	Getting Ready	09/01/2014	06/01/2017	\$2400	All teachers will be trained in Classroom Instruction That Works.
Evaluating Independent Instruction	Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 2	Evaluate	09/01/2014	06/01/2017	\$0	Title One Program Specialist and teachers.
Professional Development	Professional development will be provided to all staff.	Getting Ready	Tier 1	Getting Ready	09/01/2014	06/01/2017	\$2400	All teachers will be trained in Classroom Instructions That Works.
Differentiated Instruction	Teachers will teach students at their individual instruction level.	Direct Instruction	Tier 1	Implement	09/02/2014	06/01/2017	\$0	All teachers
Evaluating Cooperative Learning	Formal (5D) and informal feedback will be gathered from teachers and students. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2017	\$0	All staff and students
Direct Instruction	All instructional staff will implement cooperative learning by following the scope and sequence in the Bridges Math program.	Implementation	Tier 3	Implement	09/01/2014	06/01/2017	\$6100	All instructional staff
Evaluation of student summarization	Formal and informal feedback will be gathered from students and teachers. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2017	\$0	All staff.
Student Summarizing	Teachers will teach students the rule-based summarizing strategy.	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$0	All staff.

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Monitoring	Administrator will walk through and observe to see if research-based strategies are being utilized.	Walkthrough	Tier 1	Monitor	06/01/2014	06/01/2017	\$0	Administrator or working with staff
Professional Development	The District will provide financial support and opportunities for professional development in cooperative learning.	Getting Ready	Tier 1	Getting Ready	09/01/2014	06/01/2017	\$0	All teachers will be trained in Classroom Instruction That Works.
Reciprocal Teaching	With expository text, teachers will model for students and expect them to know how to use and lead the process that constitutes reciprocal teaching - summarizing, questioning, clarifying, and predicting.	Implementation	Tier 1	Implement	09/01/2014	06/01/2017	\$800	All staff.
Evaluate Cooperative Learning	Formal and informal feedback will be gathered from teachers and students. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2017	\$0	All staff and students.
Evaluating Cooperative Learning	Formal and informal feedback will be gathered from teachers and students. Implementation and effectiveness will be reviewed and studied.	Evaluation	Tier 1	Evaluate	09/09/2014	06/01/2017	\$0	All staff and students
Reading Comprehension	Each trimester, teachers will assess each student's reading level using Developmental Reading Assessment or 3-Minute Assessment. Three times a year, all students will be assessed utilizing NWEA.	Field Trip	Tier 1	Evaluate	09/02/2014	06/01/2017	\$0	All teachers
Professional Development	All teachers will receive two days of professional development by Bridges trainers.	Professional Learning	Tier 1	Getting Ready	06/17/2014	06/01/2017	\$2000	All teachers
Evaluation	Data will be evaluated through data review meetings using NWEA.	Evaluation	Tier 1	Evaluate	09/01/2014	06/01/2017	\$1500	Building principal and instructional staff
Professional Development	Staff will be trained in the effective use of non-linguistic representation.	Professional Learning	Tier 1	Getting Ready	09/01/2014	06/01/2017	\$800	All staff
Writing process	Children build upon the following skills: Generating ideas, Drafting, Revising, Editing, Publishing, Sharing and reflecting, and 6+1 Traits	Implementation	Tier 1		06/24/2014	06/01/2017	\$300	All staff

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Professional Development	Teachers will receive professional development in order to teach the students how to proficiently summarize.	Getting Ready	Tier 1	Getting Ready	09/01/2014	06/01/2017	\$800	One third of the staff has received professional development and another third will receive it in the coming years. After three years, all of the staff will have received the professional development.
Independent Instruction	Title One Program Specialist will work with students who are not at grade level and have been identified needing supplemental instruction.	Implementation	Tier 2	Implement	09/01/2014	06/01/2017	\$0	Title One Program Specialist working with Ottawa staff.

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning	Building principals and instructional staff will receive training in Classroom Instruction That Works. One third of the staff will be trained each year over the period of three years.	Getting Ready	Tier 1	Getting Ready	09/01/2013	06/01/2017	\$17000	Building principal and instructional staff
Direct Instruction	All instructional staff will provided cooperative learning opportunities in the classroom during Bridges lessons, workplaces and Number Corner activities.	Implementation	Tier 1	Evaluate	09/01/2014	06/01/2017	\$1800	All instructional staff