



School Improvement Plan

Adams Elementary School

Midland Public Schools

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Adams Elementary is located in Midland, Michigan and is a neighborhood suburban school. There are currently 459 students in grades preschool through grade 5. While there are students from a variety of countries in attendance, the majority of the population is caucasian. No sub-group has a high mobility rate. Current data indicates enrollment and staffing remains stable across all grade levels. We are in our authorization year as we implement the processes of the International Baccalaureate Primary Years Programme. The number of students identified as economically disadvantaged is currently 16.4 percent. Several corporations provide the main fiscal base for our community. This year a Preschool 4's program for four year old age students was added to Adams Elementary with a limited enrollment of 20 students. The program serves age eligible students throughout Midland.

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.

All children are learners who want to learn and will learn if they feel safe and valued. Adults set the atmosphere for learning. We can encourage or discourage learning through our actions or words. Each child is unique and will learn in different ways and we must teach in a variety of ways and at different levels to reach all students and ensure that they are actively engaged. The Primary Years Programme Learner Profile supports the learning attributes and attitudes that encourage increased student engagement and global citizenship.

Vision Statement

Midland Public Schools provides a dynamic world class education that develops the unique talents of all students in a safe, secure, and healthy environment.

- We commit ourselves to world class standards for student performance.
- We are agile and flexible so that we are able to adapt to new challenges and opportunities in this rapidly changing world.
- We are strong and financially stable. To sustain the organization, we effectively and efficiently use new and existing resources.
- We are effective partners with families, businesses, and higher education, collaborating with diverse organizations.

Midland Public Schools Mission Statement

The mission of the Midland Public Schools, in partnership with our community, is to create a school system that best enables all students to become knowledgeable, self-reliant, cooperative and ethical learners who are contributing citizens.

Adams Mission Statement

Adams Elementary School, in partnership with the home and community, educates and encourages students to be open-minded and caring lifelong learners as they take action to become responsible, global citizens.

Beliefs Statement

Every individual is unique and has worth and value.

- Self esteem is essential for the development of the total person.
- The student, family, school and community are partners sharing the responsibility for learning.
- Continuous improvement requires risk-taking and change.
- The most effective decision-making is the result of cooperative efforts.
- A climate of trust and cooperation lead to effective communication.
- An organization can be structured so that all individuals can exceed expectations.
- The survival of a democratic society depends on an educated citizenry.
- Each individual has the ability and capability to continually learn and improve.

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.

Adams Elementary teachers have received grants to enhance and support technology, field trips, science and reading interventions. In addition, a staff member was selected to participate in Smithsonian Earth Science Academy sponsored by Dow and associated with the Stem the Gap program and a staff member was selected by the Midland Rotary for a learning exchange in South Korea.

Two new programs to enhance student learning include a Robotics program that utilizes a DOW Chemical Mentor and Engineering for Kids Stem classes that are available after school to extend learning.

Adams Culture Club is a student-based organization that supports cultural diversity and global citizenship. Community members and students share their cultural heritage and experiences with a focus on increasing cultural awareness and appreciation.

Third grade teachers incorporating iPads into daily classroom instruction with each third grade student and teacher having a school issued iPad to be used at school and home. The addition of a second mobile computer lab enables teachers to bring technology into their classrooms on a more frequent basis.

Security has been enhanced with an additional key card entry system and the inclusion of handheld radio devices for each classroom teacher and paraprofessional. In addition, two paraprofessionals support the outside arrival and dismissal process to ensure students safe arrival and parking lot safety. The district safety focus is dedicated to improving structural areas to enhance security within the building.

We will continue to work to increase the accessibility of technological devices for staff and students and emphasize the importance of digital citizenship. In addition, the Primary Years Programme (PYP) will continue to be used to integrate Common Core State Standards and balance the four core areas of instruction. The integration of a 4's preschool program at Adams enables staff to support early learners as they develop skills to ensure success as they move forward in their education at the Midland Public Schools.

Additional Information

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

We are strengthening our school community by creating more opportunities to utilize our city and state resources. Students are making real world connections through new experiences that include in-class presentations and grade level field trips such as the library, local farms, City Hall, Lansing state capital, Midland High School Environmental Club, Bay City State Park, Chippewa Nature Center, Midland Center for the Arts, Midland Recycling Center, Greenfield Village and the Henry Ford Museum. In addition, tennis lessons offered by the local tennis center occur during several gym classes. Adams liaison programs with community resources include fifth grade students working with a local police officer through the drug and alcohol awareness program (DARE) and students in kindergarten, first and second grade receiving safety lessons from local firemen on a monthly basis. Students and staff use the Primary Years Programme Learner Profile components to focus on the traits of being caring, an inquirer, open-minded, knowledgeable, principled, reflective, a risk-taker, balanced, a thinker and a communicator and staff developed units of inquiry foster greater connections and in-depth study across curricular areas.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Stakeholders include parent and community members in addition to all staff. Leaders of the Parent Teacher Organization (PTO) are active members of the school improvement team and community members are asked to participate in the process. PTO monthly meetings include a school improvement review and occur in an open forum where all are welcome to participate. Parents who express interest can serve as representatives on the district Parent Information Committee (PIC). This committee serves to improve awareness and communication of current instructional practices and programs through out the district. PIC representatives share information learned with the community. Information is also shared through email, written communication and access to school improvement information that is posted on the school website. Parent representatives also serve on the Adams Safety Committee that reviews building safety practices and addresses concerns on a monthly basis. In addition, an Adams' staff member has joined the district formed Teacher Communication Committee (TCC). This committee's purpose is to increase communication between administration and staff. Additional processes included the use of a survey to gather parent, student, and staff feedback. The building PYP facilitator connects with parents to continue to share the progress of staff and students as we work toward authorization in PYP. In support of this process, parents, community and staff also met with the PYP authorization team in April to discuss and reflect on the PYP process and impact on student learning. Parent representatives from grade levels participated in PTO meetings and then shared information back with the grade level parents.

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

All staff members participate in the development of the improvement plan. In addition, a group of parent and community members also participate in the development of the school improvement plan. Their role is to review data, goals and plans with a focus on identifying areas of educational need for parent training and for sharing information. In addition, school improvement data and planning progress is shared at each PTO meeting.

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

The final school improvement plan is communicated to all stakeholders through staff meetings, PTO meetings and an Annual Report meeting. In addition, the school improvement plan is available to review in hard copy at the building and online through the school and district websites.

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?

Challenges based on student enrollment data result in shifting staffing to address changes in numbers of sections. There has been an increase in kindergarten student enrollment and an addition of a preschool 4's program. Enrollment in grades 1-5 remains consistent.

International clientele with 1-2 year assignments and relocation affects enrollment.

Schools of choice affects student enrollment.

Student enrollment data in the last three years (451-460-459) shows a consistent enrollment population.

Student Demographic Data

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

There is not a statistically significant sub-group data to report. Student attendance is impacted by illness and visits to the international students home countries.

Repeated tardiness among a small group continues to be an issue.

Parent discussions to review student attendance and punctuality will continue to occur to positively impact students arrival and participation. Letters are sent home to families with a student(s) who have truancy concerns. If truancy concerns continue, a meeting is set up with parents and the administrator to develop a plan of action.

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?

Student behavior trends show an increase in incidents near holidays and school scheduled vacations. This increase can be correlated to times that students have major transitions and other changes in environmental factors. An increased incident trend is also noted during the winter months when weather affects ability for students to get more physical activity thus affecting behavior.

Student Demographic Data

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

Concerns with School of Choice enrollment can be addressed through close communication with the School of Choice Committee to ensure that students interested in attending Adams are able to do so if space allows. Parent discussions to review student attendance and punctuality will continue to occur to positively impact students arrival and participation. Teachers fill out a form advising building administrator of students with attendance concerns. Letters are sent home to families with a student(s) who have truancy concerns. If truancy concerns continue, a meeting is set up with parents and the administrator to develop a plan of action. Parent communication is key to addressing discipline issues and concerns. Students with behavioral incidents meet with the building administrator and a Discipline Referral Form is filled out. Communication with the parents and building administrator is set up to discuss the behavioral incident and form a plan of action to help prevent future incidents and encourage positive choices.

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?

How many teachers have been teaching 0-3 years? 0

How many teachers have been teaching 4-8 years? 2

How many teachers have been teaching 9-15 years? 3

How many teachers have been teaching >15 years? 20

The experience that teachers and administrators bring to the classroom and school community results in a greater instructional skill base and ability to differentiate to meet individual student needs. Teachers with less experience bring new ideas and contribute different perspectives to meeting student needs. Adams Elementary has teachers with a variety of years of service so the balance contributes to a dynamic learning environment serving to increase student achievement.

Teacher/School Leader(s) Demographic Data

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

The experience that teachers bring to the classroom results in a greater instructional skill base and ability to differentiate to meet individual student needs. Teachers with less experience bring new ideas and contribute different perspectives to meeting student needs. Adams Elementary has teachers with a variety of years of service so the balance contributes to a dynamic learning environment serving to increase 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?

Indicate the total number of days for school leader absences due to professional learning or professional meetings: 5

Indicate the total number of days for school leader absences due to illness: 4

School Leader absence can impact students through inconsistent delivery or focus intent by the stand-in administrator. This is balanced by the increase in positive involvement that can result from learning through professional development.

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?

Indicate the total number of days for teacher absences due to professional learning or professional meetings: 105

Indicate the total number of days for teacher absences due to illness: 227. [This number includes an extended absence for a teacher due to a health issue which resulted in the need for a long term substitute.]

Teacher absence can impact students through inconsistent delivery or focus intent by the substitute teacher. This is balanced by the increase in positive instruction that can result from learning through professional development.

Teacher/School Leader(s) Demographic Data

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

Teachers have an opportunity to request changes based on their interest as open sections arise in the building or in the district. A building interview team connects with candidates to determine best fit. When administrator absences can be pre-identified, a substitute administrator is chosen for the building to maintain program and behavior consistency.

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?

Strands/standards/Indicators that stand out as strengths include:

- the alignment and coherence of instruction, effective instructional practices and the learning environment, reflection of instruction
- assessment including the overall system, shared understanding, data analysis and decision making
- instructional leadership through vision, guidance and support for teaching and learning and being results focused
- a culture of learning through a safe and supportive environment and shared leadership for learning
- organizational management through intentional practices and resource allocation
- a professional learning culture through collaborative teams and collective responsibility
- a professional learning system through purposeful planning and the impact of professional learning
- communication through approaches and tools
- cultural responsiveness and engagement through developed partnerships.

These are noted in the data collected as: Standard 1: Curriculum indicators A & B, Standard 2: Instruction indicators D, E, & F, Standard 3: Assessment indicators G, H, & I, Standard 4: Instructional Leadership indicators K, L, & M, Standard 5: Culture for Learning indicators N, & O, Standard 6: Organizational Management indicators Q, & R, Standard 7: Professional Learning Culture indicators S, & T, Standard 8: Professional Learning System indicators U, & V, Standard 9: Communication indicators W, & X, and Standard 10: Engagement indicator Z are all strengths scoring "full implementation" or "sustained implementation."

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?

Strands/standards/Indicators that stand out as challenges include:

- curriculum instructional design
- student involvement in the assessment process
- consistency of communication system practices in teacher communications

These are noted in the data collected as: Standard 1: Curriculum indicator C, Standard 3: Assessment indicator J, Standard 6: Organizational Management indicator P, Standard 10: Engagement indicator Y are all challenges scoring "partial implementation."

12. How might these challenges impact student achievement?

Scheduling issues as pull out services may impact engagement in the general classroom, lack of consistent data and inconsistency of interventions can impact student achievement. These challenges are partially implemented and we are in the process of tackling these challenges through training in the Primary Years Programme and school improvement goals. Increased consistency of delivery and process will make a positive impact on student achievement.

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

We are in the process of tackling these challenges through training in the Primary Years Programme and school improvement goals. Increased consistency of delivery and use of summative, formative and self assessments will make a positive impact on student achievement. Increase in consistency of communication systems and research into programs that meet the needs of our school's demographic.

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?

Through Next Needs meetings, Special Services team meetings and Student Study meetings we evaluate the needs of all students including those identified and receiving special education services. From this, we determine next instructional steps.

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

Extended Learning Opportunities occur for K-5 in language arts, math, science and social studies and are available through differentiation in the classroom. In addition, extended math classes are provided in grades 4 and 5 and cross grading is available in math in grades 3, 4, and 5 to meet the needs of students that qualify. Students academically at-risk in grades K-5 receive interventions within the classroom setting to target their area of need.

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

Classroom assessments are used to identify students for extending learning in the area of reading through Developmental Reading Assessment 2 (DRA2) and Qualitative Reading Inventory (QRI). In the area of math, classroom assessments and performance tasks are used to differentiate instruction. The district also provides cross grade testing as an Extended Learning Opportunity for students in math.

Information about Extended Learning Opportunities is available in the school office and on the district website. Curriculum nights and class newsletters serve to inform parents about program differentiation and parent / teacher conferences focus on the individual strengths and needs of each child.

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?

Daily lesson plans are used to provide evidence that state content standards are being implemented. It is through formal observations and lesson plans that the administrator can see if state content standards are being implemented with fidelity along with analysis of school data.

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District curriculum guides and Primary Years Programme, Programme of Inquiry, also provide evidence that state content standards are being implemented across grade levels.

District coordinators in the area of language arts, math, science and social studies have trained staff in the common core processes for their given content area. Common Core State Standards (CCSS) assessment data will be carefully analyzed to look for gaps in teaching the CCSS. Teaching staff has also been trained for Primary Years Programme and the alignment to CCSS will be a focus next year.

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

Reading is a strength identified in the data as students in grades 3-5 performed above State and District proficiencies on state assessments in the area of ELA. Reading across the curriculum and purposely focusing on 50% fiction 50% nonfiction has had a positive effect on student performance. In addition, students performed above the district proficiency in the District reading assessment.

19b. Reading- Challenges

While reading is a strength across all groups with all sub-groups performing above state average and at a level comparative to their Adams grade level peers, continued interventions should continue to support student continued growth in this area.

19c. Reading- Trends

Student achievement in the area of reading remains consistent over the past three years. While students perform at a higher level than the state and district averages, the score range cannot be determined at this juncture due to changes in the state assessment.

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.

Student achievement at all grade levels are above the state targets of performance. Continuing to differentiate language arts instruction, discuss student achievement and needs through regular Next Needs meetings and use of small group re-teaching opportunities in the classroom will serve to continue the positive trend in student achievement. These are addressed in our school improvement plan through a dedicated intervention block to support remediation and extensions for student learning.

20a. Writing- Strengths

Writing is a strength identified in the data as students in grades 3-5 performed above State and District proficiencies on state assessments in the area of ELA. In addition, students performed above district proficiency on the District writing assessment.

20b. Writing- Challenges

While writing growth continues, challenges exist as students work to improve their opinion and informational writing.

20c. Writing- Trends

Student achievement in the area of writing remains consistent over the past three years. While students perform at a higher level than the state and district averages, the score range cannot be determined at this juncture due to changes in the state assessment.

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.

Student growth in the area of writing will be a focus in the School Improvement Plan through the continued strategy of incorporating a

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focused Writing Workshop. Teachers in grades K-5 will provide writing opportunities that will include transdisciplinary themes daily.

21a. Math- Strengths

Math is a strength identified in the data as scores are higher than the State in grades 3, 4 and 5. Also, Grades 3 and 5 scored higher than the District.

21b. Math- Challenges

Our fourth grade students performed lower than the district proficiency on the state assessment. Challenges exist for students in grades K-5 in consistent performance on problem solving and application of mathematical concepts throughout the curriculum.

21c. Math- Trends

Student achievement in the area of math remains consistent over the past three years. While students perform at a higher level than the state and district averages, the score range cannot be determined at this juncture due to changes in the state assessment.

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.

These challenges will be addressed in our School Improvement Plan through using focused math instruction through differentiation. In addition, teachers will provide daily problem solving opportunities to reinforce computation skills that may include story problems, graphing, geometry, and basic computation across curricular areas. There will also be an increase focus on mastering basic facts. Teachers increased focus on individual student needs, extended math opportunities to challenge learners both gifted and at-risk, and Next Needs meetings to

enable monthly review of student needs.

22a. Science- Strengths

Science is a strength identified in the data in grade 4 as scores are higher than the State and district on the state assessment.

22b. Science- Challenges

While science growth continues, challenges exist as students work to improve their informational writing, develop vocabulary and their understanding and application of scientific concepts.

22c. Science- Trends

While student performance continues to be higher than the state on the state assessment, it is still an area where students demonstrate lower proficiency than other curricular areas.

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.

These challenges will be addressed by focusing on students' needs to have increased experiences with appropriate informational texts. Students will engage in vocabulary rich informational reading and comprehension activities at least 3x per week. Teachers will include writing in response to science content and/or scientific method writing at least once per week to demonstrate comprehension. In addition, transdisciplinary units of instruction will provide opportunities to enhance inquiry connections and reinforce vocabulary, process and concepts.

23a. Social Studies- Strengths

Social studies is a strength identified in the data as scores are higher than both the District and State in grade 5 on the state assessment.

23b. Social Studies- Challenges

While social studies growth continues, challenges exist as students work to improve their informational reading and writing, develop vocabulary and their cross curricular connections of concepts.

23c. Social Studies- Trends

While students perform at a higher level than the state and district averages, the score range cannot be determined at this juncture due to changes in the state assessment.

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.

These challenges will be addressed by focusing on students needs to have increased experiences with appropriate informational texts. Students will engage in vocabulary rich informational reading and comprehension activities at least 3x per week. A focus on ascertaining student comprehension and application of concepts will occur as teachers include writing in response to social studies content on a weekly basis. In addition, transdisciplinary units of instruction will provide opportunities to enhance inquiry connections and reinforce vocabulary, process and concepts.

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?

Through a schoolwide student survey with 434 respondents, students indicated that they feel that Adams is a safe and enjoyable place to learn. They noted staff as an area of strength indicating that staff members are caring, enthusiastic and make learning fun. Students also appreciate the various activities and evening events offered.

24b. Student Perception Data

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

Students would like to have more information/strategies for forming positive friendships/relationships. They noted a desire to have a school nurse and counselor. Students would also like changes in food offerings during lunch and ways to further reduce the noise level during the lunch period. Students would also like to see continued efforts to improve and increase the use technology within the classroom including more devices for students. Cleanliness of the building, especially the bathrooms was a concern of many students.

24c. Student Perception Data

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

Incorporation of monthly Learner Profile and Attitudes through the Primary Years Programme continued this year and focused on positive peer interactions. In addition, these tenants will be highlighted through our daily announcements. Words of Wisdom will focus on building friendships and working through friendship issues in a positive manner. Student input in regard to food offerings will be shared with the food service chartered to provide daily breakfast and lunch meals. Essential agreements were developed for the cafeteria and hallway to improve noise level, cleanliness and management. A student survey was given to help gather up-to-date student suggestions. District, staff and parent representatives will be involved in the design of the new cafeteria/gym to incorporate solutions to the noise level concerns. Cleanliness concerns will be shared with EnviroClean, the cleaning service chartered to provide daily cleaning of the building. In addition, a suggestion box is available on our school website for student, parent and community input.

25a. Parent/Guardian Perception Data

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

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Through a schoolwide parent survey with 131 parent respondents, parents identify the teaching staff as an area of strength at Adams. The learning environment and incorporation of PYP are also identified as a positive areas. Parents perceive that Adams has a strong Parent/Teacher Organization that benefits the students and staff. In addition, communication between school and home was identified as a strength.

25b. Parent/Guardian Perception Data

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

The overall lowest level of satisfaction was noted in the area of building security - specifically the layout of the building and the location of the office. The parking lot continues to be an area for improvement. Balanced classes, in regard to behavioral needs, and the need for greater paraprofessional training to meet the needs of students were noted as additional areas for improvement.

25c. Parent/Guardian Perception Data

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

With the passing of the District bond proposal, safety features will be added to enhance security and will result in structural changes that include relocating the main office to front of the building. A paraprofessional added for duty outside to help with the arrival and dismissal of students has had a positive impact and will continue for the 2016-2017 school year. District, staff and parent representatives are involved in the planning process for the parking lot updates to incorporate solutions to the traffic flow concerns. In addition, signage was added to clarify areas for drop off and pick up of students. Handicapped parking is clearly marked. Monthly paraprofessional meetings will focus on building skills in the area of safety and student support.

26a. Teacher/Staff Perception Data

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

Teachers and Staff responded that Adams Elementary has a strong, supportive staff that works together like a team or family. Strong, supportive leadership and staff worked for the benefit of all students. Many comments included appreciation for caring, community feeling at Adams.

26b. Teacher/Staff Perception Data

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

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Teachers/staff surveys comments expressed concern for safety features in our school including the location of the office.

Mentions of time: time to share, time to plan, time to meet student needs were also identified as concerns.

Teachers/Staff would appreciate counselors, more technology and media support to address student needs.

26c. Teacher/Staff Perception Data

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

With the passing of the District bond proposal, safety features will be added to enhance security and will result in structural changes that include the main office moving to front of the building.

In addition to scheduled Professional Development days, What's up Wednesday meetings provide an opportunity for staff to share events, ideas and concerns. Monday Query messages provide a venue to answer staff questions. Weekly common grade level common prep times enable teacher teachers to meet with peers.

In the absence of Counselors the building social worker is available to teachers to connect parents to outside resources.

Economic restraints prevent additional media personnel. It is acknowledged that the current media para works above and beyond in her role.

A second computer lab has been added to increase teacher and student access to technology for instruction.

27a. Stakeholder/Community Perception Data

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

Communication between home and school as well as collaboration are identified as areas of strength at Adams. The learning environment was also identified as a positive area including staff that are dedicated, effective and caring.

27b. Stakeholder/Community Perception Data

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

The parking lot continues to be an area of concern as well as parking along side streets which impacts houses in the neighboring community. Safety in regard to the location of the office was also noted as an area to improve. Lack of current technology, consistency of behavior

expectations for students, and resources to meet social/emotional needs of students were identified as areas for improvement.

27c. Stakeholder/Community Perception Data

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

A paraprofessional added for duty outside to help with the arrival and dismissal of students has had a positive impact and will continue for the 2016-2017 school year. In addition, signage was added to clarify areas for drop off and pick up of students. Handicapped parking is now clearly marked. Consultation with the School Resource Police Officer has resulted in him providing a monthly presence in the parking lot. Ongoing safety procedures are shared weekly via email through the Adams Updates. Visitors to the building must sign-in at the office and wear a visitor's badge. Locking outside doors helps to limit traffic flow in the building and funnel visitors to the office. Although budget and funding limit additional technology and resources for emotional/social concerns, opportunities to improve are constantly being investigated. Due to the passage of the District Millage Bond, future improvements will include an increase in building security and technology.

Summary

28a. Summary

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

Strengths include the dedicated and experienced staff and supportive community, professional learning culture and instructional leadership, and overall student achievement in the four core areas. Positive perceptions are noted in the areas of caring staff and various activities and events.

Challenges include test performance in the areas of math and science. Math challenges include consistent performance on problem solving and application of mathematical concepts throughout the curriculum. Science challenges include development of vocabulary and student understanding and application of scientific concepts. Perception concerns focused on building safety in regard to location of the office, availability of technology and time for planning, sharing and meeting student needs.

Through the application of funds through the district bond millage, safety and technology concerns will be addressed.

28b. Summary

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

Inconsistent school attendance through tardiness, challenges in interventions in the area of math and inconsistent focused writing times can impact student achievement. Concerns with building safety, time for planning and availability of technology also may impact student achievement through student comfort in learning, staff time to meet individual needs and technology available to support, modify and extend student learning.

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?

These challenges will be addressed through both building processes, district improvements and our school improvement plan. Developed protocols will be used to monitor student attendance both absences and tardiness. The passage of the district bond millage will support improvements in safety and technology and the school improvement plan goals, objectives, strategies and activities focus on continuing the supportive intervention block and increasing the focus to include math interventions. The focused writing across all content areas and through dedicated instructional time will serve to address the inconsistencies in the area of writing.

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	DIBELS is given to students in grades K-5 and District Assessments in language arts and math are given to students at semester and at the end of the school year. Students in K-2 are given a DRA quarterly to assess reading comprehension and reading fluency. Students in grades 3-5 are given a QRI quarterly to assess reading comprehension and reading fluency.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	The link to connect to our Annual Education Report is: https://www.midlandps.org/SiteAssets/Annual%20Education%20Reports/2014/AER-ADE_2013-14.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	N/A. We are a K-5 building and one class of preschool age 4.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

School Improvement Plan

Adams Elementary School

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Cynthia Marchese Director of Human Resources marcheseck@midlandps.org 989.923.5019	

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

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

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Data from grade level meetings, district assessments and state assessments, as well as classroom assessments and anecdotal information all support the focus for school improvement.	

Adams Elementary School Improvement Plan 2016 -2017

Overview

Plan Name

Adams Elementary School Improvement Plan 2016 -2017

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will demonstrate proficiency on State, District Assessments in language arts knowledge skills and strategies.	Objectives: 2 Strategies: 2 Activities: 4	Academic	\$630
2	All students will demonstrate proficiency on State and District Assessments in math knowledge, skills and strategies.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$3942
3	All students will demonstrate proficiency on State and District Assessments in science knowledge, skills and strategies.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$800
4	All students will demonstrate proficiency on State and District Assessments in social studies knowledge, skills and strategies.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$700
5	Increase student engagement through intellectual work and quality of questioning.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$8910

Goal 1: All students will demonstrate proficiency on State, District Assessments in language arts knowledge skills and strategies.

Measurable Objective 1:

77% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/09/2017 as measured by State Assessments, District Assessments and DIBELS (goal: 85% by 2024).

Strategy 1:

Capitalize on Learning Needs of Students in Reading - Teacher uses strategies that capitalize and build upon learning needs of students academic background, life experiences, culture and language of students for the whole group, small groups of students and individual students. Teachers will differentiate reading instruction to meet individual student needs focused on a balance between informational and narrative text across all curricular areas.

Category: English/Language Arts

Research Cited: Hall, Susan L. (2008). Implementing Response to Intervention. Corwin Press Publishing. Thousand Oaks, CA., Wiggins and McTighe, Understanding by Design, Newman, King & Carmichael, Authentic Intellectual Engagement, Resnick & Zurawsky, Accountable Talk, "5D™ Assessment | Center for Educational Leadership." 2015. 15 Mar. 2016

Tomlinson, C.A. & Allan, S.D. (2000). Leadership for Differentiating Schools & Classrooms. Association for Supervision and Curriculum development, Alexandria, VA.

Making PYP Happen: A Curriculum Framework for International Primary Education

IB Continuum: Programme Standards and Practices

Ritchhart, R., Church, M., & Morrison, K. (2011). Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners. San Francisco, CA: Jossey-Bass.

Tier: Tier 2

School Improvement Plan

Adams Elementary School

Activity - Focused Teaching of Foundational Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach grade level appropriate decoding skills and incorporate an intervention block (a minimum of four times per week). Intervention block includes: small groups and/or individual interventions for at-risk, at grade level, and extended learning students. Next needs meeting will be held 4 to 6 times per year to review student progress in the core areas, determine areas of success and identify next instructional needs for students.	Teacher Collaboration, Technology, Direct Instruction, Other - Differentiated Instruction	Tier 2	Monitor	08/29/2016	06/09/2017	\$630	General Fund	Teachers, Principal, PYP Coordinator, Psychologist, District Curriculum Specialist

Activity - Cross-Curricular Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily reading includes a variety of opportunities to read and demonstrate comprehension as students evaluate informational (50%) and narrative (50%) texts, which incorporate concepts studied throughout Units of Inquiry.	Teacher Collaboration, Direct Instruction, Other - Student Collaboration	Tier 1	Implement	08/29/2016	06/09/2017	\$0	General Fund	Teachers, Principal, PYP Coordinator, District Curriculum Specialist, District Language Arts Teacher Leader

Measurable Objective 2:

77% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing in English Language Arts by 06/09/2017 as measured by the achievement of a 4 or greater (on a 6 point rubric) in writing assessments in September, November, January, March and May. In addition, students will demonstrate writing proficiency on the English Language Arts State Assessment (goal: 85% by 2024).

School Improvement Plan

Adams Elementary School

Strategy 1:

Capitalize on Learning Needs of Students in Writing - Teacher uses strategies that capitalize and build upon learning needs of students academic background, life experiences, culture and language of students for the whole group, small groups of students and individual students. Teachers will differentiate writing instruction to meet individual student needs focused on a balance between informational and narrative text across all curricular areas.

Category: English/Language Arts

Research Cited: Culham, R. (2005). 6+1 Traits of Writing: The complete guide for the primary grades. Scholastic Press.

"5D™ Assessment | Center for Educational Leadership." 2015. 15 Mar. 2016

Culham, R. (2003). 6+1 Traits of Writing: The complete guide, grades 3 and up. Scholastic Press.

Routman, R.R. (2005). Writing Essentials: Raising expectations and results while simplifying teaching. Heineman, Portsmouth, N.H.

Making PYP Happen: A Curriculum Framework for International Primary Education

IB Continuum: Programme Standards and Practices

Ritchhart, R., Church, M., & Morrison, K. (2011). Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners. San Francisco, CA: Jossey-Bass.

Tier: Tier 2

Activity - Cross-Curricular Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily writing includes a variety of opportunities to write expository, narrative and opinion pieces which incorporate concepts learned through the Units of Inquiry.	Teacher Collaboration, Direct Instruction, Other - Student Collaboration	Tier 1	Implement	08/29/2016	06/09/2017	\$0	General Fund	Teachers, Principal, District Curriculum Specialist, District Elementary Language Arts Teacher Leader, PYP Coordinator

Activity - Writing Process and Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing strategies will develop connections between Units of Inquiry, as well as best practices and training in Core Content State Standards. In addition, teachers will incorporate the use of 6+1 Traits of Writing and collaboration as daily instructional methods.	Direct Instruction, Professional Learning, Other - Differentiated Instruction and Student Collaboration	Tier 1	Implement	08/29/2016	06/09/2017	\$0	General Fund	Teachers, PYP Coordinator, Principal, District Curriculum Specialist Coordinator, Elementary Language Arts Teacher Leader

Goal 2: All students will demonstrate proficiency on State and District Assessments in math knowledge, skills and strategies.

Measurable Objective 1:

64% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency through increased skills in the area of basic and applied computation skills, in Mathematics by 06/09/2017 as measured by State Assessments, District Assessments and classroom assessments (goal: 85% by 2024).

Strategy 1:

Expectation, support and opportunity for participation and meaning making - Teachers set expectations and provide support for a variety of engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in quality talk. Routines are often student-led.

Category: Mathematics

Research Cited: Tomlinson, C.A. & Allan, S.D. (2000). Leadership for Differentiating Schools & Classrooms. Association for Supervision and Curriculum Development,

School Improvement Plan

Adams Elementary School

Alexandria, VA.

Marzano, J.A. & Pollock, J.E. (2004). Classroom Instruction That Works: Research-based strategies for increasing student achievement. Association for Supervision of Curriculum and Development. Alexandria, VA.

Boykin, A.W. (2011). Creating the Opportunity to Learn: Moving from research to practice to close the achievement gap. Association for Supervision and Curriculum Development, Alexandria, VA. Making PYP Happen: A Curriculum Framework for International Primary Education

IB Continuum: Programme Standards and Practices

Ritchhart, R., Church, M., & Morrison, K. (2011). Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners. San Francisco, CA: Jossey-Bass.

"5D™ Assessment | Center for Educational Leadership." 2015. 15 Mar. 2016

Tier: Tier 1

Activity - Daily Problem Solving and Real World Application	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide daily problem solving with a focus on math reasoning skills and real world applications.	Direct Instruction, Other - Student Collaboration	Tier 1	Implement	08/29/2016	06/09/2017	\$3312	General Fund	District Curriculum Specialist, Teachers, Principal, PYP Coordinator, Mathematics Teacher Leader

Activity - Daily Practice and Application of Foundational Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Adams Elementary School

Teachers will reteach and extend skill concepts with an increase focus on mastering and applying foundational skills (addition, subtraction, multiplication and division).	Teacher Collaboration, Direct Instruction	Tier 2	Implement	08/29/2016	06/09/2017	\$630	General Fund	District Curriculum Specialist, Teachers, Principal, Learning Coach, PYP Coordinator, Mathematics Teacher Leader
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Goal 3: All students will demonstrate proficiency on State and District Assessments in science knowledge, skills and strategies.

Measurable Objective 1:

39% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by increase in informational comprehension and application of the scientific method in Science by 06/09/2017 as measured by pre-assessment to post-assessments from the District science kits and/or Making Thinking Visible Strategies (goal: 85% by 2024).

Strategy 1:

High Cognitive Demand in Science - Teachers expectations and strategies engage all students in work of high cognitive demand. Staff members will incorporate informational reading and comprehension strategies to increase knowledge base and skills in analysis and application of science concepts.

Category: Science

Research Cited: Marzano, R.J. & Pollock, J.E.(2004). Classroom Instruction That Works: Research-based strategies for increasing student achievement. Association for Supervision and Curriculum Development, Alexandria, VA.

Marzano, R., Pickering, D. & Heflebower, T. (2010). The Highly Engaged Classroom. Marzano Research Laboratory, Bloomington, IN.

Hammond, W.D. (2011). The Comprehension Experience: Engaging readers through effective inquiry and discussion. Heineman, Portsmouth, N.H. Making PYP Happen: A Curriculum Framework for International Primary Education

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Adams Elementary School

Ritchhart, R., Church, M., & Morrison, K. (2011). Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners. San Francisco, CA: Jossey-Bass.

"5D™ Assessment | Center for Educational Leadership." 2015. 15 Mar. 2016

Tier: Tier 1

Activity - Informational Reading and Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In connection to units of inquiry, students will engage in vocabulary rich informational reading and comprehension activities that require high cognitive demand at least 3x per week.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/09/2017	\$500	General Fund	Teachers, Principal, PYP Coordinator, PYP Coach, District Curriculum Specialist, District Science Teacher Leader

Activity - Writing within Scientific Method	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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In connection to Units of Inquiry, teachers will include writing in response to science content and/or scientific method writing at least once per week to demonstrate comprehension. Instruction could include inquiry methods such as problematic scenarios, inquiry journals, science notebooks, and other activities that increase student engagement.	Direct Instruction	Tier 1	Implement	08/29/2016	06/09/2017	\$300	General Fund	Teachers, Principal, District Elementary Teacher Leader, District Curriculum Specialist, PYP Coordinator, PYP Leadership Team
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Goal 4: All students will demonstrate proficiency on State and District Assessments in social studies knowledge, skills and strategies.

Measurable Objective 1:

69% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase in knowledge in Social Studies by 06/09/2017 as measured by an increase in proficiency on District Assessments and State Assessments. In addition, students will show an increase in proficiency through formative and summative assessments (goal: 85% by 2024).

Strategy 1:

High Cognitive Demand in Social Studies - Teacher expectations and strategies engage all students in work of high cognitive demand. Staff members will incorporate informational reading and student centered comprehension strategies and informational writing in their teaching of social studies concepts.

Category: Social Studies

Research Cited: Marzano, R.J. & Pollock, J.E.(2004). Classroom Instruction That Works: Research-based strategies for increasing student achievement. Association for Supervision and Curriculum Development, Alexandria, VA.

Marzano, R., Pickering, D. & Heflebower, T. (2010). The Highly Engaged Classroom. Marzano Research Laboratory, Bloomington, IN.

Hammond, W.D. (2011). The Comprehension Experience: Engaging readers through effective inquiry and discussion. Heineman, Portsmouth, N.H. Making PYP Happen: A Curriculum Framework for International Primary Education

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Ritchhart, R., Church, M., & Morrison, K. (2011). Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners. San Francisco, CA: Jossey-Bass.

"5D™ Assessment | Center for Educational Leadership." 2015. 15 Mar. 2016

Wiggins and McTighe, Understanding by Design; Newman, King & Carmichael, Authentic Intellectual Engagement; Resnick & Zurawsky, Accountable Talk

Tier: Tier 1

Activity - Informational Reading and Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In connection to Units of Inquiry, students will engage in vocabulary rich informational reading and comprehension activities that require high cognitive demand at least 3x per week.	Teacher Collaboration, Direct Instruction, Other - Differentiated Instruction	Tier 1	Implement	08/29/2016	06/09/2017	\$500	General Fund	District Curriculum Specialist, District Social Studies Teacher Leader, Classroom Teachers, Principal, Resource Room Teachers, PYP Coordinator, PYP Leadership Team

Activity - Writing within Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Adams Elementary School

In connection to Units of Inquiry, teachers will include writing in response to social studies content on a weekly basis. Instruction will include inquiry methods such as problematic scenarios, inquiry journals, social studies notebooks, and other activities that increase student engagement and require high cognitive demand.	Teacher Collaboration, Direct Instruction, Other - Differentiated Instruction	Tier 1	Implement	08/29/2016	06/09/2017	\$200	General Fund	Classroom Teachers, Resource Room teachers, Principal, District Curriculum Specialist, District Social Studies Teacher Leader, PYP Coordinator, PYP Leadership Team
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Goal 5: Increase student engagement through intellectual work and quality of questioning.

Measurable Objective 1:

collaborate to include questions to probe and deepen students' understanding or uncover misconceptions in the written units of inquiry by 06/09/2017 as measured by reflected and adapted unit planners.

Strategy 1:

Quality of Questioning - Through Primary Years Programme Units of Inquiry, teachers frequently ask questions to probe and deepen students' understanding or uncover misconceptions. Teacher assists students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.

Category: Other - Student Engagement

Research Cited: International Baccalaureate Organization (IBO), (2012). Primary Years Programme: Developing a Transdisciplinary Programme of Inquiry. Peterson House, Cardiff Gate: Cardiff, Wales GB. Making PYP Happen: A Curriculum Framework for International Primary Education, Wiggins and McTighe, Understanding by Design, Newman, King & Carmichael, Authentic Intellectual Engagement, Resnick & Zurawsky, Accountable Talk

School Improvement Plan

Adams Elementary School

IB Continuum: Programme Standards and Practices

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Tier: Tier 1

Activity - Focused instruction incorporating student and teacher questioning through Unit Planners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the Primary Years Programme to increase student engagement and develop higher level questioning practices for both teacher and students.	Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/29/2016	06/09/2017	\$3990	General Fund	Primary Years Program Coordinator, PYP Leadership Team, Building Principal, All Teaching Staff

Activity - Reflecting on the Unit Planners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will reflect on quality of questioning through learning experiences within the Units of Inquiry.	Teacher Collaboration, Direct Instruction	Tier 1	Evaluate	08/29/2016	06/09/2017	\$4920	General Fund	Teachers, Students, PYP Coordinator, Principal, PYP Leadership Team

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing within Social Studies	In connection to Units of Inquiry, teachers will include writing in response to social studies content on a weekly basis. Instruction will include inquiry methods such as problematic scenarios, inquiry journals, social studies notebooks, and other activities that increase student engagement and require high cognitive demand.	Teacher Collaboration, Direct Instruction, Other - Differentiated Instruction	Tier 1	Implement	08/29/2016	06/09/2017	\$200	Classroom Teachers, Resource Room teachers, Principal, District Curriculum Specialist, District Social Studies Teacher Leader, PYP Coordinator, PYP Leadership Team
Writing within Scientific Method	In connection to Units of Inquiry, teachers will include writing in response to science content and/or scientific method writing at least once per week to demonstrate comprehension. Instruction could include inquiry methods such as problematic scenarios, inquiry journals, science notebooks, and other activities that increase student engagement.	Direct Instruction	Tier 1	Implement	08/29/2016	06/09/2017	\$300	Teachers, Principal, District Elementary Teacher Leader, District Curriculum Specialist, PYP Coordinator, PYP Leadership Team

School Improvement Plan

Adams Elementary School

<p>Focused Teaching of Foundational Skills</p>	<p>Teachers will teach grade level appropriate decoding skills and incorporate an intervention block (a minimum of four times per week). Intervention block includes: small groups and/or individual interventions for at-risk, at grade level, and extended learning students. Next needs meeting will be held 4 to 6 times per year to review student progress in the core areas, determine areas of success and identify next instructional needs for students.</p>	<p>Teacher Collaboration, Technology, Direct Instruction, Other - Differentiated Instruction</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/29/2016</p>	<p>06/09/2017</p>	<p>\$630</p>	<p>Teachers, Principal, PYP Coordinator, Psychologist, District Curriculum Specialist</p>
<p>Cross-Curricular Reading</p>	<p>Daily reading includes a variety of opportunities to read and demonstrate comprehension as students evaluate informational (50%) and narrative (50%) texts, which incorporate concepts studied throughout Units of Inquiry.</p>	<p>Teacher Collaboration, Direct Instruction, Other - Student Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/09/2017</p>	<p>\$0</p>	<p>Teachers, Principal, PYP Coordinator, District Curriculum Specialist, District Language Arts Teacher Leader</p>
<p>Cross-Curricular Writing</p>	<p>Daily writing includes a variety of opportunities to write expository, narrative and opinion pieces which incorporate concepts learned through the Units of Inquiry.</p>	<p>Teacher Collaboration, Direct Instruction, Other - Student Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/09/2017</p>	<p>\$0</p>	<p>Teachers, Principal, District Curriculum Specialist, District Elementary Language Arts Teacher Leader, PYP Coordinator</p>

School Improvement Plan

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Informational Reading and Comprehension	In connection to Units of Inquiry, students will engage in vocabulary rich informational reading and comprehension activities that require high cognitive demand at least 3x per week.	Teacher Collaboration, Direct Instruction, Other - Differentiated Instruction	Tier 1	Implement	08/29/2016	06/09/2017	\$500	District Curriculum Specialist, District Social Studies Teacher Leader, Classroom Teachers, Principal, Resource Room Teachers, PYP Coordinator, PYP Leadership Team
Informational Reading and Comprehension	In connection to units of inquiry, students will engage in vocabulary rich informational reading and comprehension activities that require high cognitive demand at least 3x per week.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/09/2017	\$500	Teachers, Principal, PYP Coordinator, PYP Coach, District Curriculum Specialist, District Science Teacher Leader
Focused instruction incorporating student and teacher questioning through Unit Planners	Teachers will implement the Primary Years Programme to increase student engagement and develop higher level questioning practices for both teacher and students.	Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/29/2016	06/09/2017	\$3990	Primary Years Program Coordinator, PYP Leadership Team, Building Principal, All Teaching Staff

School Improvement Plan

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Writing Process and Collaboration	Writing strategies will develop connections between Units of Inquiry, as well as best practices and training in Core Content State Standards. In addition, teachers will incorporate the use of 6+1 Traits of Writing and collaboration as daily instructional methods.	Direct Instruction, Professional Learning, Other - Differentiated Instruction and Student Collaboration	Tier 1	Implement	08/29/2016	06/09/2017	\$0	Teachers, PYP Coordinator, Principal, District Curriculum Specialist Coordinator, Elementary Language Arts Teacher Leader
Daily Practice and Application of Foundational Skills	Teachers will reteach and extend skill concepts with an increase focus on mastering and applying foundational skills (addition, subtraction, multiplication and division).	Teacher Collaboration, Direct Instruction	Tier 2	Implement	08/29/2016	06/09/2017	\$630	District Curriculum Specialist, Teachers, Principal, Learning Coach, PYP Coordinator, Mathematics Teacher Leader
Daily Problem Solving and Real World Application	Teachers will provide daily problem solving with a focus on math reasoning skills and real world applications.	Direct Instruction, Other - Student Collaboration	Tier 1	Implement	08/29/2016	06/09/2017	\$3312	District Curriculum Specialist, Teachers, Principal, PYP Coordinator, Mathematics Teacher Leader
Reflecting on the Unit Planners	Teachers and students will reflect on quality of questioning through learning experiences within the Units of Inquiry.	Teacher Collaboration, Direct Instruction	Tier 1	Evaluate	08/29/2016	06/09/2017	\$4920	Teachers, Students, PYP Coordinator, Principal, PYP Leadership Team