

2014 School Improvement Plan

Oakwood Elementary School

Portland Public School District

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Overview

Plan Name

2014 School Improvement Plan

Plan Description

Final Plan

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Oakwood Elementary School will become proficient readers.	Objectives: 2 Strategies: 3 Activities: 10	Academic	\$211806
2	All students at Oakwood Elementary will become proficient in math.	Objectives: 2 Strategies: 3 Activities: 5	Academic	\$0
3	All students at Oakwood Elementary will become proficient writers.	Objectives: 2 Strategies: 3 Activities: 6	Academic	\$0

Goal 1: All students at Oakwood Elementary School will become proficient readers.

Measurable Objective 1:

A 1% increase of All Students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/10/2015 as measured by the MEAP, STAR, and common assessment results.

Strategy 1:

Best Practices - All instructional staff will implement comprehension strategies using informational text through aligned curriculum, common assessments, and analyzed results.

Research Cited: Marzano, Pickering & Pollack: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004)

Keene & Zimmerman: Mosaic of Thought (1997)

Foorman, Barbara; Francis, David; Fletcher, Jack. (1997). NICHD Early Interventions Project. Perspectives, Fall, 1997.

Graham, S., & Perrin, D. (2007). Writing next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.

Lyon, G.Reid; Alexander, Duane. (1997). Their World, 1996-1997.

National Reading Panel. (2000). Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. Publication of the National Institutes of Health.

No Child Left Behind press release. (2002) Reading First in Massachusetts. www.NoChildLeftBehind.gov

The Partnership for Reading. (2001). Put Reading First: The Research Building Blocks for Teaching Children to Read. Publication of the National Institute for Literacy, U.S. Department of Education. Free copies of this publication can be ordered by contacting: ED Pubs, P.O.Box 1398, Jessup MD, 20794. Phone: 1-800-228-8813. The publication can also be downloaded from the National Institute for Literacy website www.nifl.gov

RAND (2002). Reading for understanding: Toward a R&D program in reading comprehension. Santa Monica, CA: RAND Education

Torgeson, Joseph; Wagner, Richard; Rashotte, Carol; Alexander, Ann; Conway, Tim. (1997). Preventive and Remedial Interventions for Children with Severe Reading Disabilities. Learning Disabilities, Vol. 8, No. 1, 51-61.

Tier: Tier 1

Activity - Hair on Fire	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will learn how to identify what students need to know and be able to do aligning instructional strategies to match student needs. Oakwood teachers leaders will take part in the ISD lead initiative, Hair on Fire to build understanding of the Common Core State Standards. These four teachers lead by Karen Bailey, Michelle Goodwin, Lynn Heline, and Julie Milewski to train the rest of the staff in the clarifying documents and common assessments. The 3 teacher leaders will attend 4 days of training to support them in leading the professional development throughout the school year.	Professional Learning	Tier 1	Implement	08/26/2014	06/10/2015	\$960	General Fund	Elizabeth Miller, Dana Desgranges, Cindy Ward, Simone Margraf
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Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet in grade leveled professional learning communities to align instruction, develop common assessments, and analyze data to improve student achievement.	Professional Learning	Tier 1	Implement	08/26/2014	06/10/2015	\$3360	General Fund	All instructional staff

Activity - Second STEP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will improve their teaching and learning environment to develop success in their academic environments. Teachers will receive training and strategies for teaching skills to integrate into academics.	Professional Learning	Tier 1	Implement	08/26/2014	06/10/2015	\$6800	Title II Part A	PBIS committee, social worker, special education director, principal, and leadership team

Activity - Reading Intervention strategies training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This a 4 day workshop is based on a direct instruction approach from Orton-Gillingham and though it is typically intended for use with students who have difficulty in reading, spelling, and writing, all teacher will benefit from learning a variety of tools and strategies that will benefit all students.	Professional Learning	Tier 1	Getting Ready	08/11/2014	02/24/2015	\$600	Title II Part A	Melissa Miller and Marcie Olson

(shared) Strategy 2:

Intervention - Title I staff will work in small groups to differentiate instruction with the identified students during the day both within and outside the classroom.

ICT members will work with the classroom teacher to differentiate instruction with the identified students during the day both within and outside the classroom.

ESL staff will work with English Language Learners both within and outside the classroom. The ESL staff will also give the classroom teacher strategies to better meet

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the needs of the ELL student(s).

Research Cited: Several articles from the Association for Supervision and Curriculum Development, How to Differentiate

Instruction in Mixed-Ability Classrooms, 2nd Edition by Carol Tomlinson\

Instruction Consultation Teams by Todd Gravois

Tier: Tier 2

Activity - Title I small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based upon the comprehensive needs assessment, identified students receive supplemental instruction provided by the highly qualified instructional staff focusing on specific reading comprehension strategies.	Academic Support Program	Tier 2	Implement	08/26/2014	06/10/2015	\$37066	Title I Part A	June Simon, Lorayne Tiemann
Activity - At Risk Instructional Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Simone Margraf, at risk instructional specialist will work with small groups of students to differentiate reading instruction.	Academic Support Program	Tier 2	Implement	08/26/2014	06/10/2015	\$115776	Title I Part A	Simone Margraf
Activity - ESL Instructor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An ESL instructor will provide additional support to ELL students through small group/individualized instruction based upon best practices in working with ELL students.	Academic Support Program	Tier 2	Implement	08/26/2014	06/10/2015	\$1500	General Fund	ESL instructor provided through the consortium
Activity - Reading Intervention strategies training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This 4-day workshop is based on a direct instruction approach from Orton-Gillingham and though it is typically intended for use with students who have difficulty in reading, spelling, and writing, all teachers will benefit from learning a variety of tools and strategies that will benefit all students.	Professional Learning	Tier 2		08/11/2014	02/24/2015	\$744	Title I Part A	Lorayne Tiemann and June Simon
Activity - Instructional Consultation Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers are trained in the instructional consultation team approach to support the instruction and learning of students through consulting with the classroom teacher and individualizing and academic plan.	Academic Support Program	Tier 1	Implement	09/02/2014	06/10/2015	\$44000	General Fund	Robert Powers, Trisha Hassett, IC Team members
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Strategy 3:

Parent Involvement - An annual meeting will be held with parents of students receiving Title I services. Parent education focused reading strategies and available resources will be held.

Research Cited: Epstein, Joyce L (2009). School and Family, and Community Partnerships. Thousand Oaks: Corwin Press. Pgs. 1-40.

Tier: Tier 1

Activity - Parent Curriculum Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be teaching parents various reading comprehension strategies to use when reading with their children.	Parent Involvement	Tier 1	Implement	08/26/2014	06/10/2015	\$1000	Title I Part A	Teacher leaders

Measurable Objective 2:

A 7% increase of Students with Disabilities students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/08/2018 as measured by the MEAP, STAR, and common assessments.

(shared) Strategy 1:

Intervention - Title I staff will work in small groups to differentiate instruction with the identified students during the day both within and outside the classroom.

ICT members will work with the classroom teacher to differentiate instruction with the identified students during the day both within and outside the classroom.

ESL staff will work with English Language Learners both within and outside the classroom. The ESL staff will also give the classroom teacher strategies to better meet the needs of the ELL student(s).

Research Cited: Several articles from the Association for Supervision and Curriculum Development, How to Differentiate

Instruction in Mixed-Ability Classrooms, 2nd Edition by Carol Tomlinson\

Instruction Consultation Teams by Todd Gravois

Tier: Tier 2

Activity - Title I small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based upon the comprehensive needs assessment, identified students receive supplemental instruction provided by the highly qualified instructional staff focusing on specific reading comprehension strategies.	Academic Support Program	Tier 2	Implement	08/26/2014	06/10/2015	\$37066	Title I Part A	June Simon, Lorayne Tiemann

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Activity - At Risk Instructional Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Simone Margraf, at risk instructional specialist will work with small groups of students to differentiate reading instruction.	Academic Support Program	Tier 2	Implement	08/26/2014	06/10/2015	\$115776	Title I Part A	Simone Margraf
Activity - ESL Instructor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An ESL instructor will provide additional support to ELL students through small group/individualized instruction based upon best practices in working with ELL students.	Academic Support Program	Tier 2	Implement	08/26/2014	06/10/2015	\$1500	General Fund	ESL instructor provided through the consortium
Activity - Reading Intervention strategies training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This 4-day workshop is based on a direct instruction approach from Orton-Gillingham and though it is typically intended for use with students who have difficulty in reading, spelling, and writing, all teachers will benefit from learning a variety of tools and strategies that will benefit all students.	Professional Learning	Tier 2		08/11/2014	02/24/2015	\$744	Title I Part A	Lorayne Tiemann and June Simon
Activity - Instructional Consultation Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are trained in the instructional consultation team approach to support the instruction and learning of students through consulting with the classroom teacher and individualizing and academic plan.	Academic Support Program	Tier 1	Implement	09/02/2014	06/10/2015	\$44000	General Fund	Robert Powers, Trisha Hassett, IC Team members

Goal 2: All students at Oakwood Elementary will become proficient in math.

Measurable Objective 1:

A 4% increase of All Students will demonstrate a proficiency fractions and identifying and describing shapes in Mathematics by 06/10/2015 as measured by MEAP and common assessments.

Strategy 1:

Parent Involvement - Staff will help to increase parent involvement to increase student achievement through various at home activities specific to fractions and identification and description of shapes. An annual meeting will be held with parents of students receiving Title I services.

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Research Cited: Epstein, Joyce L (2009). School and Family, and Community Partnerships. Thousand Oaks: Corwin Press. Pgs. 1-40.

Tier: Tier 1

Activity - Parent Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will demonstrate various instructional techniques regarding fractions, shapes, math comprehension, and math fluency. Parents will be given many strategies to support these techniques at home.	Parent Involvement	Tier 1	Implement	08/26/2014	06/10/2015	\$0	No Funding Required	Teacher leaders

Strategy 2:

Best Practices - Classroom teachers will identify and use a common vocabulary in regard to teaching fractions and identifying and describing shapes. Vocabulary words will be available to students in both print and picture form. All teachers will understand and use target statements in the areas of fractions.

Research Cited: Marzano, Pickering & Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004)

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Tier: Tier 1

Activity - Hair on Fire	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to identify what students need to know and be able to do aligning instructional strategies to match student needs. Oakwood teachers leaders will take part in the ISD lead initiative, Hair on Fire to build understanding of the Common Core State Standards. These four teachers lead by Karen Bailey, Michelle Goodwin, Lynn Heline, and Julie Milewski to train the rest of the staff in the clarifying documents and common assessments.	Professional Learning	Tier 1	Implement	08/26/2014	06/10/2015	\$0	No Funding Required	Tina Volk, Molly Cook, Kaye Bos, and Simone Margraf

Activity - Second STEP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in strategies to teach students problem solving skills. They will learn methods to teach the students to explore multiple solutions to problems.	Professional Learning	Tier 1	Implement	08/26/2014	06/10/2015	\$0	No Funding Required	PBIS committee, social worker, special education director, principal, leadership team

(shared) Strategy 3:

Intervention - Title I, classroom teachers, and ICT staff will work in small groups to differentiate instruction with the identified students during the school day both within and outside the classroom. Title I, classroom teachers, and ICT staff will work in small groups to differentiate instruction utilizing the differentiate and intervention guide provided by the Investigations curriculum with identified first and second grade students.

Research Cited: Affholder, L. P. (2003). Differentiated instruction in inclusive elementary classrooms.

Unpublished EdD thesis. University of Kansas, Kansas.

Tomlinson, C. A. (1995). Deciding to differentiate instruction in the middle school: One school's journey. *Gifted Child Quarterly*, 39(2), 77-114.

Tomlinson, C. A. (1999). Mapping a route toward differentiated instruction. *Educational Leadership*, 57(1), 12-16. Subban 947

Tomlinson, C. A. (2000a). *The Differentiated Classroom: Responding to the Needs of all Learners*. Alexandria: Association for Supervision and Curriculum Development.

Tomlinson, C. A. (2000b). Reconcilable differences. *Educational Leadership*, 58(1), 6-11.

Tomlinson, C. A. (2001a). Differentiated instruction in the regular classroom. *Understanding Our Gifted*, 14(1), 3-6.

Tomlinson, C. A. (2001b). Grading for success. *Educational Leadership*, 58(6), 12-15.

Tomlinson, C. A. (2001c). *How to Differentiate Instruction in Mixed Ability Classrooms* (2nd ed.). Alexandria: Association for Supervision and Curriculum Development.

Tomlinson, C. A. (2002). Different learners different lessons. *Instructor*, 112(2), 21-25.

Tomlinson, C. A. (2003). Deciding to teach them all. *Educational Leadership*, 61(2), 6-11.

Tomlinson, C. A. (2004a). Differentiation in diverse settings. *School Administrator*, 61(7), 28-33.

Tomlinson, C. A. (2004b). Research evidence for differentiation. *School Administrator*, 61(7), 30.

Tomlinson, C. A. (2004c). Sharing responsibility for differentiating instruction. *Roeper Review*, 26(4), 188-200.

Tomlinson, C. A. (2005). Grading and differentiation: Paradox or good practice? *Theory into Practice*, 44(3), 262-269.

Tomlinson, C. A., and Kalbfleisch, M. L. (1998). Teach me, teach my brain: A call for differentiated classrooms. *Educational Leadership*, 56(3), 52-55.

Tomlinson, C. A., Moon, T. R., and Callahan, C. M. (1998). How well are we addressing academic diversity in the middle school? *Middle School Journal*, 29(3), 3-11.

Tuttle, J. (2000). *Differentiated Classrooms* (Report). Woodbury: Cedar Mountain Academy.

Tier: Tier 2

Activity - Title I Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Title I staff will work with identified students using differentiated instructional strategies with small groups.	Academic Support Program	Tier 2	Implement	08/26/2014	06/10/2015	\$0	No Funding Required	June Simon and Lorayne Tiemann
Activity - ESL instructor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An ESL instructor will provide additional support to ELL students through small group/individualized instruction based upon best practices in working with ELL students.	Academic Support Program	Tier 2	Implement	08/26/2014	06/10/2015	\$0	No Funding Required	ESL consortium

Measurable Objective 2:

A 5% increase of Students with Disabilities and English Learners students will demonstrate a proficiency fractions and identifying and describing shapes in Mathematics by 06/10/2015 as measured by MEAP and common assessments.

(shared) Strategy 1:

Intervention - Title I, classroom teachers, and ICT staff will work in small groups to differentiate instruction with the identified students during the school day both within and outside the classroom. Title I, classroom teachers, and ICT staff will work in small groups to differentiate instruction utilizing the differentiate and intervention guide provided by the Investigations curriculum with identified first and second grade students.

Research Cited: Affholder, L. P. (2003). Differentiated instruction in inclusive elementary classrooms.

Unpublished EdD thesis. University of Kansas, Kansas.

Tomlinson, C. A. (1995). Deciding to differentiate instruction in the middle school: One school's journey. *Gifted Child Quarterly*, 39(2), 77-114.

Tomlinson, C. A. (1999). Mapping a route toward differentiated instruction. *Educational Leadership*, 57(1), 12-16. Subban 947

Tomlinson, C. A. (2000a). *The Differentiated Classroom: Responding to the Needs of all Learners*. Alexandria: Association for Supervision and Curriculum Development.

Tomlinson, C. A. (2000b). Reconcilable differences. *Educational Leadership*, 58(1), 6-11.

Tomlinson, C. A. (2001a). Differentiated instruction in the regular classroom. *Understanding Our Gifted*, 14(1), 3-6.

Tomlinson, C. A. (2001b). Grading for success. *Educational Leadership*, 58(6), 12-15.

Tomlinson, C. A. (2001c). *How to Differentiate Instruction in Mixed Ability Classrooms* (2nd ed.). Alexandria: Association for Supervision and Curriculum Development.

Tomlinson, C. A. (2002). Different learners different lessons. *Instructor*, 112(2), 21-25.

Tomlinson, C. A. (2003). Deciding to teach them all. *Educational Leadership*, 61(2), 6-11.

Tomlinson, C. A. (2004a). Differentiation in diverse settings. *School Administrator*, 61(7), 28-33.

Tomlinson, C. A. (2004b). Research evidence for differentiation. *School Administrator*, 61(7), 30.

Tomlinson, C. A. (2004c). Sharing responsibility for differentiating instruction. *Roeper Review*, 26(4), 188-200.

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Tomlinson, C. A. (2005). Grading and differentiation: Paradox or good practice? Theory into Practice, 44(3), 262-269.

Tomlinson, C. A., and Kalbfleisch, M. L. (1998). Teach me, teach my brain: A call for differentiated classrooms. Educational Leadership, 56(3), 52-55.

Tomlinson, C. A., Moon, T. R., and Callahan, C. M. (1998). How well are we addressing academic diversity in the middle school? Middle School Journal, 29(3), 3-11.

Tuttle, J. (2000). Differentiated Classrooms (Report). Woodbury: Cedar Mountain Academy.

Tier: Tier 2

Activity - Title I Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will work with identified students using differentiated instructional strategies with small groups.	Academic Support Program	Tier 2	Implement	08/26/2014	06/10/2015	\$0	No Funding Required	June Simon and Lorayne Tiemann

Activity - ESL instructor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An ESL instructor will provide additional support to ELL students through small group/individualized instruction based upon best practices in working with ELL students.	Academic Support Program	Tier 2	Implement	08/26/2014	06/10/2015	\$0	No Funding Required	ESL consortium

Goal 3: All students at Oakwood Elementary will become proficient writers.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency grammar and usage, and spelling in English Language Arts by 06/10/2015 as measured by MEAP and common assessments.

(shared) Strategy 1:

Intervention - Title I staff and ICT members will implement differentiated instruction to identified students in small groups focused on phonics and spelling. This will take place during the day both within and outside the classroom.

Research Cited: How to Differentiate Instruction in Mixed-Ability Classrooms, 2nd Edition by Carol Tomlinson.

Tier: Tier 2

Activity - Title I small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Based on the comprehensive needs assessment, identified students receive supplemental instruction provided by the highly qualified instructional staff focusing on phonics and grammar as connected to reading instruction.	Academic Support Program	Tier 2	Implement	09/02/2014	06/10/2015	\$0	No Funding Required	June Simon, Lorayne Tiemann, Simone Margraf
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Activity - At Risk Instructional Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Simone Margraf, at risk instructional specialist will work with small groups of students to differentiate reading instruction which focuses on phonics and grammar. Therefore this instruction supports our students writing needs as well.	Academic Support Program	Tier 2	Implement	09/02/2014	06/10/2015	\$0	No Funding Required	Simone Margraf

Activity - ESL Instructor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An ESL instructor will provide additional support to ELL students through small group/individualized instruction based upon best practices in working with ELL students.	Academic Support Program	Tier 2	Implement	09/02/2014	06/10/2015	\$0	No Funding Required	ESL Consortium

Strategy 2:

Parent Involvement - An annual meeting will be held with parents to train them in writing strategies and expectations to help them support their child's writing instruction at home.

Research Cited: Epstein, Joyce L (2009). School and Family, and Community Partnerships. Thousand Oaks: Corwin Press. Pgs. 1-40.

Tier: Tier 1

Activity - Parent Curriculum Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be teaching parents various writing strategies and activities to use when supporting their child's writing education.	Parent Involvement	Tier 1	Implement	08/26/2014	06/10/2015	\$0	No Funding Required	Teacher leaders

Strategy 3:

Best Practices writing - All instructional staff will implement comprehension strategies using informational text through aligned curriculum, common assessments, and analyzed results.

Research Cited: Marzano, Pickering & Pollack: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004)

Tier: Tier 1

Activity - Hair on Fire	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will learn how to identify what students need to know and be able to do aligning instructional strategies to match student needs. Oakwood teachers leaders will take part in the ISD lead initiative, Hair on Fire to build understanding of the Common Core State Standards. These four teachers lead by Karen Bailey, Michelle Goodwin, Lynn Heline, and Julie Milewski to train the rest of the staff in the clarifying documents and common assessments.	Professional Learning	Tier 1	Implement	08/26/2014	06/10/2015	\$0	No Funding Required	Elizabeth Miller, Dana Desgranges, Cindy Ward, Simone Margraf
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Activity - Second STEP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in strategies to help students learn how to describe a problem, interpret a story, and communicate their ideas with others.	Professional Learning	Tier 1	Implement	08/26/2014	06/10/2015	\$0	No Funding Required	PBIS Committee, Social Worker, Special Ed Director, Principal, Leadership Team

Measurable Objective 2:

A 7% increase of Students with Disabilities and English Learners students will demonstrate a proficiency grammar and usage, and spelling in writing in Writing by 06/10/2015 as measured by MEAP and common assessments.

(shared) Strategy 1:

Intervention - Title I staff and ICT members will implement differentiated instruction to identified students in small groups focused on phonics and spelling. This will take place during the day both within and outside the classroom.

Research Cited: How to Differentiate Instruction in Mixed-Ability Classrooms, 2nd Edition by Carol Tomlinson.

Tier: Tier 2

Activity - Title I small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on the comprehensive needs assessment, identified students receive supplemental instruction provided by the highly qualified instructional staff focusing on phonics and grammar as connected to reading instruction.	Academic Support Program	Tier 2	Implement	09/02/2014	06/10/2015	\$0	No Funding Required	June Simon, Lorayne Tiemann, Simone Margraf

Activity - At Risk Instructional Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Simone Margraf, at risk instructional specialist will work with small groups of students to differentiate reading instruction which focuses on phonics and grammar. Therefore this instruction supports our students writing needs as well.	Academic Support Program	Tier 2	Implement	09/02/2014	06/10/2015	\$0	No Funding Required	Simone Margraf
Activity - ESL Instructor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An ESL instructor will provide additional support to ELL students through small group/individualized instruction based upon best practices in working with ELL students.	Academic Support Program	Tier 2	Implement	09/02/2014	06/10/2015	\$0	No Funding Required	ESL Consortium

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Curriculum Night	Staff will be teaching parents various reading comprehension strategies to use when reading with their children.	Parent Involvement	Tier 1	Implement	08/26/2014	06/10/2015	\$1000	Teacher leaders
Title I small group instruction	Based upon the comprehensive needs assessment, identified students receive supplemental instruction provided by the highly qualified instructional staff focusing on specific reading comprehension strategies.	Academic Support Program	Tier 2	Implement	08/26/2014	06/10/2015	\$37066	June Simon, Lorayne Tiemann
Reading Intervention strategies training	This 4-day workshop is based on a direct instruction approach from Orton-Gillingham and though it is typically intended for use with students who have difficulty in reading, spelling, and writing, all teachers will benefit from learning a variety of tools and strategies that will benefit all students.	Professional Learning	Tier 2		08/11/2014	02/24/2015	\$744	Lorayne Tiemann and June Simon
At Risk Instructional Specialist	Simone Margraf, at risk instructional specialist will work with small groups of students to differentiate reading instruction.	Academic Support Program	Tier 2	Implement	08/26/2014	06/10/2015	\$115776	Simone Margraf

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Consultation Teams	Teachers are trained in the instructional consultation team approach to support the instruction and learning of students through consulting with the classroom teacher and individualizing and academic plan.	Academic Support Program	Tier 1	Implement	09/02/2014	06/10/2015	\$44000	Robert Powers, Trisha Hassett, IC Team members

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Hair on Fire	Teachers will learn how to identify what students need to know and be able to do aligning instructional strategies to match student needs. Oakwood teachers leaders will take part in the ISD lead initiative, Hair on Fire to build understanding of the Common Core State Standards. These four teachers lead by Karen Bailey, Michelle Goodwin, Lynn Heline, and Julie Milewski to train the rest of the staff in the clarifying documents and common assessments. The 3 teacher leaders will attend 4 days of training to support them in leading the professional development throughout the school year.	Professional Learning	Tier 1	Implement	08/26/2014	06/10/2015	\$960	Elizabeth Miller, Dana Desgranges, Cindy Ward, Simone Margraf
ESL Instructor	An ESL instructor will provide additional support to ELL students through small group/individualized instruction based upon best practices in working with ELL students.	Academic Support Program	Tier 2	Implement	08/26/2014	06/10/2015	\$1500	ESL instructor provided through the consortium
Professional Learning Communities	Staff will meet in grade leveled professional learning communities to align instruction, develop common assessments, and analyze data to improve student achievement.	Professional Learning	Tier 1	Implement	08/26/2014	06/10/2015	\$3360	All instructional staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Curriculum Night	Staff will be teaching parents various writing strategies and activities to use when supporting their child's writing education.	Parent Involvement	Tier 1	Implement	08/26/2014	06/10/2015	\$0	Teacher leaders
Hair on Fire	Teachers will learn how to identify what students need to know and be able to do aligning instructional strategies to match student needs. Oakwood teachers leaders will take part in the ISD lead initiative, Hair on Fire to build understanding of the Common Core State Standards. These four teachers lead by Karen Bailey, Michelle Goodwin, Lynn Heline, and Julie Milewski to train the rest of the staff in the clarifying documents and common assessments.	Professional Learning	Tier 1	Implement	08/26/2014	06/10/2015	\$0	Elizabeth Miller, Dana Desgranges, Cindy Ward, Simone Margraf
Title I Small Group Instruction	Title I staff will work with identified students using differentiated instructional strategies with small groups.	Academic Support Program	Tier 2	Implement	08/26/2014	06/10/2015	\$0	June Simon and Lorayne Tiemann

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Parent Meeting	Staff will demonstrate various instructional techniques regarding fractions, shapes, math comprehension, and math fluency. Parents will be given many strategies to support these techniques at home.	Parent Involvement	Tier 1	Implement	08/26/2014	06/10/2015	\$0	Teacher leaders
Second STEP	Teachers will be trained in strategies to teach students problem solving skills. They will learn methods to teach the students to explore multiple solutions to problems.	Professional Learning	Tier 1	Implement	08/26/2014	06/10/2015	\$0	PBIS committee, social worker, special education director, principal, leadership team
Hair on Fire	Teachers will learn how to identify what students need to know and be able to do aligning instructional strategies to match student needs. Oakwood teachers leaders will take part in the ISD lead initiative, Hair on Fire to build understanding of the Common Core State Standards. These four teachers lead by Karen Bailey, Michelle Goodwin, Lynn Heline, and Julie Milewski to train the rest of the staff in the clarifying documents and common assessments.	Professional Learning	Tier 1	Implement	08/26/2014	06/10/2015	\$0	Tina Volk, Molly Cook, Kaye Bos, and Simone Margraf
Title I small group instruction	Based on the comprehensive needs assessment, identified students receive supplemental instruction provided by the highly qualified instructional staff focusing on phonics and grammar as connected to reading instruction.	Academic Support Program	Tier 2	Implement	09/02/2014	06/10/2015	\$0	June Simon, Lorayne Tiemann, Simone Margraf
At Risk Instructional Specialist	Simone Margraf, at risk instructional specialist will work with small groups of students to differentiate reading instruction which focuses on phonics and grammar. Therefore this instruction supports our students writing needs as well.	Academic Support Program	Tier 2	Implement	09/02/2014	06/10/2015	\$0	Simone Margraf
ESL instructor	An ESL instructor will provide additional support to ELL students through small group/individualized instruction based upon best practices in working with ELL students.	Academic Support Program	Tier 2	Implement	08/26/2014	06/10/2015	\$0	ESL consortium
Second STEP	Teachers will be trained in strategies to help students learn how to describe a problem, interpret a story, and communicate their ideas with others.	Professional Learning	Tier 1	Implement	08/26/2014	06/10/2015	\$0	PBIS Committee, Social Worker, Special Ed Director, Principal, Leadership Team

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ESL Instructor	An ESL instructor will provide additional support to ELL students through small group/individualized instruction based upon best practices in working with ELL students.	Academic Support Program	Tier 2	Implement	09/02/2014	06/10/2015	\$0	ESL Consortium
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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Intervention strategies training	This a 4 day workshop is based on a direct instruction approach from Orton-Gillingham and though it is typically intended for use with students who have difficulty in reading, spelling, and writing, all teacher will benefit from learning a variety of tools and strategies that will benefit all students.	Professional Learning	Tier 1	Getting Ready	08/11/2014	02/24/2015	\$600	Melissa Miller and Marcie Olson
Second STEP	Teachers will improve their teaching and learning environment to develop success in their academic environments. Teachers will receive training and strategies for teaching skills to integrate into academics.	Professional Learning	Tier 1	Implement	08/26/2014	06/10/2015	\$6800	PBIS committee, social worker, special education director, principal, and leadership team