

Plan for School Improvement Plan 2019-2020

Oak Ridge Elementary School
Royal Oak Schools

Dr. Jason C. Parrott, Principal
506 East 13 Mile Rd
Royal Oak, MI 48073-2836

TABLE OF CONTENTS

Overview	1
Goals Summary	2
Goal 1: All students will become proficient in English Language Arts	3
Goal 2: All students will become proficient in Mathematics	8
Goal 3: All students will become proficient in Social Studies	11
Goal 4: All students will become proficient in Science	12
Goal 5: Cultural Competency: Creating a positive learning environment for all students.	14
Activity Summary by Funding Source	16

Overview

Plan Name

Plan for School Improvement Plan 2019-2020

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 become proficient in English Language Arts	Objectives: 1 Strategies: 3 Activities: 10	Academic	\$36000
2	All students will become proficient in Mathematics.	Objectives: 1 Strategies: 4 Activities: 10	Academic	\$50300
3	All students will become proficient in Social Studies	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
4	All students will become proficient in Science	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$100
5	Cultural Competency: Creating a positive learning environment for all students.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$0

Goal 1: All students will become proficient in English Language Arts

Measurable Objective 1:

85% 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 informational and narrative texts in English Language Arts by 06/01/2022 as measured by State assessments, locally developed English Language Arts assessments, and nationally normed universal screeners..

Strategy 1:

Instructional Framework - All teachers will implement an instructional framework during literacy instruction in order to provide consistent implementation of these practices. The goal of these practices is to move students to in independent level of mastery of concepts and skills in reading.

The instructional framework includes at least the following:

- Purpose--set clear learning objectives;
- Teacher Modeling or Demonstrating;
- Guided Practice and Independent Practice; and
- Check for Understanding Using a Formative Assessment.

Category: English/Language Arts

Research Cited: (Focus, by Mike Schmoker)

Research Cited: Schmoker, Michael J. Focus: Elevating the Essentials to Radically Improve Student Learning. Alexandria, VA: ASCD, 2011. Print.

Calkins, Lucy. The Art of Teaching Reading. New York: Longman, 2001. Print.

Collins, Kathy. Growing Readers: Units of Study in the Primary Classroom. Portland, ME: Stenhouse, 2004. Print

Fountas, Irene C., and Gay Su Pinnell. Guided Reading: Good Frist Teaching for All Children. Portsmouth, NH: Heinemann, 1996. Print. Bear, Donald R. Words Their Way. N.p.: Pearson, 2012. Print.

Tier: Tier 1

Activity - Reading Workshop Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

Plan for School Improvement Plan 2019-2020

Oak Ridge Elementary School

Teachers will participate in Reading Workshop training at Oakland Schools--Intermediate School District in order to teach the Reading Workshop model. Funding will be needed for substitutes when teachers are attending training sessions. Teachers will implement Reading Units of Study as they become available. Teachers that were trained in the first round, 2012-2013, will function as pilot and review teachers. The components of Reading Workshop include: mini-lesson, independent reading (guided reading, strategy groups, or conferring), partnership talks and sharing, followed by on-going formative assessments.	Professional Learning			08/28/2013	06/14/2019	\$800	Title II Part A	Principals, classroom teachers, District Improvement Team, Learning Council
Activity - Balanced Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary teachers will implement a balanced literacy framework daily in order to provide comprehensive literacy instruction for all students. The components include: Read Aloud with Accountable Talk; Word Study Block (Words Their Way); Reading Workshop Units of Study; Writing Workshop Units of Study; and Small Group Instruction (Guided Reading, strategy instruction, conferring, and/or Interventions); and Shared Reading in Kindergarten. Funds will be needed to begin the purchase of mentor texts that align with the units of study.	Direct Instruction			09/02/2014	06/14/2019	\$1500	General Fund	Principals, classroom teachers, District Improvement Team, Learning Council
Activity - Independent Reading In Readers Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Plan for School Improvement Plan 2019-2020

Oak Ridge Elementary School

Teachers have been provided with a core leveled classroom library set of books in order to teach the independent reading component during the reading workshop block of the balanced literacy framework. Teachers will utilize a leveled classroom library, so that students are reading texts (fiction and nonfiction) at their independent level. Students will also be able to increase the amount of time that they read "just right" books.	Direct Instruction			09/03/2013	06/14/2019	\$25000	General Fund	Principals, classroom teachers, District Improvement Team - Reading Committee, Learning Council
--	--------------------	--	--	------------	------------	---------	--------------	---

Activity - Reading Lab Visits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to do reader lab visits. The emphasis of these visits is to understand and determine the effectiveness of Reader's Workshop in Royal Oak. Each time a lab visit occurs the focus will be on one aspect of Reader's Workshop (i.e conferring).	Teacher Collaboration	Tier 1	Monitor	09/08/2014	06/16/2017	\$1800	Title II Part A	Oak Ridge Staff

Strategy 2:

Response to Intervention - Multi-Tiered System of Supports - Building level administrators, teachers and interventionists will monitor student progress routinely in order to increase student achievement in reading, and provide interventions for struggling students identified through the process.

Category: English/Language Arts

Research Cited: Research Cited: Heinzelman, Diane and Sharon LaPointe, eds. Response to Intervention: Enhancing the Learning of All Children. 2nd ed. N.p.: MAASE, 2007. Print.

Bernhardt, Victoria L., and Connie L. Herbert. Response to Intervention and Continuous School Improvement Using Data, Vision, and Leadership to Design, Implement, and Evaluate a Schoolwide Prevention System. Larchmont, NY: Eye on Education, 2011. Print. Koceski, Susan, comp. Oakland Schools Guidance: Eligibility Determination for a Specific Learning Disability. Waterford, MI: Oakland Schools, 2011. Print.

Tier: Tier 1

Activity - Tier 2 and Tier 3 Reading interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

Plan for School Improvement Plan 2019-2020

Oak Ridge Elementary School

Students not responding to core instruction over time will be provided additional instruction by either the classroom teacher, Rtl Coordinator, or ESL Teacher in order to increase the struggling students' performance to the average of the class. Interventions will consist of one or more 10-week rounds of intervention, offered in small groups, one-to-one, or web-based programs, which does not supplant core instruction in the area of need. Tier 2 and/or Tier 3 interventions will be provided by one or more of the following: classroom teachers, Rtl Coordinator, or ESL teacher. Students that do not respond to core instruction, and two or more rounds of interventions, may be referred to the Student Study Team to determine the next steps.	Direct Instruction			09/03/2013	06/14/2019	\$0	General Fund	Principals, teachers, Rtl Coordinator, School Quality Team
---	--------------------	--	--	------------	------------	-----	--------------	--

Activity - Tier 1 Core Instruction Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor student progress in grade level teams, according to the District Professional Development Calendar for 2018-2019, in order to adjust and differentiate instruction for students that are not responding to core instruction. Teachers will collaborate as a professional learning community to meet the needs of students struggling with reading.	Monitor	Tier 1		09/03/2013	06/14/2019	\$0	General Fund	Principals, teachers, School Quality Team, Rtl Coordinator

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

Plan for School Improvement Plan 2019-2020

Oak Ridge Elementary School

All students will be assessed three times each year using a universal screening tool in order to identify students that may require academic interventions in reading. Teachers will use AIMSweb Reading CBM with first grade, and NWEA with second, third, fourth, and fifth grades; and Tests of Early Literacy with kindergarten students. Classroom teachers will conduct strategic monitoring one time per month using AIMSweb or appropriate standardized assessments for students not reading at grade level as determined by Developmental Reading Assessment (DRA), MEAP Reading, and/or AIMSweb benchmark probes. Interventionists or classroom teachers will progress monitor bi-weekly using AIMSweb probes with goals set at the 40%tile for students receiving Tier 2 or Tier 3 reading interventions. The RTI team will share and analyze student performance data at routine RTI meetings. The RTI team will consist of Principal, classroom teachers, and RTI Coordinator and other intervention teachers as appropriate. The RTI team will determine which reading intervention will be appropriate for identified students and document the meeting discussion.	Direct Instruction			09/03/2013	06/14/2019	\$900	Title II Part A	Principals, teachers, School Quality Team
--	--------------------	--	--	------------	------------	-------	-----------------	---

Activity - Use of intervention materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rtl Coordinator intervening with Tier 2 and Tier 3 students will be provided intervention materials in order to accelerate the performance of struggling students to the average of the class. Funding will be needed for subscriptions to web-based interventions, including Fast ForWord, SuccessMaker Reading, and Read Naturally. In addition, the Leveled Literacy Intervention program will be provided in each elementary	Direct Instruction			09/03/2013	06/14/2019	\$6000	Title II Part A	Rtl Coordinator, teachers, School Quality Team

Strategy 3:

Common ELA Rubrics - The District Improvement and Curriculum Development Team will meet to develop common ELA rubrics to develop common language

Plan for School Improvement Plan 2019-2020

Oak Ridge Elementary School

connected to standards.

Category: English/Language Arts

Tier: Tier 1

Activity - Professional learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District Improvement and Curriculum Development Team will meet to develop common ELA rubrics to develop common language connected to standards.	Professional Learning, Teacher Collaboration	Tier 1		08/28/2018	06/14/2019	\$0	Title II Part A	Curriculum Department, Principals Teachers.

Activity - Elementary Writing Progressions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement descriptors for the grammar usage/mechanics component on the Writing Pathways K-5 Progressions.	Curriculum Development	Tier 1	Implement	08/28/2018	06/14/2019	\$0	Title II Part A	Curriculum Development, Teachers, Principal,

Goal 2: All students will become proficient in Mathematics.

Measurable Objective 1:

85% 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 Mathematics by 06/01/2022 as measured by State assessments, locally developed math assessments, and nationally normed universal screens..

Strategy 1:

Strategy 1: Vertical Standard Mapping and Common Assessment Development - Description: The District Improvement and Curriculum Development Team will vertically map curriculum standards and assessments. The teams will meet bi-monthly to implement changes and write assessments to achieve our outcomes.

Category: Mathematics

Tier: Tier 1

Activity - Teacher collaboration on implementation strategies and lessons using Math Workshop.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

Plan for School Improvement Plan 2019-2020

Oak Ridge Elementary School

Teachers collaborated professionally to share and discuss math expression lessons and strategies.	Professional Learning	Tier 1		08/29/2018	06/14/2019	\$0	General Fund	Principal, teachers, RTI Coordinator
Activity - Late Start Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guided work session to access Atlas Rubicon database of Common Core State Standards and Math Expression lessons.	Professional Learning			09/04/2018	06/14/2019	\$0	General Fund	Principal, teachers, RTI Coordinators
Activity - Grade Level Team Meeting Focused on Standards Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 meetings focused on vertical alignment and concept development. Grade level or horizontal teams will meet first and then vertical teams to map.	Professional Learning	Tier 1	Implement	08/29/2018	06/14/2019	\$0	No Funding Required	Principal Staff Learning Council
Activity - Grade Level Common Assessments. Elementary Rubric updates to fit 2018 version of Math Expressions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor and adjust common assessments. Elementary Rubric updates to fit 2018 version of Math Expressions.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2018	06/14/2019	\$0	No Funding Required	Curriculum Department, Principal, Teachers

Strategy 2:

Strategy 2: Creating/improving a multi-faceted approach to supporting struggling learners in math - Description: Creation of K-12 District Improvement and Curriculum Team to focus on the research of Tier I and Tier II classroom intervention models.

Activities:

Category: Mathematics

Research Cited: Bernhardt, Victoria L., and Connie L. Herbert. Response to Intervention and Continuous School Improvement Using Data, Vision, and Leadership to Design, Implement,

and Evaluate a Schoolwide Prevention System. Larchmont, NY: Eye on Education, 2011. Print.

Koceski, Susan, comp. Oakland Schools Guidance: Eligibility Determination for a Specific Learning Disability. Waterford, MI: Oakland Schools, 2011. Print.

Tier: Tier 2

Plan for School Improvement Plan 2019-2020

Oak Ridge Elementary School

Activity - AIMS Web/NWEA Universal Screening	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students K-5 will take nationally normed (NWEA/ AIMS Web) to identify them for intervention.	Academic Support Program			09/04/2018	06/14/2019	\$300	General Fund	Classroom Teachers
Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After universal screening Tier II and Tier III students will be progress monitored on nationally normed probes to track their progress in mathematics.	Academic Support Program		Monitor	08/28/2018	06/14/2019	\$0	General Fund	Rtl Coordinator, Classroom Teachers
Activity - Title I RTI Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I services were added this year and have been devoted to improving math achievement. Our Title I coordinator will review benchmark data and pull small groups for strategic instruction. These groups will be monitored using AIMS Web/ NWEA.	Direct Instruction	Tier 2	Implement	08/28/2018	06/14/2019	\$50000	Title I Part A	Principal Title I Coordinantor RTI Coordinator Staff
Activity - K-8 Math Recovery training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Response to Intervention Coordinators, Academic Support Teachers and first grade teachers (Upton, Oak Ridge and Oakland) will be trained in Math Recovery.	Curriculum Development, Academic Support Program, Direct Instruction, Professional Learning, Teacher Collaboration	Tier 2	Implement	08/28/2018	06/14/2019	\$0	Title II Part A	Response to Intervention Coordinators, Academic Support Teachers and first grade teachers (Upton, Oak Ridge and Oakland) will be trained in Math Recovery.

Plan for School Improvement Plan 2019-2020

Oak Ridge Elementary School

Strategy 3:

Strategy 3: Develop a sustainable coaching structure(s) for K-12 Math - Description: Identify teacher leaders and train them in research based coaching.

Category: Mathematics

Tier: Tier 1

Activity - Best Practice Study for Teacher Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify teacher leaders with a focus on researching different types of coaching models and piloting such models.	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/28/2018	06/14/2019	\$0	Title II Part A	Curriculum Department, Principal, Selected Staff.

Strategy 4:

Strategy 4: Standard-Based Grading - Description: K-5 teachers will collaborate with grade level peers on rubric norming and consensus grading.

Category: Mathematics

Tier: Tier 1

Activity - Professional Development Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning and collaboration during professional development focused on revisions around the new Math Expressions assessments.	Professional Learning	Tier 1	Implement	08/28/2018	06/14/2019	\$0	Title II Part A	Curriculum Department, Principal, Teachers

Goal 3: All students will become proficient in Social Studies

Measurable Objective 1:

85% 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 Social Studies concepts in Social Studies by 06/01/2022 as measured by State assessments, and locally developed classroom assignments.

Strategy 1:

Strategy 1: Skill Progression Expectations - District Improvement and Curriculum Team will develop clear expectations for progressions of social studies skills in grades K-12.

Plan for School Improvement Plan 2019-2020

Oak Ridge Elementary School

Category: Social Studies

Tier: Tier 1

Activity - K-12 Social Studies Skill Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify and develop a K-5 Social Studies Skill Progression articulated within the units of study. Identify key approaches to learning skills to align curriculum, instruction, and assessment in Social Studies in grades 6-12. K-5 and 6-12 will be aligned K-12. Objective 2: Align and clarify K-5 instructional time, resources, and delivery expectations	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2018	06/14/2019	\$0	Title II Part A	Curriculum Department, Principals, Teachers

Activity - Social Studies Grade Level Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide dedicated professional learning time for K-5 teachers for Social Studies instruction at grade level meetings. Align and clarify K-5 instructional time, resources, and delivery expectations.	Professional Learning, Teacher Collaboration	Tier 1		08/28/2018	06/14/2019	\$0	Title II Part A	Curriculum Department, Principals, Teachers.

Goal 4: All students will become proficient in Science

Measurable Objective 1:

85% 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 science concepts in Science by 06/01/2022 as measured by classroom assignments.

Strategy 1:

Lesson Sharing - Teachers will meet in learning teams to explore strategies and lessons to enhance science instruction. Technology will be used to aid in the lessons. Teachers will review the Discovery Education science site, other supplemental internet sites, and I-Pad applications in order to develop supplements to enhance science lessons.

Category: Science

Research Cited: Research Cited: Schmoker, Mike (2011). Focus: Elevating the Essentials To Radically Improve Student Learning. ASCD Publications. VA.

DuFour, Rick (2004). Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn. National Education Service.

Tier: Tier 1

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

Plan for School Improvement Plan 2019-2020

Oak Ridge Elementary School

Teachers will discuss lessons that are working to increase student learning. They will also research technology that enhance science lessons.	Professional Learning			08/28/2018	06/14/2019	\$100	General Fund	teachers
---	-----------------------	--	--	------------	------------	-------	--------------	----------

Strategy 2:

Inquiry-based learning in Science - Inquiry-based and hands on learning and assessment in all science classrooms K-12.

Category: Science

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional learning at supports inquiry-based instruction and assessment K-5 teachers will participate in professional learning during district professional development time.	Professional Learning, Teacher Collaboration	Tier 1		08/28/2018	06/14/2019	\$0	Title II Part A	Curriculum Department, Principals, Students

Strategy 3:

Adoption of NGSS aligned curriculum - Inquiry-based and hands on learning and assessment in all science classrooms K-12.

Category: Science

Tier: Tier 1

Activity - Resource Pilot	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will adopt new NGSS aligned curriculum K-8. Resources, Cereal City and Stemsopes, will be piloted in the 2018-2019 school year with adoption in 2019-2020.	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/28/2018	06/14/2019	\$0	General Fund	Curriculum Department Pilot Teachers

Activity - Common Assessment Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District Improvement and Curriculum Team will meet with instructional leaders to develop common assessments aligned to NGSS in grades K-12. Instructional leaders to develop common assessment aligned to NGSS in grades K-12.	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/28/2018	06/14/2019	\$0	General Fund	Curriculum Department, Principals, Teachers

Goal 5: Cultural Competency: Creating a positive learning environment for all students.

Measurable Objective 1:

100% of All Students will demonstrate a behavior in cultural competence in Practical Living by 06/30/2022 as measured by stakeholder feedback data related to achievement and social emotional growth.

Strategy 1:

Professional Development for staff in Cultural Proficiency - Royal Oak Staff will engage in professional learning around Culturally Responsive Teaching and Cultural Proficiency.

Category: School Culture

Tier: Tier 1

Activity - Professional Development in Courageous Conversations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend Courageous Conversations provided through Oakland Schools	Professional Learning, Teacher Collaboration	Tier 1		08/28/2016	06/14/2019	\$0	Title II Part A	Staff

Activity - Professional Development in Culturally Responsive Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage in Culturally Responsive Teaching and/or Cultural Competency professional development through Oakland Schools	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2016	06/14/2019	\$0	Title II Part A	All Staff

Activity - Cultures of Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional learning on in the are of creating a culture of thinking. Teachers will implement Cultures of Thinking practices in the classroom.	Professional Learning, Teacher Collaboration	Tier 1		08/28/2017	06/14/2019	\$0	Title II Part A	All staff, Principal

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

Plan for School Improvement Plan 2019-2020

Oak Ridge Elementary School

Teachers will be trained in Restorative Justice Practices through Oakland Schools.	Behavioral Support Program, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/29/2018	06/14/2019	\$0	No Funding Required	Principal, Staff.
--	--	--------	---------------	------------	------------	-----	---------------------	-------------------

Strategy 2:

Student Engagement - Trained instructional leaders will engage students in issues related to multiculturalism and empathy.

Category: School Culture

Tier: Tier 1

Activity - Multicultural Literature	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Social Justice team will research and then purchase multicultural literature to implement in K-5 classrooms	Direct Instruction, Materials	Tier 1	Implement	08/28/2018	06/14/2019	\$0	General Fund	Social Justice Team, teachers.

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
Lesson Investigation	Teachers will discuss lessons that are working to increase student learning. They will also research technology that enhance science lessons.	Professional Learning			08/28/2018	06/14/2019	\$100	teachers
Resource Pilot	District will adopt new NGSS aligned curriculum K-8. Resources, Cereal City and Stemscopes, will be piloted in the 2018-2019 school year with adoption in 2019-2020.	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/28/2018	06/14/2019	\$0	Curriculum Department Pilot Teachers
Tier 1 Core Instruction Meeting	Teachers will monitor student progress in grade level teams, according to the District Professional Development Calendar for 2018-2019, in order to adjust and differentiate instruction for students that are not responding to core instruction. Teachers will collaborate as a professional learning community to meet the needs of students struggling with reading.	Monitor	Tier 1		09/03/2013	06/14/2019	\$0	Principals, teachers, School Quality Team, Rtl Coordinator
Progress Monitoring	After universal screening Tier II and Tier III students will be progress monitored on nationally normed probes to track their progress in mathematics.	Academic Support Program		Monitor	08/28/2018	06/14/2019	\$0	Rtl Coordinator, Classroom Teachers

Plan for School Improvement Plan 2019-2020

Oak Ridge Elementary School

Tier 2 and Tier 3 Reading interventions	Students not responding to core instruction over time will be provided additional instruction by either the classroom teacher, Rtl Coordinator, or ESL Teacher in order to increase the struggling students' performance to the average of the class. Interventions will consist of one or more 10-week rounds of intervention, offered in small groups, one-to-one, or web-based programs, which does not supplant core instruction in the area of need. Tier 2 and/or Tier 3 interventions will be provided by one or more of the following: classroom teachers, Rtl Coordinator, or ESL teacher. Students that do not respond to core instruction, and two or more rounds of interventions, may be referred to the Student Study Team to determine the next steps.	Direct Instruction			09/03/2013	06/14/2019	\$0	Principals, teachers, Rtl Coordinator s, School Quality Team
Balanced Literacy	Elementary teachers will implement a balanced literacy framework daily in order to provide comprehensive literacy instruction for all students. The components include: Read Aloud with Accountable Talk; Word Study Block (Words Their Way); Reading Workshop Units of Study; Writing Workshop Units of Study; and Small Group Instruction (Guided Reading, strategy instruction, conferring, and/or Interventions); and Shared Reading in Kindergarten. Funds will be needed to begin the purchase of mentor texts that align with the units of study.	Direct Instruction			09/02/2014	06/14/2019	\$1500	Principals, classroom teachers, District Improvement Team, Learning Council
Teacher collaboration on implementation strategies and lessons using Math Workshop.	Teachers collaborated professionally to share and discuss math expression lessons and strategies.	Professional Learning	Tier 1		08/29/2018	06/14/2019	\$0	Principal, teachers, Rtl Coordinator
Multicultural Literature	The Social Justice team will research and then purchase multicultural literature to implement in K-5 classrooms	Direct Instruction, Materials	Tier 1	Implement	08/28/2018	06/14/2019	\$0	Social Justice Team, teachers.

Plan for School Improvement Plan 2019-2020

Oak Ridge Elementary School

Common Assessment Development	The District Improvement and Curriculum Team will meet with instructional leaders to develop common assessments aligned to NGSS in grades K-12. Instructional leaders to develop common assessment aligned to NGSS in grades K-12.	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/28/2018	06/14/2019	\$0	Curriculum Department, Principals, Teachers
Independent Reading In Readers Workshop	Teachers have been provided with a core leveled classroom library set of books in order to teach the independent reading component during the reading workshop block of the balanced literacy framework. Teachers will utilize a leveled classroom library, so that students are reading texts (fiction and nonfiction) at their independent level. Students will also be able to increase the amount of time that they read "just right" books.	Direct Instruction			09/03/2013	06/14/2019	\$25000	Principals, classroom teachers, District Improvement Team - Reading Committee, Learning Council
Late Start Professional Development	Guided work session to access Atlas Rubicon database of Common Core State Standards and Math Expression lessons.	Professional Learning			09/04/2018	06/14/2019	\$0	Principal, teachers, RTI Coordinators
AIMS Web/NWEA Universal Screening	Students K-5 will take nationally normed (NWEA/ AIMS Web) to identify them for intervention.	Academic Support Program			09/04/2018	06/14/2019	\$300	Classroom Teachers

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development in Culturally Responsive Teaching	Staff will engage in Culturally Responsive Teaching and/or Cultural Competency professional development through Oakland Schools	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2016	06/14/2019	\$0	All Staff
Reading Lab Visits	Teachers will continue to do reader lab visits. The emphasis of these visits is to understand and determine the effectiveness of Reader's Workshop in Royal Oak. Each time a lab visit occurs the focus will be on one aspect of Reader's Workshop (i.e conferring).	Teacher Collaboration	Tier 1	Monitor	09/08/2014	06/16/2017	\$1800	Oak Ridge Staff
Professional Development in Courageous Conversations	Staff will attend Courageous Conversations provided through Oakland Schools	Professional Learning, Teacher Collaboration	Tier 1		08/28/2016	06/14/2019	\$0	Staff

Plan for School Improvement Plan 2019-2020

Oak Ridge Elementary School

Professional Development Meetings	Professional learning and collaboration during professional development focused on revisions around the new Math Expressions assessments.	Professional Learning	Tier 1	Implement	08/28/2018	06/14/2019	\$0	Curriculum Department, Principal, Teachers
K-8 Math Recovery training	Response to Intervention Coordinators, Academic Support Teachers and first grade teachers (Upton, Oak Ridge and Oakland) will be trained in Math Recovery.	Curriculum Development, Academic Support Program, Direct Instruction, Professional Learning, Teacher Collaboration	Tier 2	Implement	08/28/2018	06/14/2019	\$0	Response to Intervention Coordinators, Academic Support Teachers and first grade teachers (Upton, Oak Ridge and Oakland) will be trained in Math Recovery.

Plan for School Improvement Plan 2019-2020

Oak Ridge Elementary School

Progress Monitoring	All students will be assessed three times each year using a universal screening tool in order to identify students that may require academic interventions in reading. Teachers will use AIMSweb Reading CBM with first grade, and NWEA with second, third, fourth, and fifth grades; and Tests of Early Literacy with kindergarten students. Classroom teachers will conduct strategic monitoring one time per month using AIMSweb or appropriate standardized assessments for students not reading at grade level as determined by Developmental Reading Assessment (DRA), MEAP Reading, and/or AIMSweb benchmark probes. Interventionists or classroom teachers will progress monitor bi-weekly using AIMSweb probes with goals set at the 40%tile for students receiving Tier 2 or Tier 3 reading interventions. The RTI team will share and analyze student performance data at routine RTI meetings. The RTI team will consist of Principal, classroom teachers, and RTI Coordinator and other intervention teachers as appropriate. The RTI team will determine which reading intervention will be appropriate for identified students and document the meeting discussion.	Direct Instruction			09/03/2013	06/14/2019	\$900	Principals, teachers, School Quality Team
Professional Learning	Teachers will receive professional learning at supports inquiry-based instruction and assessment K-5 teachers will participate in professional learning during district professional development time.	Professional Learning, Teacher Collaboration	Tier 1		08/28/2018	06/14/2019	\$0	Curriculum Department, Principals, Students
Cultures of Thinking	Teachers will participate in professional learning on in the are of creating a culture of thinking. Teachers will implement Cultures of Thinking practices in the classroom.	Professional Learning, Teacher Collaboration	Tier 1		08/28/2017	06/14/2019	\$0	All staff, Principal
Elementary Writing Progressions	Implement descriptors for the grammar usage/mechanics component on the Writing Pathways K-5 Progressions.	Curriculum Development	Tier 1	Implement	08/28/2018	06/14/2019	\$0	Curriculum Development, Teachers, Principal,

Plan for School Improvement Plan 2019-2020

Oak Ridge Elementary School

Best Practice Study for Teacher Coaching	Identify teacher leaders with a focus on researching different types of coaching models and piloting such models.	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/28/2018	06/14/2019	\$0	Curriculum Department, Principal, Selected Staff.
Professional learning	The District Improvement and Curriculum Development Team will meet to develop common ELA rubrics to develop common language connected to standards.	Professional Learning, Teacher Collaboration	Tier 1		08/28/2018	06/14/2019	\$0	Curriculum Department, Principals Teachers.
K-12 Social Studies Skill Alignment	Identify and develop a K-5 Social Studies Skill Progression articulated within the units of study. Identify key approaches to learning skills to align curriculum, instruction, and assessment in Social Studies in grades 6-12. K-5 and 6-12 will be aligned K-12. Objective 2: Align and clarify K-5 instructional time, resources, and delivery expectations	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2018	06/14/2019	\$0	Curriculum Department, Principals, Teachers
Use of intervention materials	Rtl Coordinator intervening with Tier 2 and Tier 3 students will be provided intervention materials in order to accelerate the performance of struggling students to the average of the class. Funding will be needed for subscriptions to web-based interventions, including Fast ForWord, SuccessMaker Reading, and Read Naturally. In addition, the Leveled Literacy Intervention program will be provided in each elementary	Direct Instruction			09/03/2013	06/14/2019	\$6000	Rtl Coordinator, teachers, School Quality Team
Reading Workshop Training	Teachers will participate in Reading Workshop training at Oakland Schools--Intermediate School District in order to teach the Reading Workshop model. Funding will be needed for substitutes when teachers are attending training sessions. Teachers will implement Reading Units of Study as they become available. Teachers that were trained in the first round, 2012-2013, will function as pilot and review teachers. The components of Reading Workshop include: mini-lesson, independent reading (guided reading, strategy groups, or conferring), partnership talks and sharing, followed by on-going formative assessments.	Professional Learning			08/28/2013	06/14/2019	\$800	Principals, classroom teachers, District Improvement Team, Learning Council

Plan for School Improvement Plan 2019-2020

Oak Ridge Elementary School

Social Studies Grade Level Professional Learning	Provide dedicated professional learning time for K-5 teachers for Social Studies instruction at grade level meetings. Align and clarify K-5 instructional time, resources, and delivery expectations.	Professional Learning, Teacher Collaboration	Tier 1		08/28/2018	06/14/2019	\$0	Curriculum Department, Principals, Teachers.
--	---	--	--------	--	------------	------------	-----	--

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I RTI Groups	Title I services were added this year and have been devoted to improving math achievement. Our Title I coordinator will review benchmark data and pull small groups for strategic instruction. These groups will be monitored using AIMS Web/NWEA.	Direct Instruction	Tier 2	Implement	08/28/2018	06/14/2019	\$50000	Principal Title I Coordinator RTI Coordinator Staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Restorative Justice	Teachers will be trained in Restorative Justice Practices through Oakland Schools.	Behavioral Support Program, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/29/2018	06/14/2019	\$0	Principal, Staff.
Grade Level Team Meeting Focused on Standards Mapping	K-12 meetings focused on vertical alignment and concept development. Grade level or horizontal teams will meet first and then vertical teams to map.	Professional Learning	Tier 1	Implement	08/29/2018	06/14/2019	\$0	Principal Staff Learning Council
Grade Level Common Assessments. Elementary Rubric updates to fit 2018 version of Math Expressions	Monitor and adjust common assessments. Elementary Rubric updates to fit 2018 version of Math Expressions.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2018	06/14/2019	\$0	Curriculum Department, Principal, Teachers