

2015-2016 School Improvement Plan

Floyd

Floyd School
Bullock Creek School District

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Overview

Plan Name

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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 at Floyd Elementary will demonstrate proficiency at an 80% level in reading.	Objectives: 1 Strategies: 5 Activities: 5	Academic	\$239500
2	All students at Floyd Elementary will demonstrate proficiency in math at the appropriate grade level.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$14500
3	All students at Floyd Elementary will demonstrate proficiency in Science and Social Studies	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$15000
4	All students at Floyd Elementary will attend school on a regular basis and be supported with in all areas	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$22000

Goal 1: All students at Floyd Elementary will demonstrate proficiency at an 80% level in reading.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in reading in Reading by 06/10/2016 as measured by local assessments.

Strategy 1:

Summer School - Recommendations made by teachers through classroom observation and assessment results.

Tier:

Activity - Summer School for K-2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students below grade level proficiency in grades K-2 will attend an 8 week summer school program.	Academic Support Program	Tier 2	Implement	07/01/2015	08/14/2015	\$40000	Section 31a	Building principal

Strategy 2:

Fountas and Pinnell Phonics - All teachers in grades K-3 will be intentional in the teaching of phonics using the Fountas and Pinnell phonics program.

Research Cited: http://books.heinemann.com/Shared/onlineresources/E00407/phonic_1.pdf

Tier: Tier 1

Activity - Training in the Fountas and Pinnell Phonics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training of teachers in delivering the Fountas and Pinnell phonics program.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Professional Learning	Tier 1	Getting Ready	10/01/2015	10/30/2015	\$5500	General Fund	Building Principal

Strategy 3:

Professional Learning Communities - Professional Development provided by Steve Ventura will guide our teachers in developing impactful learning teams to drive evidence based instruction and design formative assessments.

Research Cited: [A Critical Review of Research on Formative Assessment:](#)

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The Limited Scientific Evidence of the Impact of Formative
Assessment in Education

Karee E. Dunn & Sean W. Mulvenon

Formative Assessment Works – Two Research-Based Proof Points Make the Case
Kathy Dyer

Tier: Tier 1

Activity - Professional Learning Communities/Data Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in grade level teams to design formative assessments and plan for instruction.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	09/01/2015	06/10/2016	\$14000	Title II Part A	Building Principal

Strategy 4:

Diagnostic Reading Lab - Title One teachers will work extensively with students who are experiencing reading development difficulties.

Research Cited: A Whole-Class Support Model for Early Literacy:

The Anna Plan

Pamela A. Miles

Lincoln Elementary School

Kathy W. Stegle

Lincoln Elementary School

Karen G. Hubbs

Lincoln Elementary School

Bill Henk

Marquette University, william.henk@marquette.edu

Marla H. Mallette

Southern Illinois University Carbondale

Tier: Tier 2

Activity - Title One Teacher Support in Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Title One teachers will work with grade level teacher to identify reading needs of students and plan for remediation.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/10/2016	\$150000	Title I Part A	Building Principal
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Strategy 5:

Zero Hour - Our high school and middle school bus runs run one hour earlier than the elementary runs. Our goal is to have identified students in grades 3-5 be picked up on the first run of the day, delivered to our school an hour early, and receive intensive intervention in reading and math by certified teachers. Our goal is to do this all five days of the week - which could yield up to 25 additional days of instruction.

Research Cited: <http://chalkboardproject.org/images/PDF/Extended%20Learning%20final%20rev.pdf>

Tier: Tier 2

Activity - Zero Hour	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified teachers from within the school building will provide additional support to students - without taking them from their core instructional time.	Academic Support Program	Tier 2	Getting Ready	10/01/2015	05/27/2016	\$30000	Section 31a	Building Principal

Goal 2: All students at Floyd Elementary will demonstrate proficiency in math at the appropriate grade level.

Measurable Objective 1:

100% of Bottom 30% students will increase student growth to reduce the achievement gap in Mathematics by 06/10/2016 as measured by local assessments and state assessments.

Strategy 1:

Screening and Progress Monitoring - In the 2013-2014 school year, in Grade 3, Delta Math will be used as a screening and progress monitoring tool to identify students who are not proficient in the previous years core standards. We will be "Piloting" these tools in grades 1,2 and 3 with the intent of expanding their use in all grades K-5 in subsequent years.

Tier:

Activity - Formative Assessment Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training of teachers by Steve Ventrua in PLC and Formative Assessment	Professional Learning	Tier 2	Implement	09/01/2015	06/10/2016	\$14000	Title II Part A	Building Principal

Strategy 2:

Math Lab - Identified students in grades K-2 will come to the Math Lab weekly for additional minutes of research- based activities to support the math instruction given in the classroom.

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention

(RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC:

National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Tier: Tier 3

Activity - Data Driven Collaborative Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At least every other week, collaborative planning time for math lab personnel with classroom teacher based on data from assessments and professional observations.	Professional Learning	Tier 1		08/27/2013	06/30/2014	\$0	Title I Part A	Title 1, At-Risk and teachers
Activity - Research Based Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using research based activities to provide additional support and practice for students relating to the math instruction given in the classroom.	Academic Support Program	Tier 3	Implement	08/15/2015	06/10/2016	\$500	Title I Part A	Principal, Title 1/At Risk staff and classroom teachers

Goal 3: All students at Floyd Elementary will demonstrate proficiency in Science and Social Studies

Measurable Objective 1:

80% of All Students will demonstrate student proficiency (pass rate) at a College and Career Ready Standard in Science by 06/10/2016 as measured by MSTEP.

Strategy 1:

Data and PLC Teams - Staff will meet weekly to discuss data in science and use that data to plan for instruction.

Research Cited: Using Student Achievement

Data to Support Instructional

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Decision Making

National Association of Elementary School Principals

Steve Ventura, Corwin Press

90/90/90 Research

Tier: Tier 1

Activity - Training of Teachers in Use of Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Steve Ventura of Corwin Press and the 90/90/90 group will present to our staff an efficient way to create PLC's and Data Teams in all content areas.	Professional Learning	Tier 1	Implement	09/01/2015	06/10/2016	\$14000	Title II Part A	Building Principal

Strategy 2:

Depth of Knowledge Training - Staff will be trained by Connie Hamilton on Webb's Depth of Knowledge to further develop the skills of teachers to ask questions with a higher level of rigor and require students to think more comprehensively on a topic.

Research Cited: <http://pps-pajaro-ca.schoolloop.com/file/1303568322190/1303566519365/3503206745494073509.pdf>

Tier: Tier 1

Activity - Training in Webb's Depth of Knowledge and Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training will be conducted by Connie Hamilton on Webb's Depth of Knowledge	Professional Learning	Tier 1	Getting Ready	08/27/2015	10/30/2015	\$1000	Section 31a	District Leadership

Goal 4: All students at Floyd Elementary will attend school on a regular basis and be supported with in all areas

Measurable Objective 1:

collaborate to have all students attend school on a regular basis by 06/10/2016 as measured by daily attendance.

Strategy 1:

Title One Community Liaison - The Title One Community School Liaison will:

Seek input from teachers, school staff, parents, community members and students to determine ongoing

needs of students and families

Identify and recruit people and organizations willing to offer programs and services for students and families at the school or to assist with operations

Develop, maintain, and publicize a schedule of programs and activities offered at the school

Coordinate and monitor programs and activities

Implement and maintain a process that encourages referrals to programs and services offered at the school; provides timely feedback to those who make referrals; and alerts the School Improvement and Title One Committee to the need for programs not already offered

Facilitate cross-referral of students and families between service providers

Facilitate ongoing communication between service providers, teachers, parents and students

Evaluate and make recommendations of programs to the School Improvement Committee

Maintain accurate records

Research Cited: Coalition for Community School Research Brief no. 9

State of Michigan Department of Health and Human Services

Tier: Tier 1

Activity - Community Liaison	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The Title One Community Liaison works with teachers, students, parents, and community members to knock down obstacles to good student attendance and promote academic success for all students. This person is the main outreach for services in the community for our children.	Academic Support Program, Behavioral Support Program, Parent Involvement, Community Engagement	Tier 2	Monitor	08/25/2015	06/30/2016	\$16000	Title I Part A	Building Principal
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Strategy 2:

Building Data Discussions and Training - Sam Ewing, of Ewing and Associates, will meet with staff members to evaluate the implementation of the use of data interpretation and help the school teachers and leaders develop next steps to address gaps as they become apparent through the data analysis.

Research Cited: Teacher Data Analysis Training

www.sagepub.com/sites/default/files/.../27031_11.pdf

Tier: Tier 1

Activity - Data Analysis with Sam Ewing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work to refine informaton obtained through Data Analysis	Academic Support Program, Professional Learning	Tier 1	Implement	09/08/2015	06/03/2016	\$6000	Title II Part A	Building Principal

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
Training in the Fountas and Pinnell Phonics	Training of teachers in delivering the Fountas and Pinnell phonics program.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials, Professional Learning	Tier 1	Getting Ready	10/01/2015	10/30/2015	\$5500	Building Principal

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Research Based Activities	Using research based activities to provide additional support and practice for students relating to the math instruction given in the classroom.	Academic Support Program	Tier 3	Implement	08/15/2015	06/10/2016	\$500	Principal, Title 1/At Risk staff and classroom teachers
Data Driven Collaborative Planning	At least every other week, collaborative planning time for math lab personnel with classroom teacher based on data from assessments and professional observations.	Professional Learning	Tier 1		08/27/2013	06/30/2014	\$0	Title 1, At-Risk and teachers

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Community Liaison	The Title One Community Liaison works with teachers, students, parents, and community members to knock down obstacles to good student attendance and promote academic success for all students. This person is the main outreach for services in the community for our children.	Academic Support Program, Behavioral Support Program, Parent Involvement, Community Engagement	Tier 2	Monitor	08/25/2015	06/30/2016	\$16000	Building Principal
Title One Teacher Support in Reading	Title One teachers will work with grade level teacher to identify reading needs of students and plan for remediation.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/10/2016	\$150000	Building Principal

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Communities/Data Teams	Teachers will meet in grade level teams to design formative assessments and plan for instruction.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	09/01/2015	06/10/2016	\$14000	Building Principal
Formative Assessment Professional Development	Training of teachers by Steve Ventruea in PLC and Formative Assessment	Professional Learning	Tier 2	Implement	09/01/2015	06/10/2016	\$14000	Building Principal
Data Analysis with Sam Ewing	Teachers will work to refine informaton obtained through Data Analysis	Academic Support Program, Professional Learning	Tier 1	Implement	09/08/2015	06/03/2016	\$6000	Building Principal
Training of Teachers in Use of Formative Assessment	Steve Ventura of Corwin Press and the 90/90/90 group will present to our staff an efficient way to create PLC's and Data Teams in all content areas.	Professional Learning	Tier 1	Implement	09/01/2015	06/10/2016	\$14000	Building Principal

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Training in Webb's Depth of Knowledge and Thinking Maps	Training will be conducted by Connie Hamilton on Webb's Depth of Knowledge	Professional Learning	Tier 1	Getting Ready	08/27/2015	10/30/2015	\$1000	District Leadership

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Zero Hour	Certified teachers from within the school building will provide additional support to students - without taking them from their core instructional time.	Academic Support Program	Tier 2	Getting Ready	10/01/2015	05/27/2016	\$30000	Building Principal
Summer School for K-2	Students below grade level proficiency in grades K-2 will attend an 8 week summer school program.	Academic Support Program	Tier 2	Implement	07/01/2015	08/14/2015	\$40000	Building principal