



School Improvement Plan

Orion Oaks Elementary School

Lake Orion Community Schools

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Introduction

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

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

Title I Targeted Assistance Diagnostic

Introduction

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

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Orion Oaks Elementary School's Comprehensive Needs Assessment is conducted by the building's School Improvement Team. This team consists of the principal, building academic chairpersons, Title I teachers, upper and lower elementary general education teachers, and parent representation. The team meets throughout the school year. After reviewing student achievement, perception, process, and demographic data the team reviews and revises the building's School Improvement Plan. The whole staff reviews, discusses, and implements the School Improvement Plan through monthly staff meetings devoted strictly to school improvement.

Student Achievement Data

Student achievement data is analyzed by grade level teachers, Title I teachers, ancillary staff, and the principal through quarterly grade level specific data team meetings in which individual student, and whole grade level, achievement is discussed and reviewed. The following breaks down the collection and analysis of this data further:

Reading Phonological Awareness Grades K-1

Phonological awareness assessments are administered to all kindergarten and first grade students three times per year (fall, winter, and spring). Grade level data is presented to the individual grade levels and the results are analyzed three times per year. Classroom teachers, the school psychologist, the district teacher consultant, and Title I staff working with kindergarten and first grade students are present at these meetings.

Reading Fluency Grades 1-5

Reading fluency assessments are administered to all first through fifth grade students three times per year (fall, winter, and spring). Grade level data is presented to individual grade levels and results are analyzed three times per year. Classroom teachers, the school psychologist, district teacher consultants, and any Title I staff working with these grade levels are present at the meetings.

Reading Levels K-5

Reading levels are assessed quarterly. Grade level data is presented to the individual grade level and the results are analyzed three times per year. This data is also presented to our building cross grade level reading committee. The reading committee, as well as grade level teams, analyze the data looking for trends while monitoring building progress towards the achievement of building school improvement goals.

Math Fluency K-5

Math fluency assessments are administered to students in kindergarten through fifth grades. These assessments are administered in the Fall (BOY), Winter (MOY), and Spring (EOY). This data is used in the formation of intervention groups through analysis by grade level teachers. Additionally, this data is discussed at quarterly grade level data team meetings to develop Tier 1 interventions. Finally, this information is analyzed to monitor progress towards building school improvement goals centered around math.

Science and Social Studies K-5

Science and Social Studies assessments are administered to students in grades kindergarten through fifth after each unit of study. Grade level data results are analyzed for student growth and progress towards building school improvement goals specific to content area literacy.

Perception Data

Perception data is collected at least annually throughout the school year from multiple stakeholders.

Staff perception data is collected through staff surveys related to building culture, instructional practices, and student support services.

Student perception data is collected multiple times throughout the year through classroom, grade level and teacher specific surveys and through whole school culture surveys.

Parent perception data is collected multiple times throughout the school year through surveys, questionnaires, open houses, curriculum nights, and parent/teacher conferences. The data collected from parents ranges from curricular to procedural to program specific feedback.

All perception data is collected and shared at staff meetings. The whole staff discusses and develops professional development for Orion Oaks centered around feedback provided. Additionally, the school improvement team uses this perception data to develop future building programming and make instructional adjustments as necessary and appropriate.

Process Data

In March of each school year the school improvement team submits Orion Oak's School Systems Review Report through ASSIST. This data is collected in the fall and early winter of the school year through discussions with whole staff during weekly staff meetings and through analyzation with the school improvement team during school improvement meetings. Once collected and submitted, this data is used to review and adjust current and potential future programming for the building moving into the spring of the current school year and fall of next.

Demographic Data

Demographic data is collected multiple times, and through multiple methods, throughout the school year. This includes the collection and review of student and staff attendance records, behavior and discipline referrals, the collection of data for the annual SID report, free/reduced lunch statistics, enrollment trends, and ESL enrollment and program participation. This data is analyzed by the school improvement team, ancillary staff, and in whole staff meetings to develop programming to meet the needs of the diverse population that Orion Oaks services. Understanding that the needs of Orion Oaks may differ from other elementaries in the district, demographic data is used to tailor building specific programming, often based upon district and outside resources, to meet our school's needs.

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

Orion Oaks uses a detailed process to identify children who are failing, or who are at risk of failing, to meet the state core curriculum standards in the four core academic areas. This process is conducted at minimum through quarterly data team meetings as well as through

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quarterly assessments administered by classroom and Title I teachers to assess student achievement and progress towards mastery of content standards.

Reading

All students in second through fifth grades are assessed in the fall, winter and spring of each year using AIMSweb RCBM Oral Reading Fluency. Kindergarten and first grade students are assessed using Early AIMSweb for reading, including RCBM Fluency in the spring of first grade. In addition, students in kindergarten through first grade are assessed using MLPP (letter naming, letter sound, nonsense word, phoneme blending, phoneme segmentation, rhyme), CORE (deletion, substitution, sentence, word and phoneme segmentation) and Teachers College reading assessments three times per year. In grades two through five students are assessed using Teachers College Reading assessment at least twice a year. Students who are underachieving are assessed using Teachers College Reading assessments at least quarterly.

Math

All students in second through fourth grades are assessed in the fall, winter and spring of each year using AIMSweb Math Computation. Fifth grade is assessed using FastBridge. Kindergarten and first grade students are assessed using Early AIMSweb for math. Student achievement data from math common assessments is reviewed and analyzed. Each year student achievement on the state testing is analyzed to create individual development plans for students who are not proficient.

Science and Social Studies

Unit tests and classroom participation in grades K-5 for science and social studies are analyzed by grade level teachers. For all students who are identified as at-risk frequent progress monitoring is implemented. Additional instruction and support is provided by classroom teachers and Title I staff through non-fiction, content specific literature in which skills are analyzed, assessed, and targeted for improvement in these subject areas.

Student achievement data is electronically collected through various sources. All state assessment results and district common assessment data are collected through Illuminate. All phonological awareness, fluency and math computation scores are collected through Aimsweb. All student test scores and classroom grades (grades 2-5) are input into Powerschool. 1st grade inputs math scores only into Powerschool. All parents of student's grade 3-5 have electronic access to student scores through Powerschool. Other scores are collected by teachers and input into individual grade books.

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

Educational, objective criteria have been established for Orion Oaks' needs assessment process. These processes are consistent by grade level and are intended to identify children who are failing or who are most at risk of failing to meet the state core curriculum standards in the four core academic areas. These established guidelines and processes are utilized to ensure that the students needing the most support are serviced.

Reading

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Reading Fluency Target Scores:

- First grade: Fall -11wpm, Winter- 30wpm, and Spring 53 wpm. Recommended rate of growth per week is 1.3 words
- Second grade: Fall -55 wpm, Winter 80 wpm, and Spring 92 wpm. Recommended rate of growth per week is 1.0 words.
- Third grade: Fall 77 wpm, Winter 105 wpm, and Spring 119 wpm. Recommended rate of growth per week is 1.2 words.
- Fourth grade: Fall 105 wpm, Winer 120 wpm, and Spring 136 wpm. Recommended rate of growth per week is 0.9 word.
- Fifth grade: Fall 114 wpm, Winter 129 wpm, and Spring 143 wpm. Recommended rate of growth per week is 0.8 word.

Reading Level Target Scores:

- Kindergarten: (MOY) Level B, End of third marking period) Level C, (End of year) Level D
- First grade: (BOY) Level D, (End of first marking period) Level F, (MOY) Level G, (End of third marking period) Level H (EOY) Level J
- Second grade: (BOY) Level J, (End of first marking period) Level K, (MOY) Levels K/L, (End of third marking period) Level L/M, (EOY) Level M.
- Third grade: (BOY) Level M, (End of first marking period) Level N, (MOY) Level O, (End of third marking period) Level O, (EOY) Level P.
- Fourth grade: (BOY) Level P, (End of the first marking period) Level Q, (MOY) Level R, (End of third marking period) Level S, (EOY) Level S.
- Fifth grade: (BOY) Level S, (End of the first marking period) Level T, (MOY) Level U, (End of third marking period) Level U, (EOY) Level V.

Reading LSS Criteria

Entrance Criteria

In Kindergarten, students who do not meet the phonological awareness targets for Fall (BOY), Winter (MOY), or Spring (EOY) for that time of year are eligible for LSS services.

In grade 1, students who do not meet the phonological awareness targets for Fall (BOY), Winter (MOY), or Spring (EOY) and do not meet the expected reading level for that time of year are eligible for LSS services.

In grades 2-5, students who do not meet the Fall (BOY), Winter (MOY), or Spring (EOY) targets for reading fluency and do not meet the expected reading level for that time of year are eligible for LSS services.

Reading Level Target Scores:

- Kindergarten: (MOY) Level B, End of third marking period) Level C, (End of year) Level D
- First grade: (BOY) Level D, (End of first marking period) Level F, (MOY) Level G, (End of third marking period) Level H (EOY) Level J
- Second grade: (BOY) Level J, (End of first marking period) Level K, (MOY) Levels K/L, (End of third marking period) Level L/M, (EOY) Level M.
- Third grade: (BOY) Level M, (End of first marking period) Level N, (MOY) Level O, (End of third marking period) Level O, (EOY) Level P.
- Fourth grade: (BOY) Level P, (End of the first marking period) Level Q, (MOY) Level R, (End of third marking period) Level S, (EOY) Level S.
- Fifth grade: (BOY) Level S, (End of the first marking period) Level T, (MOY) Level U, (End of third marking period) Level U, (EOY) Level V.

Exit Criteria

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In Kindergarten, students who have met the phonological awareness targets for Fall (BOY), Winter (MOY), or Spring (EOY) for that time of year are eligible to exit from LSS services.

In grade 1, students who have met the phonological awareness targets for Fall (BOY), Winter (MOY), or Spring (EOY) and have met the expected reading level for that time of year are eligible to exit from LSS services.

In grades 2-5, students who have met the Fall (BOY), Winter (MOY), or Spring (EOY) targets for reading fluency and have met the expected reading level for that time of year are eligible to exit from LSS services.

Math

Math Fluency Assessments are administered to students in first through fifth grades. These assessments are administered in the Fall (BOY), Winter (MOY), and Spring (EOY).

Math Fluency Target Scores:

-Kindergarten:

Fall (BOY) OCM 30, rate of growth per week = 1.1

NIM (22), rate of growth per week = 0.9

QDM (7), rate of growth per week = 0.5

MNM (2), rate of growth per week = 0.3

Winter (MOY) OCM (57) NIM (45), QDM (16), MNM (9)

Spring (EOY) OCM (70), NIM (55), MNM (13)

-First grade:

Fall (BOY) OCM 65, rate of growth per week = 0.6

NIM (36), rate of growth per week = 0.7

QDM (18), rate of growth per week = 0.4

MNM (9), rate of growth per week = 0.3

Winter (MOY) OCM (79) NIM (55), QDM (28), MNM (16)

Spring (EOY) OCM (87), NIM (60), QDM (32), MNM (18)

-Second grade: (BOY) 15, (MOY) 30, (EOY) 38. Recommended rate of growth = 0.6

-Third grade: (BOY) 20, (MOY) 40, (EOY) 53. Recommended rate of growth = 0.9

-Fourth grade: (BOY) 23, (MOY) 42, (EOY) 55. Recommended rate of growth = 0.9

-Fifth grade: (BOY) 12, (MOY) 20, (EOY) 30. Recommended rate of growth = 0.5

In Kindergarten through grade 5, students who have met the math fluency concept targets kindergarten for Fall (BOY), Winter (MOY), or Spring (EOY) for that time of year and who are performing at a 60% or above on common assessments are eligible to exit from LSS services.

Math LSS Criteria

Common assessments for both social studies and science are administered to students in kindergarten through fifth grades. These assessments are administered at the end of every unit of study.

Entrance Criteria

In K-5, students who are not performing at a 50% or above on grade level unit common assessments are eligible for LSS services.

Exit Criteria

In K-5, students who are performing at a 50% or above on grade level unit common assessments are eligible to exit from LSS services.

Social Studies/Science LSS Criteria

Common assessments for both social studies and science are administered to students in kindergarten through fifth grades. These assessments are administered at the end of every unit of study.

Entrance Criteria

In K-5, students who are not performing at a 50% or above on grade level unit common assessments are eligible for LSS services.

Exit Criteria

In K-5, students who are performing at a 50% or above on grade level unit common assessments are eligible to exit from LSS services.

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

The identification process for grades kindergarten through second at Orion Oaks is to look at the students progression with common benchmark assessments such as MLPP (early literacy skills), CORE (early literacy skills), Aimsweb (reading and math) Teachers College reading assessment, on-demand writing, unit tests in Science and Social Studies and district common Math assessments. Students who score below the grade level expectations are considered at-risk. Refer to question #3 for district cut scores by grade level. Teacher anecdotal notes and classroom observations are also taken into consideration, especially in lower elementary.

Component 2: Services to Eligible Students

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

Lake Orion Community Schools uses a Multi-Tiered System of Supports (MTSS) approach to monitor the progress of students needing additional support and services. Through this process a Student Support Team (SST), which consists of grade level and Title I teachers, ancillary staff, and the building principal, meet frequently to review students who are academically at-risk. Classroom teachers recommend struggling students to the team; suggestions and academic programming recommendations are provided at the conclusion of the meeting. Monthly follow up is conducted by staff to monitor student progress towards growth.

The following research based programming is used in the delivery of services to eligible students:

LLI (Leveled Literacy Instruction): helps students to expand their knowledge of language and words and how they work. The goal of LLI is to bring students to grade level achievement in reading. Nonfiction reading is a key component of this program.

Phonics First: helps students to expand their knowledge of letters, sounds, words and sentences. This is an auditory based program with no writing. The goal of Phonics First is to bring students to grade level in early literacy reading skills.

I-Ready: a technology based program that gives a diagnostic test to determine what math skills are missing. The I-Ready program creates an individual path of learning for that student in math.

The following Title I services are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

Reading

Students in kindergarten who are underachieving receive the services of a kindergarten interventionist who focuses on specific phonemic awareness skills and other pre-reading skills. Research based programs used are Phonics First, LLI (Leveled Literacy Instruction). Nonfiction reading is brought into the groups to support students who are underachieving in the areas of Science and Social Studies. Groups meet daily from 15-30 minutes. These groups range in size from two to five students.

Students in first grade who are underachieving receive the services of a first grade interventionist who focuses on specific phonemic awareness skills along with other pre-reading skills. Programs used are Phonics First, LLI (Leveled Literacy Instruction). Nonfiction reading is brought into the groups to support students who are underachieving in the areas of Science and Social Studies. Groups meet daily from 15-30 minutes.

Eligible students in second through fifth grades receive targeted reading instruction from Learning Support Staff, using research based instructional strategies and programs like Read Naturally for reading fluency, LLI (Leveled Literacy Instruction). Groups meet four to five times per week for 30 minutes each time.

Math

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Eligible students in kindergarten through fifth grades receive targeted math instruction and interventions from staff using the I-Ready program.

Science and Social Studies

Eligible students in kindergarten through fifth grade receive additional instruction and support as provided by classroom teachers and Title I staff through non-fiction, content specific literature in which skills are analyzed, assessed, and targeted for improvement in these subject areas.

Additional Services/Opportunities

Additional opportunities for eligible students currently available include after school tutoring provided by Lake Orion High School National Honor Society students and summer school offered at the district level for elementary aged eligible students.

Component 3: Incorporated Into Existing School Program Planning

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

All students receive 90 minutes of core literacy instruction every day. Additional opportunities for eligible students exists beyond the core instruction. Students who meet eligibility requirements meet with Title I staff for additional intervention which takes place three to five times per week at 10 - 15 minutes each session.

In math every student receives 50 minutes of core instruction daily. Additional opportunities for eligible students beyond the core curriculum also exists for these students.

Science and Social Studies content are integrated into the literacy block, with an additional 20-30 minutes two days per week spent on both Science and Social Studies.

Within our school improvement process we are consistently working to close the achievement gap. Our school improvement plan is designed to increase student achievement. Title I staff and parents are members of the School Improvement Team. Our school improvement goals state we expect all students to show growth, and we provide interventions and differentiated instruction to assure all students demonstrate this. Our school improvement plan includes analysis of achievement data for all students. Students who are identified as underachieving are eligible to receive interventions. These services are included in our school improvement plan. It is Orion Oak's goal to have all of our students, especially Title identified students, to achieve to the best of their ability.

Component 4: Instructional Strategies

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

The instructional strategies that help students reach the State's standards are:

Timely additional pull out services through the Leveled Literacy Intervention System (LLI). Eligible students meet with the Title staff in small group or one to one settings weekly for thirty minutes per session. Title staff work on student's specific skills in reading, writing, and content area vocabulary and nonfiction text structure. Grade level classroom strategy groups are formed to assist both Title and non-eligible Title students in reading through the CARS and STARS, or Read Live programs. Classroom teachers also use Incremental Rehearsal for those students whose site word vocabulary is below grade level. Through the "If..Then" component of the district's reading program classroom teachers are able to target classroom instruction to those students receiving Title I services. Classroom teachers are also able to hold guided reading groups with eligible and non-eligible students.

In the area of math, grade level classroom strategy groups are formed to assist both Title and non-eligible Title students in math. Classroom teachers also use Incremental Rehearsal for those students whose foundational facts are below grade level.

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

The research based methods and strategies that we base our instruction on are:

Common planning time among grade level teachers. Teachers and intervention specialists have time to decipher data and incorporate strategies to target individual students and help increase whole class student achievement.

Curriculum based committees include teachers from across grade levels, special area teachers and special education teachers. These committees focus on school improvement goals, curriculum and assessments.

Small group targeted instruction to provide additional time for students who have not yet mastered a skill. This practice is seen in our ELA Learning Support time.

Involve parents in the decision making process through parent meetings, conferences, and information that is sent home.

Communication - teachers send home newsletters documenting current and future learning targets. Newsletters are also sent home monthly from the office detailing upcoming school events and tips to increase parent involvement. These newsletters and other information is also posted on the school's website. These newsletters also list information for parents on how to help their students at home.

Curriculum Development. City, E., Elmore, E., Fiarman, S., and Teitel, L. (2009). *Instructional Rounds in Education*. Cambridge MA Harvard Education Press.

DuFour, Richard & Eaker, Robert. (1998). *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*. Bloomington, IN; National Educational Service.

Marzano, R. & Pickering, D. & Pollock, E. (2001). *Classroom Instruction that works* Alexandria, VA; Association for Supervision.

Wiggins, G. & McTighe, J. (1998). *Understanding by Design*. Alexandria, VA; Association for Supervision and Curriculum Development.

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

The extended learning program is made possible because we have two full time Title I teachers who meet with students daily. Students are identified for the Title I program if they fall below the grade level proficiency criteria on classroom assessments. The most at risk students are placed at the top of the list in each grade and subject and then services are offered to students who need the most support. Title students are progress monitored to make sure skills are being taught to their level of performance and growth needs. Title teachers provide Tier II and III support with push in and pull out services. Title teachers also collaborate with general education teachers about identified students to make sure that accommodations for those students are occurring in the classroom. Title teachers also hold parent meetings to ensure that parents are equipped with skills and strategies to help their child at home. Instructional resources and programs are all focused on the four core areas of instruction. The program that we use in Tier II and III is LLI (Leveled Literacy Instruction). This program offers additional practice with skills learned in the core curriculum. All instructional materials are based on the CCSS. All of these components together help to create and ensure that students are receiving a quality curriculum.

Title teachers track the progress of students through progress monitoring in LLI, CORE, and additional running records, fluency assessments, and vocab acquisition in the corresponding core subjects to ensure that intervention services are making a difference and accelerating student learning. These supplemental learning programs offer identified students more time, a different method of instruction as most are conducted one on one or in reduced sized groupings. The services are closing the achievement gap as students have shown growth through ongoing progress monitoring.

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

All Title students receive core instruction by their classroom teacher inside their classroom. Students who are identified for Title I are placed with Title I reading teachers to receive an additional layer of instruction outside their 90 minute core literacy block. Identified Title students who also need more support are pulled during a time that is coordinated with the classroom teacher to ensure that the student is not missing core instruction in any area. General education teachers build an additional 20-30 minutes into their day to provide time for remediation in the classroom, or to provide choice time for students. It is during this time that Title students receive services either individually in the classroom or with a title teacher in small groups.

Component 5: Title I and Regular Education Coordination

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

Title teachers meet monthly with general education teachers. These meetings allow general education teachers to bring up areas of concern with students who are identified to be at risk by not meeting grade level benchmarks. Title teachers offer ideas to support. It is at these meetings where general education teachers and Title I staff decide to let parents know if additional time needs to be provided by the Title Staff. Limited English Proficiency staff meets with classroom teachers of eligible students monthly. These meetings allow the classroom teacher of the student who is eligible to receive Limited English Proficiency support services an opportunity to discuss with the LEP staff any areas of concern. It is at these meetings where general education teachers and LEP staff decide to let parents know if additional support time is needed.

At monthly grade level meetings Title I staff communicates progress-monitoring feedback to general education staff. This allows for open and consistent communication between the general education staff and Title staff.

The role of the Title I staff in the school is to provide support to students we have identified to be the most at risk through benchmark assessments and who are not proficient in achievement on grade level standards.

Decisions are made about students entering and exiting the Title I program by showing deficiency in any core subject based on benchmark assessments. Students exit the Title I program by meeting the grade level standard cut score on the benchmark assessment tests for their given grade.

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

The Kindergarten transition plan begins in the spring when Kindergarten teachers visit the district preschools to share information and discuss students transitioning to kindergarten. Our kindergarten teachers observe in the preschool classrooms to further increase their knowledge of the students. The preschool teachers also observe in the kindergarten classrooms to better understand the expectations for their students who will be going to kindergarten.

Also in the spring, Kindergarten teachers offer Kindergarten Information and Registration Night. This is an event geared toward incoming Kindergarten parents. During this meeting, Kindergarten teachers and the principal go over what a typical day looks like in Kindergarten. A slide show is presented along with informational posters to provide parents information that they may need about Kindergarten. Parents are given an opportunity to meet with the kindergarten staff members as well as other grade level and ancillary staff members and ask questions if needed.

During the summer, new kindergarten students are invited to come to the school and participate in Kindergarten Screening. Students come to school and spend a few hours with the kindergarten teachers and a small group of new kindergarten students. Students are engaged in small group and one on one activities. Teachers observe student interactions with their peers in small groups. Teachers also work one on

one with students to gauge their school readiness and basic knowledge.

The week before school, all students (including kindergarten) are invited to a Meet Your Teacher event. Students and their families are invited to the school to visit their classrooms, drop off any school related materials or supplies and tour the school.

On the first day of school, all kindergarten students and their families are invited to the school to experience what a day in kindergarten is like. In the classroom, students and their parents experience and learn about our Literacy, Math, Science, and Social Studies curriculum. Parents are provided with materials so that they can continue to support learning at home. Students are able to visit classrooms, see the cafeteria, gym, library, playground, and take a short tour of the school. Parents are also given another opportunity to hand in paperwork and ask questions.

The last part of our transition is our staggered start. On day 2 and 3 of the school year, Kindergarten has a staggered start. One half of each kindergarten class will attend on those days (day 2 and 3). Having the smaller class size on the first day allows students to feel comfortable being in a school environment and allows for an increased opportunity to learn the routines of the day. On day 4 of school all kindergarten students attend together and begin their year as classmates. All of these transition activities are beneficial to give our youngest learners the best start to their educational journey.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All Title I staff meet the requirements of NCLB's highly qualified criteria.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	Per Lake Orion Community Schools' hiring policy, all teachers meet the requirements for highly qualified under NCLB.	

Component 7: High Quality and Ongoing Professional Development/Learning

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

Teacher, Learning Support Staff and the Principal will participate in the following sustained and ongoing PD for 2018-2019 school year:

Our Learning Support Staff (LLS) receives ongoing training using the Leveled Literacy Intervention System (LLI) - The Leveled Literacy Intervention System (LLI) is a small-group, supplementary intervention program designed for young children who struggle with reading and writing. It is designed to be used with small groups of young children who need intensive support to achieve grade-level competency. This intervention program is used to support our eligible students.

Our Kindergarten Interventionist receives training in instructional strategies and progress monitoring for phonological awareness and pre-reading skills. The monthly professional development agenda is scheduled by the school psychologist and teacher consultant.

Classroom teachers attend grade level data meetings each semester to receive and review previous training about analyzing AIMS Web data. Aims Web is a universal screening, progress monitoring, and data management system that supports Response to Intervention (RTI) and tiered instruction. Aimsweb efficiently screens all students, identifying those at risk for academic failure and enabling early intervention. With progress monitoring, Aimsweb determines the effectiveness of the interventions, and whether students are progressing sufficiently to meet year-end goals.

Classroom teachers and Special Education Staff receive ongoing training on the philosophy and strategies for Multi-Tiered Systems of Support (MTSS). Students identified as being "at risk" through universal screenings and/or results on state or district wide tests receive supplemental instruction during the school day in the regular classroom.

All teachers receive ongoing training to implement Common Core Standards for Mathematical Practices through the math textbook series from the district math coaches. The series focuses on the priority core concepts at each grade level, identified by the Common Core State Standards, to build in-depth understanding of major mathematical ideas. The Standards for Mathematical Practice are incorporated into all of the lessons and the Learning Progressions are referenced throughout the Teacher's Edition.

All teachers receive extensive training each semester to implement the district wide English/Language Arts program. The district ELA coach arranges and develops the training. The professional development targets classroom instruction for those students receiving Title I services. Classroom teachers are also able to hold guided reading groups with eligible and non-eligible students. Reading levels of all students are tested quarterly. These assessments test each student's fluency and comprehension skills. This allows the teacher to have students read at their independent level. Students are assessed using rubrics in both reading and writing. Teachers adjust student instruction using these rubrics to elevate student learning.

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

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regular education program?

Parents and paraprofessionals will be offered professional development after school and at night, where they will learn about strategies and activities that they can incorporate at home or in sessions to support their children. Parents will also be sent literature on the different strategies, activities and programs offered in school. The first set of literature will be parent compacts, guides, and policies sent home during our beginning of the year Curriculum Night. Grade level specific literature and websites will also be shared with parents and discussed at Parent/Teacher Conferences throughout the school year. The parent advisory group will also be consulted when planning professional development.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes		2018/2019 PD Plan

Component 8: Strategies to Increase Parental Involvement

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

At Orion Oaks Elementary, we have a parent advisory committee. At the beginning of each year Title I parents are given information at the annual Title meeting in September about the committee. Parents are encouraged to join the committee. Meetings are held annually with parents to review the compact, review the Title program, and ask for suggestions for improvement. Each time a student qualifies for Title services, information is sent home about the Title program and how parents can be involved. Orion Oaks Elementary also participates in perception data surveys. These surveys are conducted in the fall at parent/teacher conferences. Data is analyzed from the surveys and an informational sheet explaining the survey results is sent home to families in the fall.

In an effort to communicate policy involvement, Orion Oaks Elementary will convene an annual, Title I meeting to which all Title I parents will be invited in the fall. This meeting is to inform parents of Orion Oaks Elementary's Title I plan and parental rights. We will also share the Orion Oaks Elementary Title I policy and compact and ask for parent feedback. Orion Oaks Elementary will involve parents through annual meetings held in the fall and spring of the school year in the planning, review, and improvement of programs under Title I. Orion Oaks Elementary will provide participating parents timely information regarding meetings, explanation of the curriculum, assessment, proficiency levels and progress. Orion Oaks Elementary will also respond to any suggestions.

In an effort to create a true partnership between home and school, a school-parent compact has been developed by staff and parents and includes the roles of the teacher, the parents and the student in that child's education. The compact outlines how the school and parents will share the responsibility for improving students' academic achievement. This compact is used annually at elementary-level parent/ teacher conferences. Title I parents will be provided with progress reports and will be offered opportunities to volunteer and participate in their child's schooling. The policy was created with parents and explains how the requirements of the law are fulfilled through the activities in the building.

Under new state legislation reading plans for qualifying students are created and reviewed multiple times per year. Strategies to help parents assist their students in the area of reading are provided by staff through communication centered around these plans. Plans are reviewed with parents multiple times per year to provide updates on students' progress.

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

Parents are involved in the implementation of the Targeted Assistance program in a variety of ways. Parents are encouraged to participate in the annual parent meeting that is held in the fall. Parents are also encouraged to join the parent advisory committee. Parents are also given literature about how to help their child at home. Homework is sent home with Title students that provides a parent component to explain ways to encourage skills outside of school. Parents are encouraged to complete the homework with their child, sign the homework, and ensure that students turn their homework in. Each time we offer a Title funded program, we hold a parent meeting to explain the program to parents, to get feedback, and to answer questions parents have. We also have a school compact that is reviewed with parents at conferences by the general education teacher. Time is scheduled twice a year for parents to conference with Title teachers as well as review reading plans if applicable. A parent advisory committee is also in place where we discuss the Title compact and programming twice annually. Parents are also provided surveys at the end of a Title funded program period to gain feedback on the program. Perception data surveys are also offered in the spring during parent teacher conferences.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Parents are invited to annual meetings to discuss Title programming and learn about what Title offers. A parent advisory committee meets twice a year to review the parent compact and policy and suggest changes as needed. Parents are given surveys to complete after programming has taken place to provide feedback on the program. Information about student progress is sent home twice a year during report card time. Student data is analyzed and shared at PTO meetings to inform all stakeholders on how we are closing the achievement gap	

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

In September our Title I staff holds a meeting to provide assistance to parents of children served by Title staff to help them understand academic content standards and student academic achievement standards. During this meeting, Title staff provides parents information on state and local academic assessments and how we monitor a child's progress and work with their classroom teacher to improve the achievement of their children. During this meeting, Title staff provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. Sample homework packets are given and educational websites and app ideas are also provided.

During professional development days and staff meetings, information is provided to educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

Our building currently uses weekly newsletters, texting features, email, and websites to inform parents. Orion Oaks Elementary and early child programs offer Head Start and after school and summer school programming to help provide our youngest learners with a rich instructional background. Parent information nights are held throughout the year to provide information for parents of preschool through grade 5 students tips on how to successfully help their child at home.

Staff at Orion Oaks Elementary shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. Staff also reach out to parents through email, and newsletters to invite parents to contact our staff if they need additional support in helping their child be successful.

Section 1118 (e) (1)

In an effort to help parents understand the State's content standards (also known as grade level content expectations), and The Common Core standards, teachers write their newsletters specifically to share with parents what their child is learning that week and demonstrates how content is aligned with the State's grade level content expectations and common core standards. Further, a paper copy is sent home with those children whose families indicate they prefer/require that format. Progress reports and report cards are sent home quarterly.

Parent/teacher conferences are held twice a year to help families monitor their child's progress.

Section 1118 (e) (2)

In an effort to provide materials and training to help parents work with their children, core content specific nights are offered at Orion Oaks Elementary for parents to learn how to work with their children in those areas. Teachers share activities parents can do with the children at home to support their learning. They do this during conferences and various informal meetings throughout the year.

Section 1118 (e) (3)

In an effort to train staff to build effective parent involvement, professional development time will be allocated to activities that build their capacity for improving parent involvement such as understanding forms of parent participation, obstacles for parent participation, and working to get positive parent participation. Specific research used includes:

Myers, M. S. & Myers, C. B. (2013). The dynamics of parental involvement in U.S. schools from 1996 to 2007. *Journal of School Public Relations* 34(1), 74.

Section 1118 (e) (4)

In an effort to collaborate with other programs such as Head Start, the Great Start Readiness Program, or some other State-run preschool program, the kindergarten staff at Orion Oaks work in conjunction with the staff of the preschool programs to ensure as smooth a transition as possible for those children moving into the regular K-12 system.

Section 1118 (e) (5) and Section 1118 (f)

In an effort to communicate with all of our families, we will coordinate with the Oakland County ISD to do our best to provide a translator, interpreter, or make our parent involvement plan and other documents available to our families in their language of origin. Assistance will also be given to parents with disabilities and parents of migratory children through the support of the ISD.

Section 1118 (e) (14)

In an effort to provide parents with reasonable support, Orion Oaks Elementary will hold annual meetings, maintain open lines of communication through phone, email, and face to face meetings to provide additional supports as it is requested

5. Describe how the parent involvement activities are evaluated.

Parent involvement activities are evaluated through parent surveys. After each Title I sponsored activity, parents are given a survey to provide feedback on the program. The data is analyzed after the programming and presented to stake holders through PTO and building level meetings. Orion Oaks Elementary collects feedback from parents at the culmination of every Title I sponsored program, during parent teacher conferences with data perception surveys, after Title programming meetings, and through our PTO and parent advisory committee. Most often the feedback is collected by a paper or online survey.

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

The parent school compact is developed by using guidelines from the Title rubric. All stake holders (administrators, parents, teachers, Title I staff, community members, and ancillary staff) are involved in the process. Staff members gave input on what should be included in the compact and who should be responsible for what activities. The principal, staff, and parents meet during a parent advisory meeting to review the compact through discussion. The compact is a document that is collaboratively created through the partnership of all stakeholders working together to close the achievement gap and ensure academic achievement for all students.

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

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

The school provides parents with quarterly progress reports and two report cards per year. Opportunities are provided at conference times for parents to get any additional information regarding programs, instruction, and assessment. As needed we use the assistance of Oakland Schools Intermediate School District to help us find an interpreter, translator, or other resources that may be needed to adequately report progress on any assessment or grade level content or common core standard.

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

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

The Parent Compact is used annually at elementary-level parent teacher conferences. Parents are provided with progress reports and will be offered opportunities to volunteer and participate in their child's schooling. Formal parent-teacher conferences are held twice a year in the fall and spring. Teachers meet with all parents. Title I LSS staff are included in parent-teacher conferences for identified Title I students.

Component 9: Coordination of Title I and Other Resources

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

Orion Oaks Elementary School coordinates and integrates federal, state, and local funds to serve eligible children through the goals stated in the school improvement plan. The supporting funds utilized by Orion Oaks Elementary School are derived from the following sources:

Federal Funding Title IA

Academic Intervention Support: Orion Oaks Elementary has two full time Title I teachers who work to provide reading support to Title I identified students.

Parent Involvement Support:

Orion Oaks Elementary hosts a Math Night for parents. Funds are used to provide incentives for parent participation.

Title IIA

Professional Development:

In 2018-2019 Orion Oaks Elementary will engage in ongoing Professional Development related to using data to drive instruction. Substitute teachers are provided for staff to participate in this professional development during the instructional day.

Administrators attend Professional Development conferences and workshops.

Building Intervention Team:

In 2018-2019 Orion Oaks Elementary will conduct SST meetings. These will include the Principal, Social Worker, Psychologist, Interventionist, Classroom Teacher(s) and Paraprofessional(s). This team will meet every four to six weeks to review and analyze whether students are ready to leave intervention groups or need to be added to intervention groups. They will also determine what type of intervention will be needed, how often, and for what amount of time.

Federal Funds Title III

Orion Oaks Elementary provides ELL support to eligible students. This service is coordinated with district ELL staff and an ELL teacher is present two to three days per week to deliver instruction to eligible students.

Federal Funds IDEA

Social workers provide support to students by addressing mental health concerns, behavioral concerns, positive behavioral support, academic and classroom support, consultation with teachers, parents and administrators as well as with individual and group counseling techniques

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Special education teachers create a flexible program and learning environment that provide specialized instruction for students with disabilities, such that the students benefit from the general education curriculum to the greatest extent possible when supported with supplemental aides, accommodations, and other needed supports.

Oakland Schools also supports special education with paras, OT, PT, speech and language, autism consultants, psychologists, and transportation.

Special Education professional development is also offered to special education teachers and paras.

Federal Funds

NSLP: The National School Lunch Program provides students with a healthy and free breakfast and lunch. We currently have 29% of our student population identified as free/reduced lunch candidates. These students are provided free breakfast and lunch through coordination with this program.

State Funding

Orion Oaks Elementary utilizes state aid funding to deliver instruction to students in all grade levels, including those eligible for Title services and those participating solely in general education instruction.

Local Funding

Parent Teacher Organization: The Orion Oaks Elementary PTO (Family Network) is very active within the building. They provide funding for field trips, enrichment assemblies, and other school related activities. Teachers may also request money to purchase materials for their classrooms or for field trips by filling out a form provided by the PTO. Within the school the PTO organizes activities for students and staff including movie nights, school wide celebrations, and activities.

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

At Orion Oaks Elementary, which services students in grades Kindergarten through fifth grades, the coordination of local, state, and federal services includes the following:

*Local grants fund the Olweus Bullying Prevention Program. This program is delivered to all students in grades Kindergarten through fifth grades.

*Local funds provided through our Parent Teacher Organization are directly provided to all students in grades Kindergarten through fifth grades through the funding of field trips and supplies for the classroom.

*State pupil aid funds are utilized to provide programming and educational delivery for all pupils in the school.

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*Breakfast and lunch is provided to students who qualify for free/reduced lunch, which this year is 29% of our student population, through federal funding provided to the district.

*Federal Title I funding is used for Title staff to provide additional supports for students identified as qualified for services under entry guidelines.

Component 10: Ongoing Review of Student Progress

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

Participating students are progressed monitored through different literacy and math intervention strategies dependent upon what the student needs. Students' performance is measured against grade level benchmark scores. Grade level staff discuss student data bi-monthly to make plans for accommodations within their classrooms. Quarterly, general education staff along with Title staff meet to analyze student data and create or revise a plan to best meet the students' needs.

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

The Targeted Assistance Program is revised by holding meetings with all stakeholders on an annual basis. Each time we hold a parent, benchmark, or school improvement meeting we look at student data to see how our students are performing. Staff, student, and parent surveys are taken into consideration and programs are changed or enhanced to provide the best learning opportunities for our at risk students. Students in the Title program are progressed monitored and assessments are administered. Instruction is adjusted as a result of analyzing student data to determine what the student needs.

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

Teachers have been trained on how to administer student assessments by our district ELA Consultant, district Math Consultant, district Science consultant, and our building School Psychologist. They have attended workshops and participated in professional development in using MTSS in all core areas. Teachers work closely with Title and ancillary staff to identify students who many need Title assistance. Staff meet monthly with Title staff to discuss ideas for interventions for at risk students. Core instruction is provided to every student in the classroom and accommodations are provided to students at Orion Oaks.

Evaluation

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

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

Orion Oaks Elementary evaluates the implementation of the program annually with parent, staff, and student surveys. We also analyze student data to see where students have grown and what areas we still need to target. After the surveys and data are analyzed, the school improvement team, along with the Title representative, meet to discuss areas for improvement in the program.

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

Teachers meet for data days to analyze data from the district's common assessments and screeners which are all aligned to the Michigan state standards. Screeners in math and reading are given three times per year and the data is looked at by grade level teachers, individual teachers, LSS staff and administrators. The results of this achievement data guide Orion Oaks in making adjustments to the Targeted Assistance program.

Once the MSTEP results are released this data will be included for the teachers at grades 3-5 to analyze during their data days

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

Three times a year, based on the criteria below each student is reviewed and data gathered to see if the program was effective.

Grade Kindergarten

Letter naming fluency 13 letters (with .9 Rate of Improvement [ROI] per week)

Letter sound fluency 2 sounds (with .9 ROI per week)

Phoneme Segmentation 2 (with 1.1 ROI per week)

Oral Counting 30 numbers (with 1.1 ROI per week)

Number Id 22 numbers (with .9 ROI per week)

Quantity Discrimination 7 (with .5 ROI per week)

Missing Number 2 (with .3 ROI per week)

Grade 1

Letter naming fluency 40 letters (with .4 ROI per week)

Letter sound fluency 25 sounds (with .6 ROI per week)

Phoneme Segmentation 35 (with .4 ROI per week)

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Nonsense Word 27 (with .8 ROI per week)

Oral Counting 65 numbers (with .6 ROI per week)

Number Id 36 numbers (with .7 ROI per week)

Quantity Discrimination 18 (with .4 ROI per week)

Missing Number 9 (with .3 ROI per week)

Orion Oaks uses the following criteria to identify students who score below the expected words per minute on Aimsweb RCBM and Teachers College Reading Assessment:

Grade 2 <55 words and Level J

Grade 3 <77 word and Level M

Grade 4 <105 words and Level P

Grade 5 <114 words and Level S

Orion Oaks uses the following criteria to identify students who score below the expected district cut scores on Aimsweb math computation (MCOMP):

Grade 1 receives a score of 7 (with .8 ROI per week)

Grade 2 receives a score of 15 (with .6 ROI per week)

Grade 3 received a score of 20 (with .9 ROI per week)

Grade 4 receives a score of 23 (with .9 ROI per week)

Grade 5 receives a score of 12 (with .9 ROI per week)

Orion Oaks uses building level data on unit tests (<80%) along with teacher observation for Science and Social Studies as criteria to identify students who are at-risk of failing. All unit tests have state standards aligned to each question.

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

Orion Oaks Elementary school has a school improvement team that meets monthly to analyze data and plan continuous improvement. The parent advisory committee is also asked to confer with the school improvement team to look at what is currently being implemented.

Feedback is given from each meeting and then adjustments are made as necessary to continually improve the programming and increase student achievement.

2018/2019 Goals and Plan

Overview

Plan Name

2018/2019 Goals and Plan

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 Orion Oaks Elementary School will show growth in reading.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$80575
2	All students at Orion Oaks Elementary School will show growth in math.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$4452
3	All students at Orion Oaks Elementary will show growth in writing.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$5311
4	All students at Orion Oaks Elementary will show growth in content area literacy.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: All students at Orion Oaks Elementary School will show growth in reading.

Measurable Objective 1:

100% of All Students will increase student growth in reading in English Language Arts by 06/19/2020 as measured by district and state assessments.

Strategy 1:

Comprehension - Classroom teachers will integrate fiction and non-fiction reading comprehension strategies using the Readers Workshop model and whole group instruction.

Category: English/Language Arts

Research Cited: Calkins, L. (2006). The Art of Teaching Reading. New York: Addison-Wesley.

Tier: Tier 1

Activity - Nonfiction & Fiction Text Structures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using appropriately leveled text, teacher models the reading and interacting with nonfiction & fiction text and books. Students practice the modeled strategy through independent reading and one on one teacher conferring time.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/19/2020	\$0	General Fund	Teaching Staff

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet throughout the school year as grade level teams to discuss student achievement data of our lower 30% on TC assessment and AIMSweb/Fastbridge.	Academic Support Program	Tier 1	Evaluate	09/04/2018	06/19/2020	\$0	General Fund	Teachers and support staff are responsible for meeting and collaborating.

Activity - Understanding Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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With whole group and small group instruction, students will identify unknown vocabulary within text and use strategies like Word Walls to understand meaning.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/19/2020	\$0	No Funding Required	Classroom Teachers and Learning Support Staff are responsible for whole group and small group instruction.
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Strategy 2:

Learning Support Services (LSS) - Students, with reading interventionist, will work in small group settings using research based programs to improve reading fluency, comprehension, phonemic awareness, and phonics.

Category: English/Language Arts

Research Cited: Reader's Workshop - Teachers will use the Reader's Workshop model to teach reading.

Category: English/Language Arts

Research Cited: Danielson, Charlotte. (1996). Enhancing Professional Practice: A Framework for Teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

DuFour, Richard & Eaker, Robert. (1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. Bloomington, IN: National Educational Service.

Marzano, Robert J., Norford, Jennifer S., Paynter, Diane E., Pickering, Debra J. & Gaddy, Barbara B. (2001). A Handbook for Classroom Instruction that Works

Tier: Tier 2

Activity - Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LSS/Interventionist staff will provide researched based interventions to students who are identified as at-risk through a screening process.	Academic Support Program	Tier 2	Implement	09/04/2018	06/19/2020	\$80575	Title I Part A	LSS/Interventionist staff

Goal 2: All students at Orion Oaks Elementary School will show growth in math.

Measurable Objective 1:

100% of All Students will increase student growth in the area of math in Mathematics by 06/19/2020 as measured by district and state assessments.

Strategy 1:

Math Fluency - Teachers will implement basic fact programs.

Category: Mathematics

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Research Cited: Danielson, Charlotte. (1996). Enhancing Professional Practice: A Framework for Teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

Fuson, Karen C. (2013). Math Expressions Common Core. Orlando, FL: Houghton Mifflin Harcourt Publishing Company

DuFour, Richard & Eaker, Robert. (1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. Bloomington, IN: National Educational Service.

Marzano, Robert J., Norford, Jennifer S., Paynter, Diane E., Pickering, Debra J. & Gaddy, Barbara B. (2001). A Handbook for Classroom Instruction that Works. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzaon, Robert J. (2002) What Works in Schools. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 2

Activity - Math Fluency Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher preference, fluency activities with assessments.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/19/2020	\$0	General Fund	Teachers and support staff.

Activity - AIMSweb Probes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AIMSweb Probes provides for math practice, repetition, and application of math facts.	Academic Support Program	Tier 2	Evaluate	09/04/2018	06/19/2020	\$0	General Fund	Classroom Teaching Staff, Learning Support Services

Strategy 2:

Teacher Training in Differentiated Instruction - Train K-5 teachers on best math practices with a focus on differentiated instruction.

Category: Mathematics

Research Cited: <http://www.rti4success.org>

Tier: Tier 1

Activity - Math Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The district math coach/consultant will provide professional development to teachers in the area of differentiation for math.	Professional Learning	Tier 1	Implement	09/04/2018	06/19/2020	\$4452	Title II Part A	District math coach/consultant, classroom teachers
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Goal 3: All students at Orion Oaks Elementary will show growth in writing.

Measurable Objective 1:

100% of All Students will increase student growth in the area of written expression in English Language Arts by 06/19/2020 as measured by state assessment and district On Demand writing assessments.

Strategy 1:

Writer's Workshop - Teachers will give daily writing instruction. Teachers will use the writer's workshop method to instruct students in the area of writing genres. Teachers will conference with students individually to support each student's individual development in the area of written expression.

Category: English/Language Arts

Research Cited: Calkins, Lucy. The Art of Teaching Writing. Portsmouth, NH: Heinemann, 1986. Print.

Tier: Tier 1

Activity - Writer's Workshop Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given direct instruction, and one on one conferring, in the area of opinion, informative, and narrative writing. Teacher's will use Lucy Calkins Units of Study - Elementary Series	Direct Instruction	Tier 1	Monitor	09/06/2016	06/14/2019	\$0	General Fund	Teaching Staff
Activity - ELA Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher's will be provided opportunities to develop knowledge and pedagogy within the writer's workshop from the district literacy coach.	Professional Learning	Tier 1	Monitor	09/04/2018	06/19/2020	\$5311	Title II Part A	District Literacy Coach

Strategy 2:

Spelling Instruction - Teacher's will use the Words Their Way approach to teaching spelling. Students will be assessed two or more times per year. Students will be instructed at their spelling level through appropriate small group instruction.

Category:

Research Cited: Bear, Donald. Words Their Way. Pearson.2012.

Tier: Tier 1

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Activity - Words Their Way	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the Words Their Way approach to teaching spelling. Students will be assessed two or more times throughout the school year with the Words Their Way Spelling Inventories. Teachers will identify students spelling development stage and teach students at their level to increase spelling mastery.	Direct Instruction	Tier 1	Evaluate	09/06/2016	06/14/2019	\$0	No Funding Required	Teaching Staff

Goal 4: All students at Orion Oaks Elementary will show growth in content area literacy.

Measurable Objective 1:

demonstrate a proficiency in understanding and applying acquired knowledge using nonfiction text focusing on science and social studies concepts in English Language Arts by 06/19/2020 as measured by district and state assessments.

Strategy 1:

Pre-Assessment - Staff will pretest student knowledge of science and social studies vocabulary.

Category: English/Language Arts

Research Cited: Calkins, Lucy and Tolan, Kathleen. (2010). Navigating Nonfiction. Portsmouth, NH: First Hand An Imprint of Heinemann.

Tier: Tier 1

Activity - Content Area Vocabulary Pre-Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will pretest student knowledge of science and social studies vocabulary.	Direct Instruction	Tier 1	Implement	09/04/2018	06/19/2020	\$0	General Fund	Teachers, LSS, Resource Room Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Understanding Vocabulary	With whole group and small group instruction, students will identify unknown vocabulary within text and use strategies like Word Walls to understand meaning.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/19/2020	\$0	Classroom Teachers and Learning Support Staff are responsible for whole group and small group instruction.
Words Their Way	Teachers will implement the Words Their Way approach to teaching spelling. Students will be assessed two or more times throughout the school year with the Words Their Way Spelling Inventories. Teachers will identify students spelling development stage and teach students at their level to increase spelling mastery.	Direct Instruction	Tier 1	Evaluate	09/06/2016	06/14/2019	\$0	Teaching Staff

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Intervention	LSS/Interventionist staff will provide researched based interventions to students who are identified as at-risk through a screening process.	Academic Support Program	Tier 2	Implement	09/04/2018	06/19/2020	\$80575	LSS/Interventionist staff

Title II Part A

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

Orion Oaks Elementary School

Math Professional Development	The district math coach/consultant will provide professional development to teachers in the area of differentiation for math.	Professional Learning	Tier 1	Implement	09/04/2018	06/19/2020	\$4452	District math coach/consultant, classroom teachers
ELA Professional Development	Teacher's will be provided opportunities to develop knowledge and pedagogy within the writer's workshop from the district literacy coach.	Professional Learning	Tier 1	Monitor	09/04/2018	06/19/2020	\$5311	District Literacy Coach

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Content Area Vocabulary Pre-Assessment	Staff will pretest student knowledge of science and social studies vocabulary.	Direct Instruction	Tier 1	Implement	09/04/2018	06/19/2020	\$0	Teachers, LSS, Resource Room Staff
AIMSweb Probes	AIMSweb Probes provides for math practice, repetition, and application of math facts.	Academic Support Program	Tier 2	Evaluate	09/04/2018	06/19/2020	\$0	Classroom Teaching Staff, Learning Support Services
Teacher Collaboration	Teachers will meet throughout the school year as grade level teams to discuss student achievement data of our lower 30% on TC assessment and AIMSweb/Fastbridge.	Academic Support Program	Tier 1	Evaluate	09/04/2018	06/19/2020	\$0	Teachers and support staff are responsible for meeting and collaborating.
Writer's Workshop Instruction	Students will be given direct instruction, and one on one conferring, in the area of opinion, informative, and narrative writing. Teacher's will use Lucy Calkins Units of Study - Elementary Series	Direct Instruction	Tier 1	Monitor	09/06/2016	06/14/2019	\$0	Teaching Staff
Math Fluency Activities	Teacher preference, fluency activities with assessments.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/19/2020	\$0	Teachers and support staff.
Nonfiction & Fiction Text Structures	Using appropriately leveled text, teacher models the reading and interacting with nonfiction & fiction text and books. Students practice the modeled strategy through independent reading and one on one teacher conferring time.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/19/2020	\$0	Teaching Staff