



# **School Improvement Plan**

Richfield Public School Academy K-2

Richfield Public School Academy

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## **Introduction**

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

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

Richfield Early Learning Center, a public charter school located in the Flint, opened in 2003. We currently have 241 students in grades Pre-K-2. Approximately 93% of our students qualify for free and reduced lunch. Approximately 9% of our students qualify for English as a Second Language services. Richfield Early Learning Center provides a school close to home which opens up educational opportunities for our students. Richfield Early Learning Center's goals are to increase learning opportunities for all students, provide families with expanded public school choice, and continuously focus on students, parents, and community needs. In support of this goal, Richfield Early Learning Center encourages innovative teaching practices and greater school accountability through measurable academic standards. Such an educational environment provides new professional opportunities for teachers and improved opportunities for student success. Richfield Early Learning Center provides a new choice for parents, one that fosters a close connection between home and school. Parents have expanded opportunities for participating in hands-on improvements in the structure and operation of their child's school. Regular goal setting conferences, which include parent, child and teacher, are scheduled. Parents contribute to policy-making decisions through Parent Satisfaction Surveys, participation on school committees, board meetings, and other events schedule by the school. These expanded opportunities enable parents to become partners with Richfield Early Learning Center to help create better schools for their children. The community in which Richfield Early Learning Center is located is economically challenged. Many of our students come from homes that receive state assistance. Due to the extensive supports needed when working with this demographic population, we have a parent liaison and two Social Workers who work closely with our parents in utilizing community resources to help provide food, clothing, and shelter.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

The mission of Richfield Early Learning Center is to create a high standard of academic excellence where all students can grow and become life-long learners. The school has adopted a belief statement that we "Live to Learn, Learn to Lead." We believe that each child enrolled in the Academy will be taught at the level at which he/she is ready to learn, move through academics at his/her own pace, master one level of learning before moving onto the next, receive a solid foundation in reading, phonics, and mathematics enabling him/her to succeed in other academic subjects, receive regular instruction in computer skills, participate in cooperative learning groups for reading, math, and writing, and be encouraged to reach or achieve his/her potential. Richfield Early Learning Center embraces the mission and beliefs by providing students with highly qualified teachers in each classroom as well as access to highly qualified intervention teachers, highly qualified special education teachers, and social workers as needed. Richfield Early Learning Center looks at each child as an individual and offers resources based on the student's needs. We continually review data and research to look for ways to strengthen our programming and delivery of instruction. Richfield Early Learning Center offers after-school tutoring, intersessions and enrichment classes to students. Monthly, we host parent education events where we can present information to our parents on ways to support their student academically, emotionally, and physically. Beginning in the 2013-2014 school year, we trained the staff and implemented the "Leader in Me" program. This program enables our students to learn the skills needed to be leaders and develop into productive citizens within their community. During the 2014-2015 school year, the school hosted it's first Leadership Day where students showcased their leadership habits with 140 community members and parents in attendance.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

In reviewing data, student test scores in the area of reading were increasing, but not at the rate needed. Through discussion and reviewing research, we implemented the Daily 5 structure for our daily reading block. As students increase their reading time, we believe that our reading scores will move more quickly toward proficiency standards. The 2015-16 school year will be the first year that the supplemental reading program "Reading Eggs" will be used for the entire year. This program offers lessons, games and books that are at each student's level and grows with the student.

Math scores have not had the positive trend that is needed to reach proficiency. Through discussions with the faculty, it was evident that our math curriculum was not aligned with standards. Faculty reviewed several math textbook series and looked for alignment to standards and the school purchased a new math textbook that aligns more closely with the standards for the 2013-2014 school year. For the 15-16 school year, Richfield will begin offering a 4 day/week 25 minute "All hands on deck" Math time where 1st and 2nd grade students will be grouped by identified NWEA skill levels to have targeted math instruction on that skill to increase skill proficient

Based on student surveys, teacher feedback and student behaviors, the district has determined that a character development program is needed. This year the Richfield Early Learning Center will implement the Leader In Me Program as a school-wide initiative to develop our students into successful and self motivated students. During the 14-15 school year, the school hosted their first annual Leadership Day where students had presentations for parents, invited parents into their classrooms to see leadership in action and held a "Leader Fair" where each classroom presented on a habit and taught the community members how to use the habit. The program continues to evolve into a successful program as students and staff learn more of the 7 Habits and find ways to implement.

## **Additional Information**

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

The Board of Directors for the District has a strong passion for serving under privileged students. Their commitment to our mission and vision have led the way for the District to implement needed programs to support student academic growth. The Board of Directors for the District has researched, written and adopted a five year Strategic Plan to guide the district through processes to address identified needs, both current and future.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

Parents were invited through a letter to participate on the school improvement committee. Committee meetings were set based on feedback from parents as to the best available times for them. Coffee with the principal meetings were also implemented to include stakeholders in meetings surrounding school initiatives.

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

Parents and other community members were invited to a formal session to discuss and modify the plan. The school prepared a questionnaire for suggestions and feedback on the plan.

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

The school reports monthly to all stakeholders as to our progress on the goals. The plan is available on the district website. A survey is done annually to evaluate the programs and the plan.

# School Data Analysis

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

## **Demographic Data**

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

### **Student Demographic Data**

**1. In looking at the three year trend in student enrollment data, what challenges have been identified?**

We have seen an increase in Special Education students and an increase in ESL population.

### **Student Demographic Data**

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

Increasing attendance is a major concern leading to a need for increased bussing.

### **Student Demographic Data**

**3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?**

A need for behavior/character education is seen.

### **Student Demographic Data**

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

Increase in bussing, additional staff through the GISD for ESL tutoring and the Leader in Me program have been developed through the data.

### **Teacher/School Leader(s) Demographic Data**

**5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?**

Our building is seeing minimal staff turnover leading to increased experience in the building. New hires have brought in several years of experience, versus just college education.

### **Teacher/School Leader(s) Demographic Data**

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

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Our teaching staff has a range of teaching experience from just 3 years to over 10. This leads us with a younger, hungry staff that is consistently looking for new ideas to improve upon their teaching.

### Teacher/School Leader(s) Demographic Data

**7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?**

The school leader in 2014-2015 missed 5 days for paternity leave and 5 days for professional learning. The professional learning was important to bring back important ideas to staff and in the leader's absence, the leadership coach stepped into fill the void on all absent days.

### Teacher/School Leader(s) Demographic Data

**8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?**

Staff in most grades had high attendance rates. In one classroom, illness kept the teacher out for extended days, but student achievement was still in line with expectations.

### Teacher/School Leader(s) Demographic Data

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

Incentives to decrease number of missed days have been seen as a need.

## **Process Data**

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

**10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?**

Effective Instructional Practices, Learning Environment, Assessment System, Shared Leadership for Learning, Approaches and Tools, Cultural Responsiveness,

**11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?**

Alignment, Coherence, Purposful Planning, Impact of Professional Learning

**12. How might these challenges impact student achievement?**

Increasing the "take Home" of professional learning will lead to increased achievement and will impact other areas of planning and curricular alignment.

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

The continual process of improving our process for approving Professional Learning and the follow up will be addressed.

**14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?**

The child study process intentionally builds in interventions for all students. Our student selections for intervention outside of the classrooms is based on biggest academic need.

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

We have offered after school programming to students in grades K-2. After school activities consist of enrichment programming of which we utilize Project based learning. During our intersessions, we will offer programming to students in grades K-2 and it will consist of enrichment styled activities in combination with intervention.

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

For our intersession, we will welcome all students, but will extend invitations to students requiring additional intervention due to at risk status. Contact will be made with these parents by phone and paper correspondence.

**17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?**

Pacing guides and lesson plans document the standards being taught and to be taught. Performance will be documented through growth on the NWEA assessment related to Math and ELA CCSS,

**18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.**

NA

## **Achievement/Outcome Data**

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

### **19a. Reading- Strengths**

DRA reading data shows strong growth among students who are in consistent attendance.

### **19b. Reading- Challenges**

Reading among our bottom 30% is a challenge.

### **19c. Reading- Trends**

Comparable DRA reading scores are showing an increase year over year.

### **19d. Reading- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

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Reading among our bottom 30% of students will be addressed through multiple types of timely and additional assistance through Reading Recovery to 11 of the lowest 1st grade students each semester. Increase in small group instruction through intervention will impact instruction.

### 20a. Writing- Strengths

typical Growth for majority of students seen on quarterly prompts

### 20b. Writing- Challenges

Consistent handwriting program is a need

### 20c. Writing- Trends

Growth during the school year on the writing prompts is consistent, but could be greater.

### 20d. Writing- Summary

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

We are moving from quarterly writing prompts to monthly writing prompts in 1-2 and monthly prompts starting in February for Kindergarten.

### 21a. Math- Strengths

**21b. Math- Challenges**

Math is a challenge for our bottom 30%

**21c. Math- Trends**

Math data showcased a need for an aligned math curriculum which was purchased in 2013. Now there is a need for additional supplemental, non-grade level support for students below grade level.

**21d. Math- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

In 1st and 2nd grade, students will be grouped by ability level for a daily 25 minute math session that is in addition to the regular math block to provide targeted instruction based on topic according to NWEA results.

**22a. Science- Strengths**

**22b. Science- Challenges**

According to science pre and post test there is a need for a comprehensive aligned curriculum for all grades.

**22c. Science- Trends**

Consistent need for curriculum

**22d. Science- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Interactive notebooks will be utilized in science.

**23a. Social Studies- Strengths**

**23b. Social Studies- Challenges**

**23c. Social Studies- Trends**

**23d. Social Studies- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

## **Perception Data**

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

### **24a. Student Perception Data**

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

### **24b. Student Perception Data**

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

### **24c. Student Perception Data**

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

### **25a. Parent/Guardian Perception Data**

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

Parent surveys indicate satisfaction in the teaching staff and ability to communicate and find need.

### **25b. Parent/Guardian Perception Data**

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

Parent survey indicate that transportation is a concern for parents

### **25c. Parent/Guardian Perception Data**

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

We have added an additional bus to our routes through MTA. We are transitioning the transportation duties to a staff member that may be able to devote more time.

### 26a. Teacher/Staff Perception Data

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

Staff surveys indicate that staff feels supported in teaching through observations

### 26b. Teacher/Staff Perception Data

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

Staff surveys indicate that there is a sense of detachment in information between k-2 building and 3-8 building.

### 26c. Teacher/Staff Perception Data

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

Action teams have been separated and focused on each grade span instead of K-8 teams.

### 27a. Stakeholder/Community Perception Data

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

Our 1st annual leadership day brought the highest level of satisfaction among our stakeholders for an event.

### 27b. Stakeholder/Community Perception Data

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

Transportation.

### 27c. Stakeholder/Community Perception Data

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

Increase in bus routes, transferring of transportation duties to different staff member.

## Summary

### 28a. Summary

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

The school has a strong academic and assessment culture that drives instruction. Needs exist to strengthen individual components inside of this culture, but the culture is strong. We have strong parent support in the sense that the parents support what we do, but participation must improve.

### 28b. Summary

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

transportation and attendance impact achievement because there are many students who require the additional support we provide, but they are not able to receive it.

### 28c. Summary

**How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?**

The challenges of our math will be addressed by All Hands on Deck where students will be receiving leveled skill instruction. Reading and writing will be improved through timely and additional assistance through our intervention teachers. We will have 1 LLI teacher, 3 Reading Recover teachers and these teachers will provide small group instruction in reading.

# **School Additional Requirements Diagnostic**

## **Introduction**

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Grades 1-2 take will take NWEA test three times each year in both literacy and math.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	<a href="http://www.richfieldpsa.net/wp-content/uploads/2013/08/Annual-Education-Report-MEAP-12-13.pdf">http://www.richfieldpsa.net/wp-content/uploads/2013/08/Annual-Education-Report-MEAP-12-13.pdf</a>	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Not applicable to Richfield Early Learning Center.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Not applicable for Richfield Early Learning Center.	

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Pamela Haldy Superintendent 3807 North Center Road Flint, Michigan 48506 810-736-1281	

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

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

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	The school relies on the use of state, authorizer and local assessment data to determine academic growth goals. The school collects and analyzes parent, staff, student and community perception data to determine the needs of the district and to develop the goals and strategies for the plan. The school uses annual staff evaluations to determine the effectiveness of SI goals.	

# **Title I Schoolwide Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide 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: Comprehensive Needs Assessment**

### **1. How was the comprehensive needs assessment process conducted?**

Students, parents, and all school staff complete surveys throughout the year to give feedback on school climate, curriculum, and overall school systems. Staff participated in completing the School Process Rubric for our building in the early spring. Teachers, support staff, and administration also collaborated and reviewed student data on a monthly basis to examine the students' academic and behavioral needs.

### **2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?**

#### STUDENT ACHIEVEMENT DATA

Mi School Data was used to review 2011-13 MEAP proficiency score trends for all third grade students in the content areas of reading and math. Because the school does not yet have protocols for collecting writing, science, and social studies achievement data, fourth grade MEAP writing scores, fifth grade MEAP science scores, and sixth grade MEAP social studies scores were also reviewed. We realize their usefulness in providing meaningful information specific to the K-2 program are minimal at best. Finally it is important to note that this MEAP reading and math data includes students who are not full academic year (FAY).

Fall 2013 FAY MEAP data, obtained from Genesee Intermediate School District (GISD), was reviewed.

Data from the Ed Performance assessment given to all K-2 students three times a year, was reviewed.

#### MEAP TREND DATA 2011-2013 (includes students who are not FAY)

- 3rd grade reading scores declined from 39% to 34% proficient.
- 3rd grade math scores declined from 18% to 5% proficient
- 4th grade writing scores improved slightly from 40% to 41% proficient
- 5th grade science scores declined from 6% to 3% proficiency
- 6th grade social studies scores increased from 3% to 5% proficient

#### MEAP ITEM ANALYSIS

Reading - In two of last three years, third grade has scored below strand proficiency in the areas of comprehension, informational text, narrative text and word study. Comprehension scores show the biggest gaps.

Math - Over the last three years, third grade has consistently scored below strand proficiency in the areas of connections, working with geometric shapes, addition and subtraction fluency, and base ten. Connections scores show the biggest gaps.

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### ADEQUATE YEARLY PROGRESS:

The Richfield Early Childhood Center was opened late in the 2012-13 school year and thus has never received its own AYP score. Prior to the opening of the center, the grade levels were part of the Richfield Public School PreK-8 Academy (RPSA) and AYP scores for that school showed the following: 2011 - did not make AYP due to low ELA scores for students with disabilities. 2012 - did not make AYP due to low reading scores. The current 2013-14 accountability scorecard status for The Richfield Early Childhood Center is "lime" (12/16 points possible). This is the result of red status designations for the bottom 30% in reading and math.

### RESULTS OF THE STATE'S TOP-TO-BOTTOM LIST FOR THE SCHOOL:

The Richfield Early Childhood Center is associated with Richfield Public School Academy which received the following a top-to-bottom rankings over the past three years:

- 2013-14 = 35th percentile with below average composite Z-scores in science and math , and above average scores in reading, writing, and social studies.
- 2012-13 = 35th percentile with below average composite Z-scores in science and above average scores in reading, math, writing, and social studies.
- 2011-12 = 29th percentile with below average composite Z-scores in reading, science and social studies and above average scores in math and writing.

The above information suggests that the school is maintaining above average Z-scores in reading, writing, and social studies. Math fell below average this past year and science has stayed below average for three years.

### THE SCHOOL'S PROGRESS IN MEETING THE NEW PROFICIENCY TARGETS BASED ON FULL ACADEMIC YEAR (FAY) STUDENTS:

A review of Fall 2013 third, fourth, fifth, and sixth grade feeder school FAY MEAP data provided by the GISD, showed the following based on the aggregation of proficient, growth proficient, and provisionally proficient students:

#### Reading

- The school attained 72% proficiency for third grade students. 35% are provisionally proficient
- The school exceeded its AMO target (56%) in two subgroups (males =61%; educationally disadvantaged (ED) = 71%), but missed badly with the bottom 30% which was at 5% proficiency.

#### Math

- The school attained 28% proficiency for third grade students. 20% are provisionally proficient.
- The school did not reach its AMO target of 34% for all students (28%), males (23%), ED students (27%), and bottom 30% (0%).

#### Writing

- The fourth grade feeder school class attained 76% proficiency for all students. 30% are provisionally proficient
- The school exceeded the AMO target of 47% for all students, females (86%), males (68%), ED students (76%), African American students (78%) and white students (72%).

#### Science

- The fifth grade feeder school class attained 21% proficiency for all students. 15% are provisionally proficient.
- Females (25%) and Caucasian students (31%) reached the AMO target of 25%.

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- The school did not reach the AMO target of 25% for all students (21%), males (17%), ED students (21%), African American Students (11%), or the bottom 30% (0%).

### Social Studies

- The sixth grade feeder school class attained 23% proficiency for all students. 20% are provisionally proficient.
- Females (27%) and Caucasian students (26%) reached the AMO target of 24%.
- The school did not reach the AMO target for males (19%), ED students (22%), African American students (20%) or the bottom 30% (0%).

### TOP 30% VS BOTTOM 30%

The PreK-2 school does not have a computed scores for these two groups at this point. 2013-14 data for the K-8 academy configuration showed that the school is safely in the non-Focus School category with a composite score of 1.1007 (negative scores indicate large gaps between the two subgroups). That said, the gaps between the top and bottom 30% are widest for science (.3831), math (.5530). Social studies (1.3200), Reading (1.6326) and writing (1.6149) show much closer achievement levels between the two groups.

Looking at sub-groups within the bottom 30% for the last two years, African American students had significantly more students in the bottom 30% group than the top 30% group for all content areas except writing. Hispanics and two or more race students, were more evenly spread, while white students consistently showed more students in the top 30% except for writing.

### OTHER ASSESSMENT DATA

#### KINDERGARTEN

Ed Performance National Percentile Ranking NPR

Reading - Fall Average NPR 30% Spring Average NPR = 43%

Math = Fall Average NPR = 46 % Spring Average NPR = 54%

Scores below are the average score

Letter ID Test (54/54 correct is target score)

Fall = 51% Spring = 96%

Letter Sound ID Test (54/54 correct is target score)

Fall = 18% Spring = 45%

Hearing and Recording Sounds (54% is target score)

- Winter = 52% Spring = 77%

Number Identification test (1-20 is target score)

- Fall = 51% Spring = 91%

Writing Numbers To 20 Test (100% is target)

- Fall = 5% Spring = 98%

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Counting To 100 Test (100 is target score)

- Fall = 2% Spring = 45%

Writing First And Last Name Test (100% means both first and last name can be written, 50% means just first name)

- Fall = 42% Spring = 94%

### FIRST GRADE

Spring Ed Performance Scores National Percentile Ranking

Reading - Fall AverageNPR = 35% Spring average NPR = 39%

Math - Fall Average NPR = 39% Spring averageNPR = 39%

### SECOND GRADE

Spring 2014 Ed Performance Assessment National Percentile Ranking NPR

Spring Ed Performance Scores National Percentile Ranking

Reading - Fall Average NPR = 38% Spring average NPR = 39%

Math - Fall Average NPR= 32% Spring average NPR = 37%

### ACHIEVEMENT DATA CONCLUSIONS

- All five content areas remain priorities for the school with science and social studies scores at the 3-8 school, below 20% proficient.
- Entering kindergarten students continue to show severe developmental delays in pre-reading and pre-math skills that the school is struggling to overcome by the end of second grade. While no assessment data is available, given the high poverty rate in the school, the school feels it is safe to assume that low vocabulary skills are also a problem.
- A large percentage of FAY students proficient in reading and math, are provisionally proficient suggesting the school proficiency scores could easily fall.
- African American students are over-represented in the bottom 30% subgroup
- Kindergarten pre-reading scores (letter ID, letter sounds ID), reading comprehension, informational text, narrative text and word study are specific strands that need additional attention. Reading comprehension scores show the biggest gaps on the MEAP.
- Over the last three years, third grade has consistently scored below math strand proficiency targets in the areas of connections, working with geometric shapes, addition and subtraction fluency, and base ten. Connections scores show the biggest gaps. Pre-math scores in the areas of number identification, counting to 100, and writing numbers to 20 are areas needing improvement at kindergarten.

### PROGRAM/PROCESS DATA

Spring 2015 School Process Rubric Ed Yes was completed by obtaining input from all teaching staff during after school meetings. The results for the 26 indicators were: 20 partially implemented and 6 implemented. Many of the partially implemented indicators had strong

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discussion of the true meanings of full implementation but deeper analysis and staff discussion revealed the needs listed below.

Curriculum: Stronger curricular alignment from K-8 in all subjects and greater coherence of curriculum. Newly hired curriculum director is and will be working on creating instructional leadership teams to build the alignment and coherence.

Professional Learning System: Stronger correlation between instruction and the professional development that is received. Late start Wednesday schedule will more closely align with Professional Development goals for the staff and school

### OTHER PROGRAM PROCESS DATA

#### Parent Conference Attendance 2014-2015

- Kindergarten: 98% overall for the year
- 1st Grade: 85% overall for the year
- 2nd Grade: 78% overall for the year

#### Overview of the School Program

Our instructional program includes fully certified and highly qualified classroom teachers, intervention teachers at every grade level, as well as a 1st/2nd intervention reading teacher, three certified Reading Recovery teachers, specials teachers in art, music and physical/health education, special education teachers, a speech pathologist, a school psychologist, a parent liaison person, and two school social workers. Our instructional staff also includes highly qualified, full-time instructional aides in kindergarten and first grade.

K-2 classroom teachers are expected to provide 150 minutes of ELA, 90 minutes of math, 30 minutes of science, 30 minutes of social studies, 40 minutes of specials (either art, music or PE) and 15 minutes of "Leader In Me" lessons daily.

Our character education program is derived from the principles of a Leader in Me School where students are coached on the 7 Habits and implementation into their academic day and beyond, to support social, emotional and academic growth. We also offer, on an as needed schedule, counseling/social work groups to address student needs.

The school provides opportunities for students to participate in many programs that occur within the school day such as Colorful Connections Mentoring, swimming and other outdoor activities.

Richfield Early Learning Center participates in the Community Eligibility Option through the State of Michigan Child Nutrition Grant, which allows us to provide a FREE breakfast and lunch for all students. This year we will also participate in the Fresh Fruit and Vegetable Grant to provide a daily, nutritious snack to all students.

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The school holds three Parent-Teacher Conference sessions each year and expects 100% participation by parents. Individual appointments are provided with daytime and evening time slots available. During these conferences parents are informed of student goals for learning, progress toward goals, and all other academic data is shared with the parents. The Academy also holds monthly parent education events to inform parents about academic support programs available, to provide tips and strategies for supporting education at home, to discuss the 7 Habits as a Leader in Me School initiative, to get input on the school improvement plan, and to provide a venue for students to showcase their learning. We invite parents to participate on the RPSA School Improvement Team, Special Education CIMS Review Team, Parent Volunteer Committee and the PTO.

### PROGRAM/PROCESS CONCLUSIONS

- The Ed Yes results indicate that participation of all staff in the alignment of curriculum and in purposeful professional development is needed.
- Parent-teacher conference attendance needs to improve, particularly at first and second grades. The school will continue to investigate the needs of parents and find ways to meet them where they are. Class Dojo communication has been implemented for the 15-16 school year which will increase communication between conferences.

### PERCEPTUAL DATA

#### Parent Survey Results

A spring 2014 Title I parent survey was conducted with 75 families completing the survey. The following results were obtained:

- 56% attended the Title I orientation meeting
- 55% reported attending one or more parent teacher conferences
- 79% are satisfied with the quality of Title I services
- 97% believe the school works hard to meet childrens' academic needs
- 90% believe their children improved in reading this past year
- 92% believe their children improved in math this past year
- 91% feel time and date of Title I activities were communicated well
- 91% feel their child gained confidence in their academic abilities
- 95% feel that the school informs them about school programs available for their children
- 87% feel comfortable calling the school to discuss academic issues with teachers and administrators
- 85% felt their child has equal access to all academic assistance programs at the school
- 89% felt that their input regarding their child's academic program is requested and valued
- 12% of parents did not understand the student eligibility criteria for Title I assistance
- 9% did not understand the student eligibility ranking process
- 15% did not understand the summer school eligibility criteria

### PARENT SURVEY CONCLUSIONS

The small sample makes any conclusions mentioned here subject to validity issues. Most responses that were not satisfactory, were entered as uncertain. The highest number of uncertain responses came from the question about the quality of Title I services. Was this because their child did not participate in the programs or was it because they lacked information? That said, 4% of parents did not feel their child gained confidence in their academic abilities. Other possible conclusions include that parent participation at the Title I orientation meeting and parent-teacher conferences appears to be significantly lower than desired. More investigation needs to be done to see why so many parents appear uncomfortable calling the school to discuss academics. It is also apparent that we need to include more questions regarding parent involvement opportunities in next year's survey.

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### Staff Survey Results

A staff survey was conducted during the second semester with 31 K-8 staff participating. This constituted 61% of the staff. There were 18 items on the survey which allowed responses on a five point scale from strongly agree to strongly disagree, and also open ended response.

The statements having the highest percentage of disagreement for the staff were:

- 38% - As a teacher you feel you have adequate time to collaborate on school improvement strategies for curriculum issues
- 33% - As a teacher you feel there is adequate discussion regarding goals, strategies and activities in the school improvement plan
- 30% - As a teacher you have an understanding regarding allowable uses for Title I funds and staff
- 21% - You have the opportunity to evaluate school improvement plan strategies and activities for effectiveness.
- 13% - You are aware of the programs and services offered to all students through the Title I grant
- 13% - Adequate and appropriate staff development is made available to you.
- 12% - As a teacher, you feel that your reading/writing instruction was strengthened through working with the literacy coach.

### STAFF SURVEY CONCLUSIONS

A better effort needs to be made in getting staff to complete this annual survey. The survey results also need to be disaggregated so the results for the K-2 building can be analyzed separately from the 3-8 building. Other areas possibly needing attention based on this limited and aggregated K-8 survey include:

- A significant number of surveyed staff desire more time for collaborative activities focused on school improvement related activities
- A significant number of staff do not understand allowable uses for Title I funds and staff.

### DEMOGRAPHIC DATA

We reviewed attendance data, mobility data, discipline data, and enrollment data provided by the Genesee Intermediate School District (GISD) and the school's data bases.

### ENROLLMENT DATA

In 2014-2015, 97% of students attending the academy resided in the Flint Public School District. Previous years had 96, 94%, 93%, and 91% coming from Flint Schools. Students coming the Mt. Morris district were a distant second with 9 students,

The 14-15 school year enrollment was 237 students in grades kindergarten (81) first (74), and second (80). Sub-group enrollment percentages were follows: African American = 53%; Caucasian = 35%; Hispanic = 12%; special education = 13%; educationally disadvantaged = 91%; limited English proficient = 10%; males = 49%; females = 51%. Over the last five years, the K-8 Caucasian population has declined by 27% while the African American population has increased by 66%. The Hispanic population has increased by 31%. Other ethnic groups have remained fairly constant.

Overall enrollment for the K-2 building increased by 5.5% from fall 2012.

### ATTENDANCE DATA

The K-2 school's attendance for 2013-14 was 92.9% compared to 94% at the 3-8 building, and the state target of 90% . Attendance data for 2012-13 was entered into MSDS incorrectly.

Looking at K-8 chronic absenteeism data for fall 2009 through spring 2012, it was found that the K-8 school had the following number of students with more than 10 absences: 2009-10 = 14%; 2010-11 = 47%; 2011-12 = 50%. Hispanic students were consistently lower in

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absences than other subgroups. Special education students were consistently higher.

### MOBILITY DATA

Mobility data (rounded to nearest %) currently available for all grades on Mi School Data is as follows:

2013-14 = 14% GISD rate = 5% State Rate = 7%

2012-13 = 8% GISD rate = 5% State rate = 8%

2011-12 = 11% GISD rate = 12% State rate = 14%

2010-11 = 9% GISD rate = 7% State rate = 9%

2009-10 = 7% GISD rate = 8% State rate = 12%

### DISCIPLINE DATA

2013-14 is the first full year that data is available for the K-2 building. Prior to that, data was not available for just the K-2 grades.

Number of referrals = 276

In-school suspensions = 23

Out of School suspensions = 63

2014-2015 Data includes bus referral data

Number of referrals = 163

In-school suspensions = 15

Out of School suspensions = 45

According to trends for the last three years, October, November, March and May are the months that have the most referrals and as a result the most suspensions. One possible reason for the increase early in the year is the adjustment to new teachers, expectations, and classmates. There is a drop through the year as students acclimate. March is historically high for referrals as spring fever hits and the same thing happens in May as summer break approaches. 2013-2014 was the first year that included bus referrals in with our discipline logs, so there is a rise in referrals. Suspensions off the bus were not included in our number of suspensions. However, activity that would result in a suspension from school on the bus, resulted in suspensions from both school and bus.

### DEMOGRAPHIC DATA CONCLUSIONS

The school continues to obtain most of its students from the Flint School District. This probably explains some but not all of the reasons for the rise of the African American population. The rise in the Hispanic population can be partly explained by word-of-mouth about the intervention programs the school provides for ELL students.

Attendance issues continue to be a problem with close to 50% of students missing 10 or more days of school. The special education population stands out negatively in this statistic while the Hispanic population is a positive. This poor attendance has persisted in spite of busing being provided for most students, and an aggressive effort to hold families accountable for attendance via follow-up phone calls, truancy referrals, and truancy hearing appearances.

School mobility appears to be similar to or less than that of other Genesee ISD schools and the State of Michigan.

Discipline data is only available for the K-2 building for two years so trends remain to be seen. There was also a leadership change, so expectations for office referrals were revamped to not include classroom management issues. We need to determine if additional data

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regarding where referrals originate (classroom, playground, bus, etc.) and subgroup distribution can be obtained for future analysis.

### **3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.**

#### IDENTIFIED PRIORITIES

Based on the above reviewed data and conclusions, the priorities for the school include:

- Improve the academic performance of all students in all content areas, with special attention given to these student subgroups: the bottom 30% with extra emphasis on African American, economically disadvantaged, English as a second language , and disabled students.
- Improve the behavioral performance of all students
- Improve teachers' abilities to provided differentiated instruction in the classroom and during intervention activities
- Improve student attendance
- Improve teacher participation in collaborative activities related to the design of instructional lessons and the design, implementation, and evaluation of the school improvement plan
- Improve parent participation in school events, especially parent-teacher conferences

#### IDENTIFIED GOALS

- All students will increase their math proficiency.
- All Students at Richfield Early Learning Center will become proficient readers and writers.
- All Students will increase their Science proficiency.
- All students will increase their social studies performance.
- Richfield Early Learning Center will implement a new schoolwide reform strategy of supplemental student support; "The Leader in Me" and "7 Habits of Highly Effective Students" program.

### **4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?**

The goals, objectives, strategies and activities are addressing all students because of an emphasis on improving classroom instruction and student behavior schoolwide, increasing parent participation, and improving teacher collaboration and participation in the development of the school improvement plan.

Additional intervention activities have been created and are focused on providing effective intervention programs for disadvantaged students, particularly those in the bottom 30% as well as students who have identified as bubble students on the edge of grade level.

## **Component 2: Schoolwide Reform Strategies**

### **1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.**

#### **MATH STRATEGIES**

##### **Research Based Math Strategies**

District staff will implement effective research-based math strategies that will utilize and provide vocabulary and purposeful instruction based on student needs to increase comprehensible input to improve student math performance. These strategies include:

- Classroom teachers will provide differentiated instruction for students not mastering grade level expectations including use of re-teaching, modified assignments, small group instruction, additional guided practice, on-going assessment with task adjusted based on assessment data, cooperative learning groups, flexible grouping, reading buddies, compacting, and multi-level learning tasks.
- Special Education teachers will collaborate with the general education teachers for one hour per week to differentiate instruction to meet the needs of their students in math.
- All Hands on Deck Math time will focus students into small group activities school wide to improve skill based proficiencies based on NWEA skills.
- Teachers will use diagnostic formative and summative assessments to monitor student progress.
- Teachers will implement the new common core standards with all students.
- Teachers will post and discuss daily learning objectives with students to increase student understanding of math grade level content expectations.
- Teachers and administrators will, on a quarterly basis, use a data management system to disaggregate student data from multiple assessments, monitor student progress, and identify areas for improvement.
- Teachers will incorporate graphic organizers, vocabulary notebooks, and/or interactive strategies to effectively implement classroom vocabulary instruction to increase student comprehension of math concepts.
- Weekly common planning time with grade level team members including intervention and special education teachers, will be provided to aide staff in creating conceptual lessons to be used to introduce new concepts and provide students an opportunities to discover concepts/algorithms and thus have a deeper understanding of math concepts.
- Teachers will participate in Professional Learning Community meetings at least twice per month to collaborate across grade levels to close identified math gaps.
- Teachers will participate in grade level meetings to disaggregate data from common math chapter assessments for instructional grouping and re-teaching of math concepts.
- The parent liaison will develop, implement and evaluate monthly parent education events to increase parent involvement, parent understanding of academic programs, and increase parents ability to support their children in their academic endeavors.

#### **READING STRATEGIES**

##### **Research Based Reading And Vocabulary Instruction**

School staff will implement effective, research based reading and vocabulary instruction that will utilize and provide reading strategies to increase comprehensible input to improve student academic vocabulary. This includes:

- Classroom teachers will provide differentiated instruction for students not mastering grade level expectations including use of re-teaching.

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modified assignments, small group instruction, additional guided practice, on-going assessment with task adjusted based on assessment data, cooperative learning groups, flexible grouping, reading buddies, compacting, and multi-level learning tasks.

- Special Education teachers will collaborate with the general education teachers for one hour per week to differentiate instruction to meet the needs of their students in reading.
- The reading coach will observe, plan, and meet with teachers (classroom, intervention, and special education) on regular basis to improve student reading comprehension.
- Vocabulary will be taught through contextual and definitional strategies from student selected and teacher selected texts. Teachers will incorporate graphic organizers, vocabulary notebooks, and/or interactive strategies to effectively implement classroom vocabulary instruction to increase student comprehension of texts.
- Teachers will incorporate multi-cultural field trips for all students 1-2 times each school year related to the concepts being studied in the areas of art, literature, history, and science. Teachers will provide after-school enrichment classes in the areas of poetry, photography, technology, science, music, and drama to assist students in building academic vocabulary knowledge.
- Teachers will post and discuss learning objectives with students in grades Kindergarten through eighth grade to increase student understanding of reading Grade Level Content Expectations.
- Teachers and administrators will, on a quarterly basis, use a data management system to dis-aggregate student data from multiple assessments, monitor student progress, and identify.
- Teachers will explicitly teach reading comprehension strategies(making connections, questioning, visualizing, inferring, determining importance, synthesizing) daily to improve student comprehension when encountering all types of text.
- Teachers will participate in Professional Learning Community meetings at least twice a month to collaborate across grade levels to close educational gaps in reading curriculum.
- Special Education teachers will collaborate with the general education teachers for one hour per week to differentiate instruction to meet the needs of their students in reading.
- Teachers will use diagnostic formative and summative assessment to monitor student progress.
- Teachers will explicitly teach reading fluency strategies (read a-loud, choral reading, reader theater, partner reading, repeated reads, fluency reads).
- The parent liaison will develop, implement and evaluate monthly parent education events to increase parent involvement, parent understanding of academic programs, and increase parents ability to support their children in their academic endeavors

### WRITING STRATEGIES

#### Improve Writing Proficiency

School staff will implement effective, research-based writing instruction including:

- Classroom teachers will provide differentiated instruction for students not mastering grade level expectations including use of re-teaching, modified assignments, small group instruction, additional guided practice, on-going assessment with task adjusted based on assessment data, cooperative learning groups, flexible grouping, reading buddies, compacting, and multi-level learning tasks.
- Teachers will post and discuss daily learning objectives with students to increase student understanding of the Grade Level Content Expectations for writing.
- Special Education teachers will collaborate with the general education teachers for one hour per week to differentiate instruction to meet the needs of their students in writing.
- Writing teachers in Kindergarten and first grade will schedule at least 30 minutes of writing instruction/workshop daily to increase student writing proficiency. Writing teachers in second grade will schedule at least 45 minutes of writing instruction/workshop daily to increase student writing proficiency. Teachers of other content areas will schedule at least 60 minutes of writing activities per week.

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- Teachers will incorporate multi-cultural field trips for all students 1-2 times each school year related to the concepts being studied in the areas of art, literature, history, and science. Teachers will provide after-school enrichment classes in the areas of poetry, photography, technology, science, music, and drama to assist students in building academic vocabulary knowledge. The school counselor will incorporate a mentoring program for all students.
- All students will participate in monthly writing prompts.
- Teachers will participate in grade level meetings three times per year to score and disaggregate common grade level writing assessments.
- Teachers will incorporate the use of graphic organizers daily to strengthen writing instruction and increase student capacity for summarizing and sequencing.
- The parent liaison will develop, implement and evaluate monthly parent education events to increase parent involvement, parent understanding of academic programs, and increase parents ability to support their children in their academic endeavors

### SCIENCE STRATEGIES

#### Research Based Science Strategies

School staff will implement effective, research-based science strategies including:

- Classroom teachers will provide differentiated instruction for students not mastering grade level expectations including use of re-teaching, modified assignments, small group instruction, additional guided practice, on-going assessment with task adjusted based on assessment data, cooperative learning groups, flexible grouping, reading buddies, compacting, and multi-level learning tasks.
- Special Education teachers will collaborate with the general education teachers for one hour per week to differentiate instruction to meet the needs of their students in science.
- Vocabulary will be taught through definitional information from teacher selected text. Teachers will incorporate graphic organizers, vocabulary notebooks, and/or interactive strategies to effectively implement classroom vocabulary instruction to increase student comprehension of science concepts.
- Teachers in grades K-2 will create lessons that explicitly teach how to select appropriate measurement tools and their associated units of measurement when conducting lab activities.
- Teachers will post and discuss learning objectives with students to increase student understanding of science concepts. Teachers will utilize the learning objectives to review and wrap-up daily lessons and guide instructional adjustments.
- Teachers and administrators will, on a quarterly basis, use a data management system to disaggregate student data from multiple assessments, monitor student progress, and identify areas for improvement.
- Teachers will be provided with appropriate materials to support lab activities within each classroom and across all grade levels.
- Teachers will review data after each assessment (quizzes, unit assessment, district assessments, state assessments) to adjust instruction, plan for re-teaching, and share data with students.
- Teachers will participate in monthly Professional Learning Community meetings to collaborate across grade levels to close gaps in curriculum.
- Teacher will participate in professional development opportunities on how to deliver effective science instruction.
- Focal teams of teachers in grades K-2 will participate in meetings monthly to align curriculum, create lab expectations, and rewrite unit assessments to focus on mastery of science concepts.
- Teachers will incorporate the use of a universal lab forms at each grade level to increase student's understanding of science concepts/process and the need for data to make informed scientific decisions.
- Teachers will incorporate multi-cultural field trips for all students 1-2 times each school year related to the concepts being studied in the areas of art, literature, history, and science. Teachers will provide after-school enrichment classes in the areas of poetry, photography,

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technology, science, music, and drama to assist students in building academic vocabulary knowledge.

- Teachers will participate in professional development on differentiation of science instruction/lessons and higher order thinking skills.
- Teachers will incorporate student interactive notebooks to enhance retention of science concepts.
- The parent liaison will develop, implement and evaluate monthly parent education events to increase parent involvement, parent understanding of academic programs, and increase parents ability to support their children in their academic endeavors

### SOCIAL STUDIES STRATEGIES

#### Research Based Social Studies Strategies

School staff will implement effective, research-based social studies strategies including:

- Classroom teachers will provide differentiated instruction for students not mastering grade level expectations including use of re-teaching, modified assignments, small group instruction, additional guided practice, on-going assessment with task adjusted based on assessment data, cooperative learning groups, flexible grouping, reading buddies, compacting, and multi-level learning tasks.
- Special Education teachers will collaborate with the general education teachers for one hour per week to differentiate instruction to meet the needs of their students in social studies.
- Teachers will be provided with additional expository texts to support aligned curriculum.
- Teachers will incorporate multi-cultural field trips for all students 1-2 times each school year related to the concepts being studied in the areas of art, literature, history, and science. Teachers will provide after-school enrichment classes in the areas of poetry, photography, technology, science, music, and drama to assist students in building academic vocabulary knowledge.
- Teachers will implement the Michigan Citizenship Collaborative Curriculum, to develop higher order thinking skills, critical thinking, and extended response writing skills.
- Teachers will utilize diagnostic formative and summative assessment to monitor student progress.
- Teachers will incorporate graphic organizers, vocabulary notebooks, and/or interactive strategies to effectively implement classroom vocabulary instruction to increase student comprehension of social studies concepts.
- Teachers and administrators will, on a quarterly basis, use a data management system to disaggregate student data from multiple assessments, monitor student progress, and identify areas for improvement.
- Teachers will participate in Professional Learning Community meetings at least twice a month to collaborate across grade levels to close social studies gaps.
- The parent liaison will develop, implement and evaluate monthly parent education events to increase parent involvement, parent understanding of academic programs, and increase parents ability to support their children in their academic endeavors

### THE LEADER IN ME" AND "7 HABITS OF HIGHLY EFFECTIVE STUDENTS" PROGRAM

This program is designed to help instill in students from impoverished backgrounds, an intrinsic belief in education and to teach them to use effective habits in their daily lives to prepare them for high school and college. Strategies to be employed as part of the implementation include:

- Staff will provide explicit instruction on The 7 Habits to students. These habits will guide students in becoming independent, responsible, and successful individuals. The staff will become facilitators in the cultivating this culture within the school buildings.
- Parents will be trained in the 7 Habits and will be presented with weekly and monthly activities to support their child at home and in school.

### **2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).**

#### Focus On Improving Instruction

The chosen strategies will improve instruction by developing teachers' skills in instructional strategies that research has shown increase student achievement. The collaborative time provided will enable teachers to get support and encouragement during the implementation phase of these new skills, which is often difficult. The fact that several of the strategies cross content areas will also provide multiple opportunities for staff to practice the new skills which should increase the likelihood of them mastering the skills in a timely fashion.

#### Focus On Increasing Instruction

Student behavior and student attendance are issues at the school. The Leader In Me and 7 Habits strategy is designed to increase student responsibility and accountability. It is also designed to increase parent capacity to support the development of these skills. Increased student responsibility and reduced class disruptions should increase the amount of instruction provided in the classrooms.

The instructional strategies being implemented will increase instruction because they will be more engaging for students and necessitate more direct and guided instruction on the part of the teachers. The school already provides a longer school day and school year than the typical public school. It also has established time requirements for daily instruction in all core content areas.

### **3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.**

Based on the comprehensive needs assessment conclusions discussed in the previous component, the priorities for the school include:

#### PRIORITY 1

- Improve the academic performance of all students in all content areas, with special attention given to these student subgroups: the bottom 30% with extra emphasis on African American, economically disadvantaged, English as a second language, and disabled students.

#### Strategy Alignment Analysis

The strategies related to teacher collaboration, the use of frequent monitoring of student learning, analyzing the data created by these monitoring tools, and developing lessons to address students needs, aligns closely with the above priority. The strategies that emphasize classroom teaching techniques that teachers will be trained on and expected to implement with fidelity in the classroom, also align. Full implementation of the Common Core will help address the strand deficiencies identified. The emphasis on vocabulary development using multi-cultural field trips and direct vocabulary instruction, will address the vocabulary deficiencies often associated with economically disadvantaged students. Intervention activities discussed below, will assist with the subgroups by providing additional focused instruction. Finally the Leader in Me and Seven Habits initiative will help improve student motivation and behavior so they can take maximum advantage of classroom instruction.

#### PRIORITY 2

- Improve the behavioral performance of all students

#### Strategy Alignment Analysis

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The Leader in Me and Seven Habits initiative will help improve student motivation and behavior so they can take maximum advantage of classroom instruction. The parent training will also assist in addressing this priority

### PRIORITY 3

- Improve teachers' abilities to provide differentiated instruction in the classroom and during intervention activities

#### Strategy Alignment Analysis

The strategies involving teacher implementation of several effective instructional techniques will help address this priority. Teacher collaborative activities centered around lesson design are also supportive. Finally, intervention strategies identified below, will provide intensive differentiation for identified students needing additional support

### PRIORITY 4

- Improve student attendance

#### Strategy Alignment Analysis

The Leader in Me and Seven Habits initiative will help improve student motivation and responsibility for attending school on a regular basis. The parent training will also assist in addressing this priority.

### PRIORITY 5

- Improve teacher participation in collaborative activities related to the design of instructional lessons and the design, implementation, and evaluation of the school improvement plan

#### Strategy Alignment Analysis

Several strategies described in each content area are designed to address this priority. These include professional learning community meetings, quarterly reviews of assessment data by teachers and administrators, and grade level meetings for classroom and special education teachers.

### PRIORITY 6

- Improve parent participation in school events, especially parent-teacher conferences

#### Strategy Alignment Analysis

The Leader In Me training and the monthly parent activities planned by the parent liaison will address this priority. Additional activities outlined in the attached school level plan are designed to support additional parent involvement, as well

## **4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.**

The below interventions will be provided to all grade levels (unless indicated otherwise) and in all content areas as needed. Science and social studies will often be incorporated in reading and writing support activities.

- Title 1 and At-Risk intervention teachers will provide, for at least 30 minutes daily, individual or small group instruction to the lowest performing students at each grade level.

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- Teachers will offer intersession days during school breaks for intervention.
  - School Family Social Worker will bridge the gap between home and school. She/he will help families with mental, physical, and academic needs
  - The principal will work with behaviorally challenged students in small groups and/or individually.
  - ELL tutors will work 30 minutes daily with ESL students to support classroom academics and deliver language development instruction.
- ELL tutors will work collaboratively with classroom teachers and coach them how to be more effective in meeting the academic needs of ESL students.

### **5. Describe how the school determines if these needs of students are being met.**

All K-2 students are monitored for academic achievement using the following assessment:

- The NWEA Measures of Academic Progress for Primary Grades is administered and reviewed three times per year in the content areas of reading and math.
- Chapter and unit assessments are given to all students at the end of each activity in each content area.
- Pre-reading and pre-math common classroom assessments are administered to kindergarten and first grade students at least four times per year

Students receiving interventions will be progress monitored monthly in reading and math. The pre-reading and math assessments will also be updated monthly. Finally, the intervention teacher will also review classroom assessments in all content areas during congruency meetings held monthly with the classroom teacher

Students not making adequate progress can be referred to a child study team which holds meetings on a monthly basis. During these meetings, all prior intervention activities and assessment results are reviewed by the classroom teacher, the intervention teacher, and the building administrator. Students not making adequate progress have an individual plan created for them with monthly follow-up meetings to ascertain progress or lack thereof. Students not making progress are offered different and/or additional intervention activities. If on further review at a later date, the student is still not progressing, a meeting is held with the special education coordinator to determine if psychological testing, speech and language testing, or socio-emotional assessments are warranted.

**Component 3: Instruction by Highly Qualified Staff**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All Richfield PSA K-2 paraprofessionals meet NCLB requirements for highly qualified.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All Richfield PSA K-2 teachers meet NCLB requirements for highly qualified.	

## Component 4: Strategies to Attract Highly Qualified Teachers

### 1. What is the school's teacher turnover rate for this school year?

All teachers returned to Richfield Early Learning Center for the 2014-2015 school year.

### 2. What is the experience level of key teaching and learning personnel?

For the 2014-15 school year, we employed teachers with the following amount of experience:

0-3 years of experience - 3 teachers

4-8 years experience - 7 teachers

9-15 years experience - 6 teachers

Greater than 15 - 2 teacher

### 3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

The school has several initiatives it has implemented to attract and retain high quality teachers. These include:

- Providing a unique and physically separate early childhood setting for grades Pre-k through 2
- Providing the opportunity for extensive professional development via 2 days of pre-service before the start of the school year 4 days of PD during the school year as well as weekly Late Start Wednesdays. Also offering opportunities for individual participation in selected workshops and conferences during the school year that align with the SIP and individual PD plans funded with Title funds.
- Providing professional learning community release time to work collaboratively with other teachers

### 4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

The Richfield PSA District has several initiatives it has implemented in cooperation with Advance HR which is the actual employer of the schools teachers.

These include:

- Offering competitive pay, health, vision and dental benefits relative to other schools in the area
- Offering a 401K program with matching funds
- Offering a merit pay structure based on student achievement to help retain its effective teachers.
- Providing supplemental mentoring activities during the first three years of employment
- Maintaining class sizes of 27 or less
- Offering significant intervention support for at-risk students

**5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?**

There is currently not a high turnover rate. To maintain this status, Richfield Early Learning Center is committed to providing teachers with a small, new, and less congested environment. These are all items that teachers have expressed as important during surveys and staff discussions. We are use some community building activities throughout the year to help build a community in which they will not want to seek other employment.

## Component 5: High Quality and Ongoing Professional Development

### 1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

The staff development calendar is created and aligned in conjunction with the CNA and the school improvement plan. Staff has participated in professional development related to the new math textbooks and the Leader in Me program for implementation during the 2013-2014 school year. Throughout the 2014-2015 school year, we continued to support PD for full alignment of all content areas including the development of common assessments, the implementation of explicit vocabulary instruction and the implementation of the Leader in Me program.

For the 2015-16 school year, PD will be provided to help with the transition to the new assessment NWEA and how the data is interpreted and used. NWEA will be providing onsite training to teachers for report and data interpretation.

### 2. Describe how this professional learning is "sustained and ongoing."

Professional development is sustained and ongoing by the fact that we use 2 pre-service days prior to the beginning of school to begin training related to the CNA and the School Improvement Plan as well as continue professional development throughout the year. Teachers are also given the opportunity to attend professional development outside the building as it relates to the school improvement plan and their professional goals.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		PD Plan

## Component 6: Strategies to Increase Parental Involvement

**1. Describe how parents are (will be) involved in the design of the schoolwide plan.**

Parents are involved in the design of the schoolwide plan via their participation on the PTO group, the Parents as Partners group, the school improvement team, and parent surveys conducted during the school year. Other surveys are conducted and used for program design at other parent involvement functions held throughout the year

**2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.**

Parents are involved in the implementation of the schoolwide plan through activities designed to increase their awareness of their child's participation in the various schoolwide component strategies and activities. Monthly newsletters contain information about program activities, intervention staff and classroom staff make regular verbal and written contacts, the school administrator provides reports to the PTO, and public school board presentations are made to communicate implementation progress. Surveys are also used to get parent feedback about parent involvement programs and intervention programs.

**3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.**

Parents will be surveyed at least annually on climate issues and on programs specific to the schoolwide plan. The results of this survey will be reviewed by the school improvement team, the PTO, and the administration as part of the annual evaluation process and comprehensive needs assessment process.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		Parent Policy

**5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).**

[Section 1118 (e) (1)] The school will provide assistance to parents of children served by the school in understanding topics such as the State's academic content standards, the State's student academic achievement standards, the State and local academic assessments including alternate assessments, the requirements of Title I, how to monitor their child's progress, and how to work with educators

- The school will develop and distribute parent friendly documents regarding the state academic content standards
- The school will provide information and notices regarding all major academic assessments and will share results at parent-teacher conferences
- Title I requirements will be shared at the annual Title I informational meeting
- Parents will receive direction on how to monitor their student's progress at open house meetings and during parent teacher conferences.

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[1118 (e) (2)] The school will provide materials and training to help parents work with their children to improve their children's academic achievement and to foster parental involvement.

- The school will offer topical family nights (math, literacy, and cultural events), Paragon presentations, and encouraging parental participation in parent projects.
- Provide parent access to the Teacher/Parent Resource Library and other resources such as web sites, parent organizations, etc.
- Provide parent access to the school library to check out books for their children
- Offer special training programs by counselor and outside agencies in the areas of child rearing, nutrition, health, and other topics of interest.
- Share community events via school newsletter and Facebook page

[Section 1118 (e) (3)] The school will, with the assistance of parents, educate teachers, pupil services personnel, CAO and other staff, on effective ways to reach out to, communicate with, and work with parents as equal partners. Staff will also receive training in regards to the value and utility of contributions of parents, how to implement and coordinate parent programs, and how to build ties between parents and schools, including:

- The school will encourage staff to attend parental involvement workshops and conferences, web-based learning, parent-teacher organization meetings, and site-based staff development.
- The parent liaison person will make an annual presentation to staff on Joyce Epstein's research on parent involvement
- Teachers will maintain parent volunteer logs in their classrooms
- Prior to parent-teacher conferences, staff will receive review on effective conferencing techniques and the importance of creating and completing Personalized Student Achievement Plans.

[Section 1118 (e) (4)] The school shall, to the extent feasible, coordinate and integrate parental involvement programs and activities with other community programs including Head Start, the Great Start Readiness Program, Genesee Intermediate School District, YMCA, the school PTO, the Eastern Michigan Food Bank and the Kidney Foundation.

- The parent liaison person will work with the above organizations to coordinate parent involvement activities during the school year.
- Preschool to kindergarten transition activities will be coordinated between the various preschool and child care programs in the area.

[Section 1118 (e) (5)] The school shall ensure that information related to school and parent programs, meetings, and other activities is sent to parents in a language and format they can understand.

- Memos, school and classroom newsletters will be written in a manner that is understandable to parents
- DVD recordings of meetings, phone calls, and the school's web page, and Facebook page will be used to communicate with parents
- Translations of documents will be provided as necessary

[Section 1118 (e) (14)] The school shall provide other such reasonable support for parental involvement activities under this section as parents may request.

- The parent liaison person will maintain close contact with parent groups to ascertain additional support that might be needed by parents
- Surveys held during parent-teacher conferences and other parent activities will ask parents for additional ideas for parent involvement activities they would like to see at the school.

[Section 1118 (f)] The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and to the extent practicable, in a language such that parents understand, in carrying out parental involvement policy in the school.

Some of the school's actions will include:

- maintaining handicap accessible building and grounds
- providing web based access to school information and activities

## **School Improvement Plan**

Richfield Public School Academy K-2

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- providing video recordings of school activities related to their children's performances
- providing school publications in alternative languages
- providing interpreters for the hearing impaired and limited English speaking
- making home visits if the parent is home-bound

### **6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.**

The parent involvement component will be evaluated annually using the following activities:

- Annual Title I specific parent survey
- Surveys conducted after various parent events
- Schoolwide parent survey conducted each spring
- Feedback obtained from the sharing of survey results with the PTO, Partner to Partner participants, and school improvement team.

### **7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.**

Survey results are discussed and shared with the school improvement team, administration, and other interested stakeholders, including parents. Based on these discussions, schoolwide programming is adjusted to include activities that will strengthen and address parent concerns regarding parent involvement activities available to them.

### **8. Describe how the school-parent compact is developed.**

The school-parent compact is reviewed and discussed by our PTO annually. Their suggestions for changes are then reviewed by the school improvement team and approved if appropriate.

### **9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.**

The school-parent compact is shared and signed at the fall parent-teacher conference as part of a personalized student achievement plan. The compact is reviewed again at two subsequent conferences held later in the school year.

### **10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?**

Not applicable to this K-2 building.

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Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Compact

### 11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Student academic assessment results are shared face-to-face with parents at each of our three parent-teacher conferences held at ten week intervals starting in November. The DRA, NWEA MPG and Schoolwide Writing Assessment scores are shared and interpreted to parents and in a language they can understand, at the above conferences as part of each student's Student Success Plan. This information includes a student's individual test scores and where he/she compares to other students at that grade level. Parents of students in the child study process, meet every 4-6 weeks to review additional curriculum based measurement results. Goals for student achievement are created with the parents at the first quarter conference and reviewed at each subsequent conference. Parents are welcome to meet with teachers at other points in the year as needed to discuss their child's academics.

## **Component 7: Preschool Transition Strategies**

### **1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?**

We will conduct several activities to ease the transition of preschool students into our kindergarten program. These will include:

- We hold a spring kindergarten roundup where teachers present information about our kindergarten program and distribute learning packets to parents.
- Our Kindergarten teachers conduct academic skills testing for all incoming kindergarten students. Students who demonstrate lower academic skills are provided with summer skills activities to strengthen their academic knowledge.
- We will host a stepup day to invite the new kindergarteners to a half day of school in June.

### **2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?**

Our teachers hold a kindergarten readiness workshop for parents of entering students that provides information on how to prepare their children for success during their kindergarten year. Our preschool teachers are involved in all the school wide training sessions so that they are aware of kindergarten expectations. Our kindergarten teachers and preschool teachers collaborate throughout the school year so that they are both well aware of where the children should be when they are exiting preschool.

## **Component 8: Teacher Participation in Making Assessment Decisions**

### **1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?**

During monthly grade level meetings, staff discuss the use of various academic assessments and the results obtained from them. From these discussions, student learning activities are adjusted as needed and assessments are changed or updated as needed for each academic area.

### **2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?**

Academic achievement data is analyzed and discussed by teachers and administrators during monthly grade level meetings. Based on the analysis, plans are made to adjust lessons/curriculum to address student deficiencies using Rtl activities available at the school. If curriculum gaps are identified, lessons are designed to close the gaps via reteaching.

## **Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

### **1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.**

To identify students needing timely additional assistance, we conduct several monitoring assessments in the four content areas throughout the school year. These include:

- Developmental Reading Assessments are given to students three times during the school year
- Components of the MLPP are used three to four times a year with students in grades K-1
- STAR Early Literacy, Reading and Math assessments are given monthly to students receiving tier 2 and 3 intervention services
- NWEA MPG assessment in math and reading is given three times a year to all students in grades K-2
- All K-2 students take regular unit assessments in all four content areas

Once scores are received, classroom and intervention teachers review the data in grade-level meetings, congruency meetings, and/or staff meetings to identify students who have not attained proficient levels in the four main content areas. Students scoring less than one year below grade level expectations are provided with differentiation in the classroom program (tier 1). Students scoring one or more years below grade level are provided with an individualized intervention plan that includes more intensive interventions such as small group or individual tutoring (tier 2) during and/or after school, and summer school. If adequate progress continues to be elusive for a student, a child study referral is created to request help in determining if more intensive special education interventions are needed (tier 3).

### **2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

Teachers and other intervention staff offer several types of timely additional assistance to needy students:

- Classroom teachers provide differentiated instruction for students not mastering grade level expectations including the use of manipulatives, re-teaching, modified assignments, small group instruction, additional guided practice, on-going assessment with tasks adjusted based on assessment data, cooperative learning groups, flexible grouping, reading buddies, compacting, and multi-level learning tasks.
- Title 1 and At-Risk intervention teachers provide individual or small group instruction to the lowest performing students at each grade level, for at least 30 minutes daily.
- The social workers offer counseling services for students needing additional social emotional support, individually and in small groups.
- The behavior intervention specialist works with behaviorally challenged students in small groups and/or individually.
- Teachers offer interschool session instruction that includes intensive instruction in reading, writing and math.

**3. How are students' individual needs being addressed through differentiated instruction in the classroom?**

Classroom teachers provide differentiated instruction for students not mastering grade level expectations including use of manipulative, re-teaching, modified assignments, small group instruction, additional guided practice, on-going assessment with tasks adjusted based on assessment data, cooperative learning groups, flexible grouping, reading buddies, compacting, and multi-level learning tasks.

## **Component 10: Coordination and Integration of Federal, State and Local Programs and Resources**

**1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.**

State, local and Federal programs supporting our schoolwide program include:

Title I, Part A funds

Title II, Part A funds

Title III bilingual consortium funds (Genesee Intermediate SD)

31a At-risk funds

Great Start Readiness Program funds

State aide general funds

IDEA Flowthrough funds

IDEA Preschool Flowthrough funds

Bay Mills grant funds

Parent-teacher organization funds

Local churches and charities

- Title 1, Part A funds allow us to have a Instructional Coach, Intervention Teachers, Parent Liaison, After-school Tutoring, Academic Enrichment classes, multi-cultural field trips, and Summer School.
- Title II, Part A allows us to offer professional development activities above and beyond what is required by the state.
- Section 31a At-Risk funds provide intervention teachers and a supplemental school social workers.
- Bay Mills Community College Grant allows us to purchase supplemental programming for students who are At-Risk.
- IDEA FlowThrough funds help provide highly-qualified special education teachers and speech services for pre-k through grade 2 students  
Title III ESL supplemental services (after school tutoring and staff development) are provided through the Genesee Intermediate consortium.
- Great Start School Readiness Program grant allows us to provide preschool for At-Risk students.
- Local churches and charitable organizations provide donations to meet a variety of families needs.

**2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.**

The ten required schoolwide components are implemented using the following funds:

Comprehensive needs assessment - general funds are used to gather data and release staff to analyze the data

Schoolwide Reform strategies - general funds, Title I funds, 31a funds, IDEA funds, local funds, and Title IIA funds are used to implement the various strategies/activities

High Qualified Staff - general funds are used to hire staff

Attract and Retain Highly Qualified Staff - general funds are used to attract and retain staff

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Professional Development - general funds, Title IIA funds, Title I funds are used to provide PD

Parental Involvement - general funds, Title I funds, and PTO funds are used to provide a parent liaison person and parent involvement activities

Preschool Transition - Great Start, Title I, and general funds are used to provide transition activities

Assessment Decisions - general funds are used to release teachers to be involved in assessment decisions

Timely Additional Assistance - Title I, Title III, Special Education Flowthrough, 31a At-risk and general funds are used to provide intervention teachers for core content areas, social worker support for social emotional areas, behavior intervention supports for atypical student attendance and behaviors, special education staff for identified needs, and supplemental ESL tutoring

Coordination and Integration of Federal, State, and local Resources - general funds are used to provide administrative planning time needed to coordinate all resources for the schoolwide plan

### **3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

Currently we offer parent education programs wherein we coordinate services from charitable organizations to offer informational workshops/programs on such topics as nutritional education, violence prevention, drug abuse, parenting, etc. The school participates in the Community Eligibility Option food program offered by the state, thus making all students eligible for free breakfasts and lunches on a daily basis. The Great Start Readiness Program cooperates with the local Head Start program to ensure students are served by the appropriate program so that both programs can maximize their enrollments.

## **Evaluation:**

### **1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.**

The SIP is monitored and reviewed continually during the school year. Quarterly, teachers submit a school improvement matrix as well as proof of the implementation from student work samples, lesson plans, etc., that shows which activities have been implemented in their classroom. Quarterly grade level assessment data is reviewed and discussed in reference to the school improvement goals and objectives. State assessment data is reviewed annually to monitor school improvement goals and adjustments are made to activities to gaps. Staff responsible for other components of the schoolwide plan (parent involvement, professional development activities), also complete a school improvement matrix and supporting documents.

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

The school improvement team and administration reviews all data from 3rd grade reading and math MEAP results, 4th grade MEAP writing results, and K-2 fall-to-spring Ela and math NWEA Assessment results to monitor progress of all students as well as sub-groups of students. The Top-to-Bottom ranking is also considered in looking at the bigger picture.

### **3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.**

The school disaggregates the various achievement scores of students who are furthest from achieving the standards. This disaggregation includes looking at the results of student participation in such programs as Leveled Literacy Instruction, Reading Recovery, after-school tutoring, summer school participation, intervention teacher support, school social worker support, etc. The intent is to see if these students are making more than one year's growth during the school year since this is what is needed to close the achievement gap for these students. If this is not happening, the school will review the programs to determine whether to make modifications in the programs or discontinue them.

### **4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?**

The results of the data analysis is used by the school improvement team and administrative team to annually determine whether the programs found in the schoolwide plan are obtaining the desired results. If these results are not showing continuous improvement of full academic year students on a year-by-year basis, the plan is revised and presented to the various stakeholder groups for approval.

# **2015-2016 SIP**

## Overview

### Plan Name

2015-2016 SIP

### 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 Richfield Early Learning Center will become proficient readers and writers.	Objectives: 4 Strategies: 5 Activities: 34	Academic	\$367932
2	All Students will increase their Science proficiency	Objectives: 4 Strategies: 4 Activities: 21	Academic	\$16983
3	All students will increase their social studies performance.	Objectives: 4 Strategies: 4 Activities: 16	Academic	\$16983
4	Richfield Early Learning Center will implement a schoolwide reform strategy of supplemental student support; " The Leader in Me" program	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
5	All students will increase their math proficiency	Objectives: 4 Strategies: 4 Activities: 21	Academic	\$50949

# Goal 1: All Students at Richfield Early Learning Center will become proficient readers and writers.

**Measurable Objective 1:**

35% of All Students will demonstrate a proficiency in year one by growing 1.33 academic years on NEWA and increasing proficiency level in English Language Arts by 06/30/2016 as measured by district assessments.

**Strategy 1:**

Research based reading and vocabulary instruction - School staff will implement effective, research based reading and vocabulary instruction that will utilize and provide reading strategies to increase comprehensible input to improve student academic vocabulary.

Category:

Research Cited: Research Cited: Best Practice by Zemelman, Daniels, and Hyde. Building Academic Vocabulary by Marzano and Pickering.

Tier:

Activity - Merit Pay	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive merit pay based on bonus criteria.	Recruitment and Retention			07/01/2015	06/30/2016	\$0	General Fund	Administrative Support Staff, Teachers

Activity - Timely Additional Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and other staff will offer several types of assistance to students in need: - Classroom teachers will provide differentiated instruction for students not mastering grade level expectations including use of manipulative, reteaching, modified assignments, small group instruction, additional guided practice, on-going assessment with task adjusted based on assessment data, cooperative learning groups, flexible grouping, reading buddies, compacting, and multi-level learning tasks. - Teachers will provide additional individual and small group - The Social Workers will offer services for students needing additional social emotional support, individually and in small groups. - The principal will work with behaviorally challenged students in small groups and/or individually. in reading, writing and math. - School Family Social Worker will bridge the gap between home and school. She/he will help families with mental, physical, and academic needs -Classroom teachers will offer after school enrichment opportunities that focus on Project Based Learning.	Academic Support Program			07/01/2015	06/30/2016	\$150000	Title I Schoolwide	Principal, Assistant Principals, Curriculum Director, Instructional Support Staff, Classroom teachers, Intervention teachers, Special Education teachers

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Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vocabulary will be taught through strategies that focus on using context clues to form definitions in student-selected and teacher-selected texts. Teachers will incorporate graphic organizers, vocabulary notebooks, and/or interactive strategies to effectively implement classroom vocabulary instruction to increase student comprehension of texts.	Direct Instruction			07/01/2015	06/30/2016	\$0	Title I Schoolwide	Principal, Assistant Principals, Curriculum Director, Instructional Support Staff, Classroom teachers, Intervention teachers, Special Education teachers
Activity - Activities to increase academic background knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate multi-cultural field trips for all students 1-2 times each school year. Teachers will provide after-school enrichment classes that are project-based. The school counselor will incorporate a variety of programs to meet student needs.	Field Trip			07/01/2015	06/30/2016	\$0	Title I Schoolwide	Principal, Assistant Principals, Curriculum Director, Instructional Support Staff, Classroom teachers, Intervention teachers, Special Education teachers.
Activity - Post Student Learning Objective	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will post and discuss learning objectives with students in grades Kindergarten through second grade to increase student understanding of reading Grade Level Content Expectations.	Other			07/01/2015	06/30/2016	\$0	General Fund	Principal, Assistant Principals, Curriculum Director, Instructional Support Staff, Classroom teachers, Intervention teachers, Special Education teachers.
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Activity - Reading Instruction Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, paraprofessionals, and administrators will participate in professional development on the effective implementation of guided reading, literature circles, and/or novel studies, effective questioning or higher order thinking effective differentiation, and effective reading instruction to improve student reading comprehension.	Professional Learning			07/01/2015	06/30/2016	\$16983	Title II Part A	Principal, Assistant Principals, Curriculum Director, Instructional Support Staff, Classroom teachers, Intervention teachers, Special Education teachers

Activity - Collaborative Planning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

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Special Education teachers will be held accountable for collaborating with the general education teachers weekly to differentiate instruction and to meet the needs of their students in Language Arts.	Other			07/01/2015	06/30/2016	\$0	Special Education	Principal, Assistant Principals, Curriculum Director, Instructional Support Staff, Classroom teachers, Intervention teachers, Special Education teachers
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Activity - Data Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will use a data management system to determine At-Risk and Intervention students, archive student data, and analyze specific student needs.	Other			07/01/2015	06/30/2016	\$0	Title I Schoolwide	Principal, Assistant Principals, Curriculum Director, Instructional Support Staff, Classroom teachers, Special Education teachers

Activity - Explicit Reading Comprehension Strategies Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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Teachers will explicitly teach reading comprehension strategies (for example: making connections, questioning, visualizing, inferring, determining importance, and synthesizing) to improve student comprehension.	Direct Instruction	Tier 1		07/01/2015	06/30/2016	\$0	General Fund	Principal, Assistant Principals, Curriculum Director, Instructional Support Staff, Classroom teachers, Intervention teachers, Special Education teachers.
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Activity - Bi-Monthly Parent Education Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will provide bi-monthly parent education events to increase parent involvement, parent understanding of academic programs, and increase parents ability in supporting their students academically.	Parent Involvement			07/01/2015	06/30/2016	\$0	Title I Schoolwide	Principal, Assistant Principals, Curriculum Director, Parent Liaison, Instructional Support Staff, Classroom teachers, Intervention teachers, Special Education teachers.

Activity - Collaborative Action Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Richfield Public School Academy K-2

Teachers will participate in collaborative action teams at least twice a month to collaborate across grade levels to close educational gaps in reading curriculum.	Professional Learning			07/01/2015	06/30/2016	\$16983	Title II Part A	Principal, Assistant Principals, Curriculum Director, Instructional Support Staff, Classroom teachers, Intervention teachers, Special Education teachers
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Activity - Standard Based Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use diagnostic, formative, and summative assessment to monitor student progress.	Other	Tier 1		07/01/2015	06/30/2016	\$0	General Fund	Principal, Assistant Principals, Curriculum Director, Classroom Teachers, Intervention Teachers, Special Education Teachers, Instructional Support Staff

Activity - Explicit Reading Fluency Strategies Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Richfield Public School Academy K-2

Teachers will explicitly teach reading fluency strategies (read alouds, choral reading, reader theater, partner reading, repeated reads, fluency reads).	Other			07/01/2015	06/30/2016	\$0	General Fund	Principal, Assistant Principal, Curriculum Director, Instructional Support Staff, Classroom Teachers, Intervention Teachers, Special Education Teachers
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Activity - Small Group iPad use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement iPad's in small group settings. Usage will revolve around (but not exclusively) guided reading groups, small group reading intervention programming, classroom response. Usage will evolve into year two to include student coding for grades K-2.	Technology	Tier 1		08/10/2015	06/30/2017	\$0	Title I Part A	Principal, Curriculum Director, Teachers

Activity - Literacy Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate Visual Learning Strategies introduced in Literacy Instruction Training to enhance student reading and writing proficiency.	Professional Learning, Supplemental Materials	Tier 1	Implement	07/01/2015	06/30/2016	\$0	Title I Part A	Principal, Curriculum Director, Instructional Support Staff, Classroom Teachers, Intervention Teachers, Special Education Teachers

### Strategy 2:

Improve Writing Proficiency - School staff will implement effective, research-based writing instruction.

Category:

Research Cited: Research Cited: Visible Learning by John Hattie. Improving Organizational Skills Through the Use of Graphic Organizers by Kari Capretz, Barbara Ricker, and Amanda

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## School Improvement Plan

Richfield Public School Academy K-2

Tier:

Activity - Student Learning Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will discuss learning objectives with students in grades Kindergarten through eighth grade to increase student understanding of Common Core Standards	Other			07/01/2015	06/30/2016	\$0	General Fund	Special Education Teachers, Classroom Teachers, Intervention Teachers

Activity - Collaborative Planning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education teachers will be held accountable for collaborating with the general education teachers weekly to differentiate instruction and to meet the needs of their students in Language Arts.	Other			07/01/2015	06/30/2016	\$0	Special Education	Principal, Assistant Principals, Curriculum Director, Special Education Teacher Coach, Classroom Teachers, Special Education teachers

Activity - Collaborative Action Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Richfield Public School Academy K-2

Teachers will participate in collaborative action teams at least twice a month to collaborate vertically and horizontally to close writing gaps.	Professional Learning			07/01/2015	06/30/2016	\$16983	Title II Part A	Principal, Assistant Principals, Curriculum Director, Special Education Teachers, Classroom Teachers, Intervention teachers, instructional Support Staff
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Activity - Dedicated Writing Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten and first grade teachers will schedule at least 30 minutes of writing instruction/workshop daily to increase student writing proficiency. Writing teachers in second grade will schedule at least 45 minutes of writing instruction/workshop daily to increase student writing proficiency. Teachers of other content areas will schedule at least 60 minutes of writing activities per week.	Direct Instruction			07/01/2015	06/30/2016	\$0	General Fund	Principal, Assistant Principals, Curriculum Director, Special Education Teachers, Classroom Teachers, Special Education teachers

Activity - Use of Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Richfield Public School Academy K-2

Planning time to incorporate the use of graphic organizers to strengthen writing instruction and increase student capacity for summarizing and sequencing.	Other			07/01/2015	06/30/2016	\$0	General Fund	Principal, Assistant Principals, Curriculum Director, Special Education Teachers, Classroom Teachers, Intervention teachers, Instructional Support Staff
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Activity - Increase academic background knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate multi-cultural field trips for all students 1-2 times each school year. Teachers will provide after-school enrichment classes that are project-based. The school counselor will incorporate a variety of programs to meet student needs.	Field Trip			07/01/2015	06/30/2016	\$0	Title I Schoolwide	Principal, Assistant Principals, Curriculum Director, Instructional Support Staff, Classroom teachers, Intervention teachers, Special Education teachers

Activity - Bi-Monthly Parent Education Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Richfield Public School Academy K-2

The school will schedule bi-monthly parent education events to increase parent involvement, parent understanding of academic programs, and increase parents ability in supporting their student's academically.	Parent Involvement	Tier 1		07/01/2015	06/30/2016	\$0	Title I Schoolwide	Principal, Assistant Principals, Curriculum Director, Special Education Teachers, Classroom Teachers, Special Education teachers, Parent Liaison
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Activity - Quarterly scoring circles for schoolwide writing prompts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in grade level meetings three times per year to score and disaggregate writing assessment data.	Other			07/01/2015	06/30/2016	\$0	Title I Schoolwide	Principal, Assistant Principals, Curriculum Director, Special Education Teachers, Classroom Teachers, Intervention teachers, instructional Support Staff

Activity - Writing professional development for teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Richfield Public School Academy K-2

Professional development for teachers to strengthen their understanding and implementation writing curriculum.	Professional Learning			07/01/2015	06/30/2016	\$16983	Title II Part A	Principal, Assistant Principals, Curriculum Director, Special Education Teachers, Classroom Teachers, Intervention teachers, instructional Support Staff
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Activity - Timely Additional Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and other staff will offer several types of assistance to students in need: - Classroom teachers will provide differentiated instruction for students not mastering grade level expectations including use of manipulative, reteaching, modified assignments, small group instruction, additional guided practice, on-going assessment with task adjusted based on assessment data, cooperative learning groups, flexible grouping, reading buddies, compacting, and multi-level learning tasks. - Teachers will provide additional individual and small group - The Social Workers will offer services for students needing additional social emotional support, individually and in small groups. - The principal will work with behaviorally challenged students in small groups and/or individually. in reading, writing and math. - School Family Social Worker will bridge the gap between home and school. She/he will help families with mental, physical, and academic needs -Classroom teachers will offer after school enrichment opportunities that focus on Project Based Learning.	Academic Support Program			07/01/2015	06/30/2016	\$150000	Title I Schoolwide	Principal, Assistant Principals, Curriculum Director, Special Education Teachers, Classroom Teachers, Intervention teachers, instructional support staff, Social Workers

Activity - Monthly Writing Prompt	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1st and 2nd grade teachers will administer and assess a common monthly writing prompt. Kindergarten will begin administering in January.	Other	Tier 1		08/10/2015	06/24/2016	\$0	General Fund	Principal, Curriculum Director, General Education Teachers

## School Improvement Plan

Richfield Public School Academy K-2

### Measurable Objective 2:

35% of English Learners students will demonstrate a proficiency in year one by growing 1.33 academic years on NEWA and increasing proficiency level in English Language Arts by 06/30/2016 as measured by district assessments.

### Strategy 1:

Research based ELL reading and vocabulary instruction - School staff will implement effective, research-based reading and vocabulary instruction that will utilize and provide reading strategies in increase comprehensible input to improve ELL students' academic vocabulary.

Category:

Research Cited: Research Cited: Best Practice by Zeleman, Daniels, and Hyde. Building Academic Vocabulary by Marzaono and Pickering.

Tier:

Activity - ELL Profesional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development sessions to develop more effective strategies for working with ELL students.	Professional Learning			07/01/2015	06/30/2016	\$0	Title III	Principal, Assistant Principals, Curriculum Director, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers

Activity - ELL Teacher Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL teacher will work with ESL students to support classroom academics and deliver language development instruction. ELL teacher will work collaboratively with classroom teachers and coach them how to be more effective in meeting the academic needs of ELL students.	Professional Learning			08/18/2014	06/26/2015	\$0	Title III	Principal, Assistant Principals, Curriculum Director, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers

## School Improvement Plan

Richfield Public School Academy K-2

Activity - Quarterly ELL Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL tutor, ELL supervisor, and general classroom teacher will meet quarterly to discuss student academic progress and monitor strategies implemented.	Other			08/18/2014	06/26/2015	\$0	Title III	Principal, Curriculum Director, ELL supervisor, ELL Tutors, Classroom Teachers

Activity - Parent Outreach and Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL Family Night will be held annually to familiarize parents and the community about services the school district can provide for their families including Title 1 services, bussing, and to promote social. Bilingual ELL Facilitator and/or the Language Line will be utilized during Parent Conferences, ESL Family Night, and other school-wide events. Bilingual ELL Facilitator and/or the Language Line will be utilized to facilitate translation to ensure equitable access to important communications to families of ELL students.	Parent Involvement, Community Engagement	Tier 2	Implement	07/01/2015	06/30/2016	\$0	General Fund	ELL Teacher, ELL Coach, Parent Liaison

### Measurable Objective 3:

100% of All Students will demonstrate a proficiency in utilizing technology resources in the classroom in English Language Arts by 06/30/2016 as measured by the completion of a technology-based portfolio or performance task.

### Strategy 1:

Research Based Technology Strategies - Staff and students will collaborate with the Instructional Technology Coach to enhance and improve student learning through the use of technology resources in the classroom.

Category:

Tier: Tier 1

Activity - Technology Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Richfield Public School Academy K-2

Staff and students will collaborate with the Instructional Technology Coach to enhance and improve the use of technology resources in the classroom. Staff will participate in coaching sessions that include modeling, observation and reflection on technology-based lessons and activities.	Technology , Academic Support Program	Tier 1	Implement	07/01/2015	06/30/2016	\$0	General Fund	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Support Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
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Activity - Use of Technology Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and students will use a variety of technology resources to enhance and increase student achievement, including tools for formative and summative assessment, increasing student engagement, and widening student experiences and products created.	Technology , Academic Support Program	Tier 1	Implement	07/01/2015	06/30/2016	\$0	General Fund	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Support Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers

### Measurable Objective 4:

35% of Bottom 30% students will demonstrate a proficiency in year one by growing 1.33 academic years on NEWA and increasing proficiency level in English Language Arts by 06/30/2016 as measured by district assessments.

## School Improvement Plan

Richfield Public School Academy K-2

### Strategy 1:

Targeted Assistance to Bottom 30% of Students - Intensive intervention will be provided to bottom 30% of students.

Category:

Tier: Tier 3

Activity - Merit Pay	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Merit pay will be based on a ratio of academic growth between the bottom 30% of students and top 30% of students.	Recruitment and Retention	Tier 3		07/01/2015	06/30/2016	\$0	General Fund	Administrative Leadership Team, Teachers

Activity - Timely Additional Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and other staff will offer several types of assistance to students in need: - Classroom teachers will provide differentiated instruction for students not mastering grade level expectations including use of manipulative, reteaching, modified assignments, small group instruction, additional guided practice, on-going assessment with task adjusted based on assessment data, cooperative learning groups, flexible grouping, reading buddies, compacting, and multi-level learning tasks. - Teachers will provide additional individual and small group - The Social Workers will offer services for students needing additional social emotional support, individually and in small groups. - The principal will work with behaviorally challenged students in small groups and/or individually. in reading, writing and math. - School Family Social Worker will bridge the gap between home and school. She/he will help families with mental, physical, and academic needs -Classroom teachers will offer after school enrichment opportunities that focus on Project Based Learning.	Academic Support Program	Tier 3	Implement	07/01/2015	06/30/2016	\$0	Title I Part A	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Support Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers

## Goal 2: All Students will increase their Science proficiency

### Measurable Objective 1:

100% of Pre-K, Kindergarten, First and Second grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of an average of 75% in Science by 06/24/2016 as measured by unit assessments.

## School Improvement Plan

Richfield Public School Academy K-2

### Strategy 1:

Research based science strategies - School staff will implement effective, research-based science strategies. All teachers of ELL students will provide vocabulary instruction and strategies to scaffold new knowledge

Category:

Research Cited: Best Practice (Third Edition) by Zemelman, Daniels, and Hyde; Building Academic Vocabulary by Marzano; Visible Learning by John Hattie; What Works in Schools by Marzano, Where Great Teaching Begins by Anne R Reeves, Integrating Interactive Notebooks by Cheryl Waldman and Kent J. Crippen from The Science Teacher, January 2009.Improving Student Achievement in Science with the Interactive Student Notebook by W. Jeanine Wilkins

Tier:

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vocabulary will be taught through strategies that focus on using context clues to form definitions in student-selected and teacher-selected texts. Teachers will incorporate graphic organizers, vocabulary notebooks, and/or interactive strategies to effectively implement classroom vocabulary instruction to increase student comprehension of mathematical terms.	Direct Instruction			07/01/2015	06/30/2016	\$0	General Fund	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
Activity - Explicit Instruction of measurement tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan**

Richfield Public School Academy K-2

<p>Teachers in grades K-2 will create lessons that explicitly teach appropriate measurement tools and their associated units of measurement when conducting lab activities. Students will do project based learning activities to reinforce these skills.</p>	<p>Other</p>			<p>07/01/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>General Fund</p>	<p>Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers</p>
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Activity - Student Learning Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will discuss learning objectives with students in grades Kindergarten through eighth grade to increase student understanding of Common Core Standards</p>	<p>Other</p>			<p>07/01/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>General Fund</p>	<p>Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers</p>

Activity - Data Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Richfield Public School Academy K-2

Teachers and administrators will use a data management system to determine At-Risk and Intervention students, archive student data, and analyze specific student needs.	Other			07/01/2015	06/30/2016	\$0	Title I Schoolwide	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
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Activity - Timely Additional Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and other staff will offer several types of assistance to students in need: - Classroom teachers will provide differentiated instruction for students not mastering grade level expectations including use of manipulative, reteaching, modified assignments, small group instruction, additional guided practice, on-going assessment with task adjusted based on assessment data, cooperative learning groups, flexible grouping, reading buddies, compacting, and multi-level learning tasks. - Teachers will provide additional individual and small group - The Social Workers will offer services for students needing additional social emotional support, individually and in small groups. - The principal will work with behaviorally challenged students in small groups and/or individually. in reading, writing and math. - School Family Social Worker will bridge the gap between home and school. She/he will help families with mental, physical, and academic needs -Classroom teachers will offer after school enrichment opportunities that focus on Project Based Learning.	Academic Support Program			07/01/2015	06/30/2016	\$0	Title I Schoolwide	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers

Activity - Use of note taking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Richfield Public School Academy K-2

Teacher will scaffold note-taking instruction and review of notes with their students to increase student understanding of science topics.	Other			07/01/2015	06/30/2016	\$0	General Fund	Principal, Assistant Principals, Curriculum Director, Instructional Support Staff, Classroom Teachers, Intervention Teachers, Special Education Teachers
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Activity - Lab Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with appropriate materials to support lab activities within each classroom and across all grade levels.	Other			07/01/2015	06/30/2016	\$0	General Fund	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers

Activity - Data disaggregation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Richfield Public School Academy K-2

Teachers will review data after each assessment (quizzes, unit assessment, district assessments, state assessments) to adjust instruction, plan for reteaching, and share data with students.	Other			07/01/2015	06/30/2016	\$0	Title I Schoolwide	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
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Activity - Collaborative Action Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in collaborative action teams at least twice a month to collaborate vertically and horizontally to close science gaps.	Professional Learning			07/01/2015	06/30/2016	\$16983	Title II Part A	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers

Activity - Lab Write ups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Richfield Public School Academy K-2

Teachers will incorporate the use of a universal lab forms at each grade level to increase student's understanding of science concepts/process and the need for data to make informed scientific decisions.	Other			07/01/2015	06/30/2016	\$0	General Fund	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
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Activity - Activities to increase academic background knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate multi-cultural field trips for all students 1-2 times each school year. Teachers will provide after-school enrichment classes that are project-based. The school counselor will incorporate a variety of programs to meet student needs.	Field Trip			07/01/2015	06/30/2016	\$0	Title I Schoolwide	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers

Activity - Science Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Richfield Public School Academy K-2

Teachers will participate in professional development on science instruction/lessons and higher order thinking skills.	Professional Learning			07/01/2015	06/30/2016	\$0	Title I Schoolwide	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
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Activity - Standard Based Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize diagnostic, formative, and summative assessments to monitor student progress.	Other	Tier 1		07/01/2015	06/30/2016	\$0	General Fund	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Support Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers

**Measurable Objective 2:**

100% of All Students will demonstrate a proficiency in utilizing technology resources in the classroom in Science by 06/30/2016 as measured by the completion of a technology-based portfolio or performance task.

**School Improvement Plan**

Richfield Public School Academy K-2

**Strategy 1:**

Research Based Technology Strategies - Staff and students will collaborate with the Instructional Technology Coach to enhance and improve student learning through the use of technology resources in the classroom.

Category:

Tier: Tier 1

Activity - Technology Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and students will collaborate with the Instructional Technology Coach to enhance and improve the use of technology resources in the classroom. Staff will participate in coaching sessions that include modeling, observation and reflection on technology-based lessons and activities.	Professional Learning, Technology	Tier 1		07/01/2015	06/30/2016	\$0	General Fund	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Support Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers

Activity - Use of Technology Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Richfield Public School Academy K-2

Staff and students will use a variety of technology resources to enhance and increase student achievement, including tools for formative and summative assessment, increasing student engagement, and widening student experiences and products created.	Professional Learning, Technology	Tier 1		07/01/2015	06/30/2016	\$0	General Fund	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Support Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
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### Measurable Objective 3:

35% of Bottom 30% students will demonstrate a proficiency in year one by growing 1.33 academic years on NEWA and increasing proficiency level in Science by 06/30/2016 as measured by district assessments.

### Strategy 1:

Targeted Assistance to Bottom 30% of Students - Intensive intervention will be provided to bottom 30% of students.

Category:

Tier: Tier 3

Activity - Merit Pay	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Merit pay will be based on ratio of academic growth between bottom 30% of students and top 30% of students.	Recruitment and Retention	Tier 1	Implement	07/01/2015	06/30/2016	\$0	General Fund	Administrative Leadership Team, Teachers

Activity - Timely Additional Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Richfield Public School Academy K-2

<p>Teachers and other staff will offer several types of assistance to students in need: - Classroom teachers will provide differentiated instruction for students not mastering grade level expectations including use of manipulative, reteaching, modified assignments, small group instruction, additional guided practice, on-going assessment with task adjusted based on assessment data, cooperative learning groups, flexible grouping, reading buddies, compacting, and multi-level learning tasks. - Teachers will provide additional individual and small group - The Social Workers will offer services for students needing additional social emotional support, individually and in small groups. - The principal will work with behaviorally challenged students in small groups and/or individually. in reading, writing and math. - School Family Social Worker will bridge the gap between home and school. She/he will help families with mental, physical, and academic needs -Classroom teachers will offer after school enrichment opportunities that focus on Project Based Learning.</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Implement</p>	<p>07/01/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>Title I Part A</p>	<p>Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Support Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers</p>
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### Measurable Objective 4:

35% of Kindergarten, First and Second grade English Learners students will demonstrate a proficiency in year 1 by showing an understanding of concepts taught in Science by 06/30/2016 as measured by classroom assessments and teacher observations..

### Strategy 1:

Research Based ELL Science Instruction - All teachers of ELL students will utilize and provide vocabulary and science strategies to increase comprehensible input to improve student science performance.

Category:

Tier: Tier 2

Activity - ELL Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Richfield Public School Academy K-2

ELL/ELD Professional Development at the beginning of the school year.	Professional Learning	Tier 1		07/01/2015	06/30/2016	\$0	General Fund	Principal, Assistant Principals, Curriculum Director, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
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Activity - ELL Teacher Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL teacher will work with ESL students to support classroom academics and deliver language development instruction. ELL teacher will work collaboratively with classroom teachers and coach them how to be more effective in meeting the academic needs of ESL students.	Professional Learning	Tier 1		07/01/2015	06/30/2016	\$0	General Fund	Principal, Assistant Principals, Curriculum Director, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers

Activity - Parent Outreach and Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL Family Night will be held annually to familiarize parents and the community about services the school district can provide for their families including Title 1 services, bussing, and to promote social. Bilingual ELL Facilitator and/or the Language Line will be utilized during Parent Conferences, ESL Family Night, and other school-wide events. Bilingual ELL Facilitator and/or the Language Line will be utilized to facilitate translation to ensure equitable access to important communications to families of ELL students.	Professional Learning, Community Engagement			07/01/2015	06/30/2016	\$0	General Fund	ELL Teacher, ELL Coach, Parent Liaison

**School Improvement Plan**

Richfield Public School Academy K-2

Activity - Quarterly ELL Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Previously trained teachers will participate in quarterly ELL meetings to discuss students academic progress and monitor strategies implemented.	Professional Learning	Tier 1		07/01/2015	06/30/2016	\$0	General Fund	Principal, Assistant Principals, Curriculum Director, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers

**Goal 3: All students will increase their social studies performance.**

**Measurable Objective 1:**

100% of Pre-K, Kindergarten, First and Second grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency average of 75% in Social Studies by 06/20/2014 as measured by unit assessments.

**Strategy 1:**

Research based social studies strategies - School staff will implement effective, research-based social studies strategies.

Category:

Research Cited: Research Cited: Best Practice (Third Edition) by Zemelman, Daniels, and Hyde; Building Academic Vocabulary by Marzano; Visible Learning by Hattie; What Works in

Schools by Marzano

Tier:

Activity - Additional Texts to Support Alignment Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Richfield Public School Academy K-2

Teachers will be provided with additional expository texts to support aligned curriculum.	Other			07/01/2015	06/30/2016	\$0	General Fund	Curriculum Director, Instructional Support Staff, Classroom Teachers
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Activity - Activities to Increase Academic Background Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate multi-cultural field trips for all students 1-2 times each school year. Teachers will provide after-school enrichment classes that are project-based. The school counselor will incorporate a variety of programs to meet student needs.	Field Trip			07/01/2015	06/30/2016	\$0	Title I Schoolwide	Principal, Assistant Principals, Curriculum Director, Instructional Support Staff, Classroom Teachers, Intervention Teachers, Special Education Teachers

Activity - Social Studies Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development on the implementation of the Michigan Citizenship Collaborative Curriculum, Higher Order Thinking Skills, critical thinking, extended response, and effective teaching practices.	Professional Learning			07/01/2015	06/30/2016	\$16983	Title II Part A	Principal, Assistant Principals, Curriculum Director, Instructional Support Staff, Classroom Teachers

Activity - Standards Based Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Richfield Public School Academy K-2

Teachers will utilize diagnostic formative and summative assessment to monitor student progress.	Other			07/01/2015	06/30/2016	\$0	Title I Schoolwide	Curriculum Director, Classroom Teachers
<b>Activity - Vocabulary Instruction</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will incorporate graphic organizers, vocabulary notebooks, and/or interactive strategies to effectively implement classroom vocabulary instruction to increase student comprehension of social studies concepts.	Other			07/01/2015	06/30/2016	\$0	General Fund	Curriculum Director, Instructional Support Staff
<b>Activity - Timely Additional Assistance</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers and other staff will offer several types of assistance to students in need: - Classroom teachers will provide differentiated instruction for students not mastering grade level expectations including use of manipulative, reteaching, modified assignments, small group instruction, additional guided practice, on-going assessment with task adjusted based on assessment data, cooperative learning groups, flexible grouping, reading buddies, compacting, and multi-level learning tasks. - Teachers will provide additional individual and small group - The Social Workers will offer services for students needing additional social emotional support, individually and in small groups. - The principal will work with behaviorally challenged students in small groups and/or individually. in reading, writing and math. - School Family Social Worker will bridge the gap between home and school. She/he will help families with mental, physical, and academic needs -Classroom teachers will offer after school enrichment opportunities that focus on Project Based Learning.	Academic Support Program			07/01/2015	06/30/2016	\$0	Title I Schoolwide	Principal, Assistant Principals, Curriculum Director, Instructional Support Staff, Classroom Teachers, Intervention Teachers, Special Education Teachers, Social Worker
<b>Activity - Data Management System</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## School Improvement Plan

Richfield Public School Academy K-2

Teachers and administrators will use a data management system to determine At-Risk and Intervention students, archive student data, and analyze specific student needs.	Other			07/01/2015	06/30/2016	\$0	Title I Schoolwide	Principal, Assistant Principals, Curriculum Director, Instructional Support Staff, Classroom Teachers, Intervention Teachers, Special Education Teachers
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Activity - Collaborative Action Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in Collaborative Action Teams at least twice a month to collaborate across grade levels to close social studies gaps.	Professional Learning			07/01/2015	06/30/2016	\$0	General Fund	Principals, Assistant Principals, Curriculum Directors, Classroom Teachers, Intervention Teachers, Special Education Teachers

### Measurable Objective 2:

100% of All Students will demonstrate a proficiency in utilizing technology resources in the classroom in Social Studies by 06/30/2016 as measured by the completion of a technology-based portfolio or performance task.

### Strategy 1:

Research Based Technology Strategies - Staff and students will collaborate with the Instructional Technology Coach to enhance and improve student learning through the use of technology resources in the classroom.

Category:

Tier: Tier 1

Activity - Technology Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Richfield Public School Academy K-2

Staff and students will collaborate with the Instructional Technology Coach to enhance and improve the use of technology resources in the classroom. Staff will participate in coaching sessions that include modeling, observation and reflection on technology-based lessons and activities.	Professional Learning, Technology	Tier 1		07/01/2015	06/30/2016	\$0	General Fund	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Support Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
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Activity - Use of Technology Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and students will use a variety of technology resources to enhance and increase student achievement, including tools for formative and summative assessment, increasing student engagement, and widening student experiences and products created.	Professional Learning, Technology	Tier 1		07/01/2015	06/30/2016	\$0	General Fund	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Support Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers

### Measurable Objective 3:

35% of Bottom 30% students will demonstrate a proficiency in year one by growing 1.33 academic years on NEWA and increasing proficiency level in Social Studies by 06/30/2016 as measured by district assessments.

## School Improvement Plan

Richfield Public School Academy K-2

### Strategy 1:

Targeted Academic Assistance to Bottom 30% of Students - Intensive intervention will be provided for the bottom 30% of students.

Category:

Tier: Tier 3

Activity - Merit Pay	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Merit pay will be based on the ratio of academic growth between bottom 30% of students and top 30% of students.	Recruitment and Retention	Tier 1		07/01/2015	06/30/2016	\$0	General Fund	Administrative Leadership Team, Teachers

Activity - Timely Additional Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and other staff will offer several types of assistance to students in need: - Classroom teachers will provide differentiated instruction for students not mastering grade level expectations including use of manipulative, reteaching, modified assignments, small group instruction, additional guided practice, on-going assessment with task adjusted based on assessment data, cooperative learning groups, flexible grouping, reading buddies, compacting, and multi-level learning tasks. - Teachers will provide additional individual and small group - The Social Workers will offer services for students needing additional social emotional support, individually and in small groups. - The principal will work with behaviorally challenged students in small groups and/or individually. in reading, writing and math. - School Family Social Worker will bridge the gap between home and school. She/he will help families with mental, physical, and academic needs -Classroom teachers will offer after school enrichment opportunities that focus on Project Based Learning.	Academic Support Program	Tier 3		07/01/2015	06/30/2016	\$0	Title I Part A	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Support Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers

### Measurable Objective 4:

35% of Kindergarten, First and Second grade English Learners students will demonstrate a proficiency in year 1 by showing an understanding of concepts taught in Social Studies by 06/30/2016 as measured by classroom assessments and teacher observations..

### Strategy 1:

Research Based Social Studies Strategies - Teachers of ELL students will provide additional vocabulary instruction based on ELD strategies to provide additional classroom support in understanding social studies academic vocabulary and to ensure that ELL students are making measurable academic growth of social students concepts.

## School Improvement Plan

Richfield Public School Academy K-2

Category:

Tier: Tier 2

Activity - ELL Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL/ELD Professional Development at the beginning of the school year	Professional Learning	Tier 1		07/01/2015	06/30/2016	\$0	General Fund	Principal, GISD ELL Coordinator, ELL Teacher Coach, Classroom Teachers, Intervention Teachers, Special Education Teachers

Activity - ELL Teacher Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL teacher will work with ESL students to support classroom academics and deliver language development instruction. ELL teacher will work collaboratively with classroom teachers and coach them how to be more effective in meeting the academic needs of ESL students.	Professional Learning	Tier 1		07/01/2015	06/30/2016	\$0	General Fund	Principal, Curriculum Director, ELL Teacher Coach, Classroom Teachers, Intervention Teachers, Special Education Teachers

Activity - Quarterly ELL Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Previously trained teachers will participate in quarterly ELL meetings to discuss student academic progress and monitor strategies implemented.	Professional Learning	Tier 1		07/01/2015	06/30/2016	\$0	Title III	Principal, Curriculum Director, ELL Tutor, ELL Supervisor, Classroom Teacher

## School Improvement Plan

Richfield Public School Academy K-2

Activity - Parent Outreach and Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL Family Night will be held annually to familiarize parents and the community about services the school district can provide for their families including Title 1 services, bussing, and to promote social. Bilingual ELL Facilitator and/or the Language Line will be utilized during Parent Conferences, ESL Family Night, and other school-wide events. Bilingual ELL Facilitator and/or the Language Line will be utilized to facilitate translation to ensure equitable access to important communications to families of ELL students.	Parent Involvement, Community Engagement	Tier 1		07/01/2015	06/30/2016	\$0	General Fund	ELL Teacher, ELL Coach, Parent Liaison

## Goal 4: Richfield Early Learning Center will implement a schoolwide reform strategy of supplemental student support; " The Leader in Me" program

### Measurable Objective 1:

demonstrate a behavior of the use of the Seven Effective Habits by Stephen Covey in student's daily lives to prepare them for college by 06/24/2016 as measured by student, staff and parent climate surveys.

### Strategy 1:

Schoolwide Reform - Research supports implementation of this program to help instill in poverty level students, an intrinsic belief in education and to teach them to use effective habits in their daily lives to prepare them for high school and college.

Category:

Research Cited: Research Cited: The 7 Habits of Highly Effective People by Covey; The 7 Habits of Highly Effective Teens by Covey; The Leader in Me: What it is and its Promising

Results by Hatch PhD.

Tier:

Activity - Program Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The LightHouse Team will meet quarterly to review data on office referrals and student completion rates to monitor and assess the effectiveness of the program. The committee will report findings to staff.	Other			07/01/2015	06/30/2016	\$0	Title I Schoolwide	Lighthouse Team

Activity - Leader in Me professional development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Richfield Public School Academy K-2

Staff will participate in professional development on the implementation of The Leader in Me and The 7 Habits of Highly Effective People	Professional Learning			07/01/2015	06/30/2016	\$0	Title I Schoolwide	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
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Activity - Parent Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be educated in the 7 Habits and will have quarterly opportunities to reflect with their child about implementing the 7 Habits in their life.	Professional Learning			07/01/2015	06/30/2016	\$0	Title I Schoolwide	Parent Liaison, Lighthouse Team

Activity - Activities to implement Leader in Me	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Richfield Public School Academy K-2

<p>Staff will provide explicit instruction on The 7 Habits to students. These habits will guide students in becoming independent, responsible, and successful individuals. The staff will become facilitators in cultivating this culture within the school building.</p>	<p>Behavioral Support Program</p>			<p>07/01/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>Title I Schoolwide</p>	<p>Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers</p>
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**Goal 5: All students will increase their math proficiency**

**Measurable Objective 1:**

35% of Kindergarten, First and Second grade Bottom 30% students will demonstrate a proficiency by showing 1.33 years growth in Mathematics by 06/30/2016 as measured by as measured by district and state objectives..

**Strategy 1:**

Implement Research based math strategies - District staff will implement effective research-based math strategies that will utilize and provide vocabulary and purposeful instruction based on student needs to increase comprehensible input to improve student math performance.

Category:

Research Cited: Research Cited: Best Practice (Third Edition) by Zemelman, Daniels, and Hyde; Building Academic Vocabulary by Marzano; The Art and Science of Teaching by Marzano  
 Best Practice (Third Edition) by Zemelman, Daniels, and Hyde; Building Academic Vocabulary by Marzano; The Art and Science of Teaching by Marzano; Where Great Teaching Begins by Reeves

Tier:

Activity - Merit Pay	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Richfield Public School Academy K-2

Teachers will receive merit pay based on bonus criteria.	Recruitment and Retention			07/01/2015	06/30/2016	\$0	General Fund	Administrative Leadership Team, Teachers
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Activity - Standards Based Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use diagnostic formative and summative assessments to monitor student progress.	Other		Implement	07/01/2015	06/30/2016	\$0	General Fund	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers

Activity - Activities to increase background knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Richfield Public School Academy K-2

Teachers will incorporate multi-cultural field trips for all students 1-2 times each school year. Teachers will provide after-school enrichment classes that are project-based. The school counselor will incorporate a variety of programs to meet student needs.	Field Trip			07/01/2015	06/30/2016	\$0	Title I Schoolwide	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
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Activity - Math Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in math professional development focusing on how to develop and implement effective conceptual lessons, effective differentiation, the use of questioning to check for understanding, and implementing the new common core standards with all students.	Professional Learning			07/01/2015	06/30/2016	\$16983	Title II Part A	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers

Activity - Student Learning Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Richfield Public School Academy K-2

Teachers will discuss learning objectives with students in grades Kindergarten through second grade to increase student understanding of Common Core Standards	Other			07/01/2015	06/30/2016	\$0	General Fund	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
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Activity - Data Management System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will use a data management system to determine At-Risk and Intervention students, archive student data, and analyze specific student needs.	Other			07/01/2015	06/30/2016	\$0	Title I Schoolwide	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Richfield Public School Academy K-2

<p>Teachers will incorporate graphic organizers, vocabulary notebooks, and/or interactive strategies to effectively implement classroom vocabulary instruction to increase student comprehension of math concepts.</p>	<p>Professional Learning</p>			<p>07/01/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>Title I Schoolwide</p>	<p>Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers</p>
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Activity - Conceptual Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will create conceptual lessons to be used to introduce new concepts to provide students an opportunity to discover concept/algorithm and have a deeper understanding of math conceptual.</p>	<p>Other</p>			<p>07/01/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>Title I Schoolwide</p>	<p>Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers</p>

Activity - Timely Additional Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Richfield Public School Academy K-2

Teachers and other staff will offer several types of assistance to students in need: - Classroom teachers will provide differentiated instruction for students not mastering grade level expectations including use of manipulative, reteaching, modified assignments, small group instruction, additional guided practice, on-going assessment with task adjusted based on assessment data, cooperative learning groups, flexible grouping, reading buddies, compacting, and multi-level learning tasks. - Title 1 and At-Risk intervention teachers will provide, for at least 30 minutes daily, individual or small group instruction to the lowest 30% . - Teachers will provide additional individual and small group - The Social Workers will offer services for students needing additional social emotional support, individually and in small groups. - The principal will work with behaviorally challenged students in small groups and/or individually. in reading, writing and math. - School Family Social Worker will bridge the gap between home and school. She/he will help families with mental, physical, and academic needs -Classroom teachers will offer after school enrichment opportunities that focus on Project Based Learning.	Academic Support Program			07/01/2015	06/30/2016	\$16983	Title I Schoolwide , Section 31a	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
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Activity - Bi-Monthly Parent Education Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The parent liaison will develop, implement and evaluate bi-monthly parent education events to increase parent involvement, parent understanding of academic programs, and increase parents ability to support their children in their academic endeavors.	Parent Involvement			07/01/2015	06/30/2016	\$0	Title I Schoolwide	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers

Activity - Collaborative Action Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Richfield Public School Academy K-2

Teachers will participate in Collaborative Action Teams at least twice per month to collaborate across grade levels to close math gaps.	Professional Learning			07/01/2015	06/30/2016	\$16983	Title II Part A	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
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Activity - Disaggregating Math Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review data after each assessment (quizzes, unit assessment, district assessments, state assessments) to adjust instruction, plan for reteaching, and share data with students.	Other			07/01/2015	06/30/2016	\$0	Title II Part A	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers

Activity - Small Group iPad use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Richfield Public School Academy K-2

Teachers will implement iPads in small group settings on a daily basis. iPad use will include students in both the top and bottom 30% receiving differentiated instruction during Math "All Hands on Deck" time, small group program usage in the classroom. Coding will be implemented in year 2.	Technology	Tier 1		08/10/2015	06/30/2017	\$0	Title I Part A	Principal, Curriculum Director, Teachers
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### Measurable Objective 2:

35% of English Learners students will demonstrate a proficiency in year one by growing 1.33 academic years on NEWA and increasing proficiency level in Mathematics by 06/30/2016 as measured by district assessments.

### Strategy 1:

Implement Research based math instruction - All teachers of ELL students will utilize and provide vocabulary and math strategies to increase comprehensible input to improve

student math performance.

Category:

Research Cited: Research Cited: Best Practice (Third Edition) by Zemelman, Daniels, and Hyde; Building Academic Vocabulary by Marzano; The Art and Science of Teaching by Marzano, Where Great Teaching Begins by Reeves

Tier:

Activity - ELL teacher-Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL teacher-coach will work with classroom, intervention, and special education teachers to provide effective strategies when instruction ESL students.	Professional Learning			07/01/2015	06/30/2016	\$0	Title III	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers

Activity - Quarterly ELL Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Richfield Public School Academy K-2

<p>ELL teacher-coach will meet quarterly with ELL tutor, ELL supervisor, and general classroom teacher to discuss student academic progress and monitor strategies being implemented.</p>	<p>Other</p>			<p>07/01/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>Title III</p>	<p>Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers</p>
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Activity - ELL Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will participate in professional development to become more adept at incorporating strategies for ESL learners.</p>	<p>Professional Learning</p>			<p>07/01/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>Title III</p>	<p>Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers</p>

Activity - Parent Outreach and Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Richfield Public School Academy K-2

ESL Family Night will be held annually to familiarize parents and the community about services the school district can provide for their families including Title 1 services, bussing, and to promote social. Bilingual ELL Facilitator and/or the Language Line will be utilized during Parent Conferences, ESL Family Night, and other school-wide events. Bilingual ELL Facilitator and/or the Language Line will be utilized to facilitate translation to ensure equitable access to important communications to families of ELL students.	Parent Involvement, Community Engagement	Tier 2		07/01/2015	06/30/2016	\$0	General Fund	ELL Teacher, ELL Coach, Parent Liaison
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### Measurable Objective 3:

100% of All Students will demonstrate a proficiency in utilizing technology resources in the classroom in Mathematics by 06/30/2016 as measured by the completion of a technology-based portfolio or performance task.

### Strategy 1:

Research Based Technology Strategies - Staff and students will collaborate with the Instructional Technology Coach to enhance and improve student learning through the use of technology resources in the classroom.

Category:

Tier: Tier 1

Activity - Technology Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and students will collaborate with the Instructional Technology Coach to enhance and improve the use of technology resources in the classroom. Staff will participate in coaching sessions that include modeling, observation and reflection on technology-based lessons and activities.	Professional Learning, Technology	Tier 1	Implement	07/01/2015	06/30/2016	\$0	General Fund	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers

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Activity - Use of Technology Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and students will use a variety of technology resources to enhance and increase student achievement, including tools for formative and summative assessment, increasing student engagement, and widening student experiences and products created.	Technology	Tier 1	Implement	06/30/2016	06/30/2016	\$0	General Fund	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers

### Measurable Objective 4:

35% of Bottom 30% students will demonstrate a proficiency in year one by growing 1.33 academic years on NEWA and increasing proficiency level in Mathematics by 06/30/2016 as measured by district assessments.

### Strategy 1:

Targeted Assistance to Bottom 30% of Students - Intensive intervention will be provided to bottom 30% of students.

Category:

Tier: Tier 3

Activity - Merit Pay	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Merit pay will be based on ratio of academic growth between bottom 30% of students and top 30% of students.	Recruitment and Retention	Tier 3	Implement	07/01/2015	06/30/2016	\$0	General Fund	Administrative Leadership Team, Teachers

Activity - Timely Additional Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Richfield Public School Academy K-2

<p>Teachers and other staff will offer several types of assistance to students in need: - Classroom teachers will provide differentiated instruction for students not mastering grade level expectations including use of manipulative, reteaching, modified assignments, small group instruction, additional guided practice, on-going assessment with task adjusted based on assessment data, cooperative learning groups, flexible grouping, reading buddies, compacting, and multi-level learning tasks. - Title 1 and At-Risk intervention teachers will provide, for at least 30 minutes daily, individual or small group instruction to the lowest 30% . - Teachers will provide additional individual and small group - The Social Workers will offer services for students needing additional social emotional support, individually and in small groups. - The principal will work with behaviorally challenged students in small groups and/or individually. in reading, writing and math. - School Family Social Worker will bridge the gap between home and school. She/he will help families with mental, physical, and academic needs -Classroom teachers will offer after school enrichment opportunities that focus on Project Based Learning.</p>	<p>Academic Support Program</p>	<p>Tier 3</p>		<p>07/01/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>Title I Part A</p>	<p>Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers</p>
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group iPad use	Teachers will implement iPads in small group settings on a daily basis. iPad use will include students in both the top and bottom 30% receiving differentiated instruction during Math "All Hands on Deck" time, small group program usage in the classroom. Coding will be implemented in year 2.	Technology	Tier 1		08/10/2015	06/30/2017	\$0	Principal, Curriculum Director, Teachers
Literacy Coaching	Teachers will incorporate Visual Learning Strategies introduced in Literacy Instruction Training to enhance student reading and writing proficiency.	Professional Learning, Supplemental Materials	Tier 1	Implement	07/01/2015	06/30/2016	\$0	Principal, Curriculum Director, Instructional Support Staff, Classroom Teachers, Intervention Teachers, Special Education Teachers
Small Group iPad use	Teachers will implement iPad's in small group settings. Usage will revolve around (but not exclusively) guided reading groups, small group reading intervention programming, classroom response. Usage will evolve into year two to include student coding for grades K-2.	Technology	Tier 1		08/10/2015	06/30/2017	\$0	Principal, Curriculum Director, Teachers

## School Improvement Plan

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Timely Additional Assistance	Teachers and other staff will offer several types of assistance to students in need: - Classroom teachers will provide differentiated instruction for students not mastering grade level expectations including use of manipulative, reteaching, modified assignments, small group instruction, additional guided practice, on-going assessment with task adjusted based on assessment data, cooperative learning groups, flexible grouping, reading buddies, compacting, and multi-level learning tasks. - Teachers will provide additional individual and small group - The Social Workers will offer services for students needing additional social emotional support, individually and in small groups. - The principal will work with behaviorally challenged students in small groups and/or individually. in reading, writing and math. - School Family Social Worker will bridge the gap between home and school. She/he will help families with mental, physical, and academic needs -Classroom teachers will offer after school enrichment opportunities that focus on Project Based Learning.	Academic Support Program	Tier 3	Implement	07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Support Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
Timely Additional Assistance	Teachers and other staff will offer several types of assistance to students in need: - Classroom teachers will provide differentiated instruction for students not mastering grade level expectations including use of manipulative, reteaching, modified assignments, small group instruction, additional guided practice, on-going assessment with task adjusted based on assessment data, cooperative learning groups, flexible grouping, reading buddies, compacting, and multi-level learning tasks. - Teachers will provide additional individual and small group - The Social Workers will offer services for students needing additional social emotional support, individually and in small groups. - The principal will work with behaviorally challenged students in small groups and/or individually. in reading, writing and math. - School Family Social Worker will bridge the gap between home and school. She/he will help families with mental, physical, and academic needs -Classroom teachers will offer after school enrichment opportunities that focus on Project Based Learning.	Academic Support Program	Tier 3		07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Support Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers

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Timely Additional Assistance	Teachers and other staff will offer several types of assistance to students in need: - Classroom teachers will provide differentiated instruction for students not mastering grade level expectations including use of manipulative, reteaching, modified assignments, small group instruction, additional guided practice, on-going assessment with task adjusted based on assessment data, cooperative learning groups, flexible grouping, reading buddies, compacting, and multi-level learning tasks. - Title 1 and At-Risk intervention teachers will provide, for at least 30 minutes daily, individual or small group instruction to the lowest 30% . - Teachers will provide additional individual and small group - The Social Workers will offer services for students needing additional social emotional support, individually and in small groups. - The principal will work with behaviorally challenged students in small groups and/or individually. in reading, writing and math. - School Family Social Worker will bridge the gap between home and school. She/he will help families with mental, physical, and academic needs -Classroom teachers will offer after school enrichment opportunities that focus on Project Based Learning.	Academic Support Program	Tier 3		07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
Timely Additional Assistance	Teachers and other staff will offer several types of assistance to students in need: - Classroom teachers will provide differentiated instruction for students not mastering grade level expectations including use of manipulative, reteaching, modified assignments, small group instruction, additional guided practice, on-going assessment with task adjusted based on assessment data, cooperative learning groups, flexible grouping, reading buddies, compacting, and multi-level learning tasks. - Teachers will provide additional individual and small group - The Social Workers will offer services for students needing additional social emotional support, individually and in small groups. - The principal will work with behaviorally challenged students in small groups and/or individually. in reading, writing and math. - School Family Social Worker will bridge the gap between home and school. She/he will help families with mental, physical, and academic needs -Classroom teachers will offer after school enrichment opportunities that focus on Project Based Learning.	Academic Support Program	Tier 3	Implement	07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Support Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers

## School Improvement Plan

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### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Post Student Learning Objective	Teachers will post and discuss learning objectives with students in grades Kindergarten through second grade to increase student understanding of reading Grade Level Content Expectations.	Other			07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Support Staff, Classroom teachers, Intervention teachers, Special Education teachers.
Lab Write ups	Teachers will incorporate the use of a universal lab forms at each grade level to increase student's understanding of science concepts/process and the need for data to make informed scientific decisions.	Other			07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers

## School Improvement Plan

Richfield Public School Academy K-2

Use of Technology Resources	Staff and students will use a variety of technology resources to enhance and increase student achievement, including tools for formative and summative assessment, increasing student engagement, and widening student experiences and products created.	Technology	Tier 1	Implement	06/30/2016	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
Vocabulary Instruction	Teachers will incorporate graphic organizers, vocabulary notebooks, and/or interactive strategies to effectively implement classroom vocabulary instruction to increase student comprehension of social studies concepts.	Other			07/01/2015	06/30/2016	\$0	Curriculum Director, Instructional Support Staff
Use of Graphic Organizers	Planning time to incorporate the use of graphic organizers to strengthen writing instruction and increase student capacity for summarizing and sequencing.	Other			07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Special Education Teachers, Classroom Teachers, Intervention teachers, instructional Support Staff

**School Improvement Plan**

Richfield Public School Academy K-2

<p>Use of Technology Resources</p>	<p>Staff and students will use a variety of technology resources to enhance and increase student achievement, including tools for formative and summative assessment, increasing student engagement, and widening student experiences and products created.</p>	<p>Professional Learning, Technology</p>	<p>Tier 1</p>		<p>07/01/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Support Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers</p>
<p>Technology Coaching</p>	<p>Staff and students will collaborate with the Instructional Technology Coach to enhance and improve the use of technology resources in the classroom. Staff will participate in coaching sessions that include modeling, observation and reflection on technology-based lessons and activities.</p>	<p>Technology, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Support Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers</p>

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Technology Coaching	Staff and students will collaborate with the Instructional Technology Coach to enhance and improve the use of technology resources in the classroom. Staff will participate in coaching sessions that include modeling, observation and reflection on technology-based lessons and activities.	Professional Learning, Technology	Tier 1		07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Support Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
ELL Teacher Coach	ELL teacher will work with ESL students to support classroom academics and deliver language development instruction. ELL teacher will work collaboratively with classroom teachers and coach them how to be more effective in meeting the academic needs of ESL students.	Professional Learning	Tier 1		07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
Parent Outreach and Events	ESL Family Night will be held annually to familiarize parents and the community about services the school district can provide for their families including Title 1 services, bussing, and to promote social. Bilingual ELL Facilitator and/or the Language Line will be utilized during Parent Conferences, ESL Family Night, and other school-wide events. Bilingual ELL Facilitator and/or the Language Line will be utilized to facilitate translation to ensure equitable access to important communications to families of ELL students.	Parent Involvement, Community Engagement	Tier 2		07/01/2015	06/30/2016	\$0	ELL Teacher, ELL Coach, Parent Liaison

## School Improvement Plan

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Merit Pay	Merit pay will be based on ratio of academic growth between bottom 30% of students and top 30% of students.	Recruitment and Retention	Tier 1	Implement	07/01/2015	06/30/2016	\$0	Administrative Leadership Team, Teachers
Student Learning Objectives	Teachers will discuss learning objectives with students in grades Kindergarten through eighth grade to increase student understanding of Common Core Standards	Other			07/01/2015	06/30/2016	\$0	Special Education Teachers, Classroom Teachers, Intervention Teachers
Explicit Reading Comprehension Strategies Instruction	Teachers will explicitly teach reading comprehension strategies (for example: making connections, questioning, visualizing, inferring, determining importance, and synthesizing) to improve student comprehension.	Direct Instruction	Tier 1		07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Support Staff, Classroom teachers, Intervention teachers, Special Education teachers.
Merit Pay	Teachers will receive merit pay based on bonus criteria.	Recruitment and Retention			07/01/2015	06/30/2016	\$0	Administrative Support Staff, Teachers
Monthly Writing Prompt	1st and 2nd grade teachers will administer and assess a common monthly writing prompt. Kindergarten will begin administering in January.	Other	Tier 1		08/10/2015	06/24/2016	\$0	Principal, Curriculum Director, General Education Teachers

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Use of Technology Resources	Staff and students will use a variety of technology resources to enhance and increase student achievement, including tools for formative and summative assessment, increasing student engagement, and widening student experiences and products created.	Technology , Academic Support Program	Tier 1	Implement	07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Support Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
Dedicated Writing Instruction	Kindergarten and first grade teachers will schedule at least 30 minutes of writing instruction/workshop daily to increase student writing proficiency. Writing teachers in second grade will schedule at least 45 minutes of writing instruction/workshop daily to increase student writing proficiency. Teachers of other content areas will schedule at least 60 minutes of writing activities per week.	Direct Instruction			07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Special Education Teachers, Classroom Teachers, Special Education teachers
Parent Outreach and Events	ESL Family Night will be held annually to familiarize parents and the community about services the school district can provide for their families including Title 1 services, bussing, and to promote social. Bilingual ELL Facilitator and/or the Language Line will be utilized during Parent Conferences, ESL Family Night, and other school-wide events. Bilingual ELL Facilitator and/or the Language Line will be utilized to facilitate translation to ensure equitable access to important communications to families of ELL students.	Parent Involvement, Community Engagement	Tier 1		07/01/2015	06/30/2016	\$0	ELL Teacher, ELL Coach, Parent Liaison

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Standard Based Assessments	Teachers will use diagnostic, formative, and summative assessment to monitor student progress.	Other	Tier 1		07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Classroom Teachers, Intervention Teachers, Special Education Teachers, Instructional Support Staff
Student Learning Objectives	Teachers will discuss learning objectives with students in grades Kindergarten through second grade to increase student understanding of Common Core Standards	Other			07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers

# School Improvement Plan

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Student Learning Objectives	Teachers will discuss learning objectives with students in grades Kindergarten through eighth grade to increase student understanding of Common Core Standards	Other			07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
Merit Pay	Teachers will receive merit pay based on bonus criteria.	Recruitment and Retention			07/01/2015	06/30/2016	\$0	Administrative Leadership Team, Teachers
Parent Outreach and Events	ESL Family Night will be held annually to familiarize parents and the community about services the school district can provide for their families including Title 1 services, bussing, and to promote social. Bilingual ELL Facilitator and/or the Language Line will be utilized during Parent Conferences, ESL Family Night, and other school-wide events. Bilingual ELL Facilitator and/or the Language Line will be utilized to facilitate translation to ensure equitable access to important communications to families of ELL students.	Parent Involvement, Community Engagement	Tier 2	Implement	07/01/2015	06/30/2016	\$0	ELL Teacher, ELL Coach, Parent Liaison

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Quarterly ELL Meetings	Previously trained teachers will participate in quarterly ELL meetings to discuss students academic progress and monitor strategies implemented.	Professional Learning	Tier 1		07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
Merit Pay	Merit pay will be based on the ratio of academic growth between bottom 30% of students and top 30% of students.	Recruitment and Retention	Tier 1		07/01/2015	06/30/2016	\$0	Administrative Leadership Team, Teachers
Vocabulary Instruction	Vocabulary will be taught through strategies that focus on using context clues to form definitions in student-selected and teacher-selected texts. Teachers will incorporate graphic organizers, vocabulary notebooks, and/or interactive strategies to effectively implement classroom vocabulary instruction to increase student comprehension of mathematical terms.	Direct Instruction			07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
Merit Pay	Merit pay will be based on ratio if academic growth between bottom 30% of students and top 30% of students.	Recruitment and Retention	Tier 3	Implement	07/01/2015	06/30/2016	\$0	Administrative Leadership Team, Teachers

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Lab Materials	Teachers will be provided with appropriate materials to support lab activities within each classroom and across all grade levels.	Other			07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
ELL Teacher Coach	ELL teacher will work with ESL students to support classroom academics and deliver language development instruction. ELL teacher will work collaboratively with classroom teachers and coach them how to be more effective in meeting the academic needs of ESL students.	Professional Learning	Tier 1		07/01/2015	06/30/2016	\$0	Principal, Curriculum Director, ELL Teacher Coach, Classroom Teachers, Intervention Teachers, Special Education Teachers
Explicit Reading Fluency Strategies Instruction	Teachers will explicitly teach reading fluency strategies (read alouds, choral reading, reader theater, partner reading, repeated reads, fluency reads).	Other			07/01/2015	06/30/2016	\$0	Principal, Assistant Principal, Curriculum Director, Instructional Support Staff, Classroom Teachers, Intervention Teachers, Special Education Teachers

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Use of note taking	Teacher will scaffold note-taking instruction and review of notes with their students to increase student understanding of science topics.	Other			07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Support Staff, Classroom Teachers, Intervention Teachers, Special Education Teachers
Standards Based Assessments	Teachers will use diagnostic formative and summative assessments to monitor student progress.	Other		Implement	07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers

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Technology Coaching	Staff and students will collaborate with the Instructional Technology Coach to enhance and improve the use of technology resources in the classroom. Staff will participate in coaching sessions that include modeling, observation and reflection on technology-based lessons and activities.	Professional Learning, Technology	Tier 1		07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Support Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
Additional Texts to Support Alignment Curriculum	Teachers will be provided with additional expository texts to support aligned curriculum.	Other			07/01/2015	06/30/2016	\$0	Curriculum Director, Instructional Support Staff, Classroom Teachers
Use of Technology Resources	Staff and students will use a variety of technology resources to enhance and increase student achievement, including tools for formative and summative assessment, increasing student engagement, and widening student experiences and products created.	Professional Learning, Technology	Tier 1		07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Support Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers

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ELL Professional Development	ELL/ELD Professional Development at the beginning of the school year.	Professional Learning	Tier 1		07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
Collaborative Action Teams	Teachers will participate in Collaborative Action Teams at least twice a month to collaborate across grade levels to close social studies gaps.	Professional Learning			07/01/2015	06/30/2016	\$0	Principals, Assistant Principals, Curriculum Directors, Classroom Teachers, Intervention Teachers, Special Education Teachers
ELL Professional Development	ELL/ELD Professional Development at the beginning of the school year	Professional Learning	Tier 1		07/01/2015	06/30/2016	\$0	Principal, GISD ELL Coordinator, ELL Teacher Coach, Classroom Teachers, Intervention Teachers, Special Education Teachers

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Explicit Instruction of measurement tools	Teachers in grades K-2 will create lessons that explicitly teach appropriate measurement tools and their associated units of measurement when conducting lab activities. Students will do project based learning activities to reinforce these skills.	Other			07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
Standard Based Assessment	Teachers will utilize diagnostic, formative, and summative assessments to monitor student progress.	Other	Tier 1		07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Support Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
Merit Pay	Merit pay will be based on a ratio of academic growth between the bottom 30% of students and top 30% of students.	Recruitment and Retention	Tier 3		07/01/2015	06/30/2016	\$0	Administrative Leadership Team, Teachers

## School Improvement Plan

Richfield Public School Academy K-2

Technology Coaching	Staff and students will collaborate with the Instructional Technology Coach to enhance and improve the use of technology resources in the classroom. Staff will participate in coaching sessions that include modeling, observation and reflection on technology-based lessons and activities.	Professional Learning, Technology	Tier 1	Implement	07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
Parent Outreach and Events	ESL Family Night will be held annually to familiarize parents and the community about services the school district can provide for their families including Title 1 services, bussing, and to promote social. Bilingual ELL Facilitator and/or the Language Line will be utilized during Parent Conferences, ESL Family Night, and other school-wide events. Bilingual ELL Facilitator and/or the Language Line will be utilized to facilitate translation to ensure equitable access to important communications to families of ELL students.	Professional Learning, Community Engagement			07/01/2015	06/30/2016	\$0	ELL Teacher, ELL Coach, Parent Liaison

### Special Education

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

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Collaborative Planning Time	Special Education teachers will be held accountable for collaborating with the general education teachers weekly to differentiate instruction and to meet the needs of their students in Language Arts.	Other			07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Special Education Teacher Coach, Classroom Teachers, Special Education teachers
Collaborative Planning Time	Special Education teachers will be held accountable for collaborating with the general education teachers weekly to differentiate instruction and to meet the needs of their students in Language Arts.	Other			07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Support Staff, Classroom teachers, Intervention teachers, Special Education teachers

**Section 31a**

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

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Timely Additional Assistance	Teachers and other staff will offer several types of assistance to students in need: - Classroom teachers will provide differentiated instruction for students not mastering grade level expectations including use of manipulative, reteaching, modified assignments, small group instruction, additional guided practice, on-going assessment with task adjusted based on assessment data, cooperative learning groups, flexible grouping, reading buddies, compacting, and multi-level learning tasks. - Title 1 and At-Risk intervention teachers will provide, for at least 30 minutes daily, individual or small group instruction to the lowest 30% . - Teachers will provide additional individual and small group - The Social Workers will offer services for students needing additional social emotional support, individually and in small groups. - The principal will work with behaviorally challenged students in small groups and/or individually. in reading, writing and math. - School Family Social Worker will bridge the gap between home and school. She/he will help families with mental, physical, and academic needs -Classroom teachers will offer after school enrichment opportunities that focus on Project Based Learning.	Academic Support Program			07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
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**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**

Richfield Public School Academy K-2

Disaggregating Math Data	Teachers will review data after each assessment (quizzes, unit assessment, district assessments, state assessments) to adjust instruction, plan for reteaching, and share data with students.	Other			07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
Collaborative Action Teams	Teachers will participate in collaborative action teams at least twice a month to collaborate across grade levels to close educational gaps in reading curriculum.	Professional Learning			07/01/2015	06/30/2016	\$16983	Principal, Assistant Principals, Curriculum Director, Instructional Support Staff, Classroom teachers, Intervention teachers, Special Education teachers

**School Improvement Plan**

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Math Professional Development	Teachers will participate in math professional development focusing on how to develop and implement effective conceptual lessons, effective differentiation, the use of questioning to check for understanding, and implementing the new common core standards with all students.	Professional Learning			07/01/2015	06/30/2016	\$16983	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
Writing professional development for teachers	Professional development for teachers to strengthen their understanding and implementation writing curriculum.	Professional Learning			07/01/2015	06/30/2016	\$16983	Principal, Assistant Principals, Curriculum Director, Special Education Teachers, Classroom Teachers, Intervention teachers, instructional Support Staff

**School Improvement Plan**

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<p>Reading Instruction Professional Development</p>	<p>Teachers, paraprofessionals, and administrators will participate in professional development on the effective implementation of guided reading, literature circles, and/or novel studies, effective questioning or higher order thinking effective differentiation, and effective reading instruction to improve student reading comprehension.</p>	<p>Professional Learning</p>			<p>07/01/2015</p>	<p>06/30/2016</p>	<p>\$16983</p>	<p>Principal, Assistant Principals, Curriculum Director, Instructional Support Staff, Classroom teachers, Intervention teachers, Special Education teachers</p>
<p>Collaborative Action Teams</p>	<p>Teachers will participate in collaborative action teams at least twice a month to collaborate vertically and horizontally to close writing gaps.</p>	<p>Professional Learning</p>			<p>07/01/2015</p>	<p>06/30/2016</p>	<p>\$16983</p>	<p>Principal, Assistant Principals, Curriculum Director, Special Education Teachers, Classroom Teachers, Intervention teachers, instructional Support Staff</p>

**School Improvement Plan**

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Collaborative Action Teams	Teachers will participate in collaborative action teams at least twice a month to collaborate vertically and horizontally to close science gaps.	Professional Learning			07/01/2015	06/30/2016	\$16983	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
Social Studies Professional Development	Teachers will participate in professional development on the implementation of the Michigan Citizenship Collaborative Curriculum, Higher Order Thinking Skills, critical thinking, extended response, and effective teaching practices.	Professional Learning			07/01/2015	06/30/2016	\$16983	Principal, Assistant Principals, Curriculum Director, Instructional Support Staff, Classroom Teachers

**School Improvement Plan**

Richfield Public School Academy K-2

Collaborative Action Teams	Teachers will participate in Collaborative Action Teams at least twice per month to collaborate across grade levels to close math gaps.	Professional Learning			07/01/2015	06/30/2016	\$16983	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
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**Title III**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ELL teacher-Coach	ELL teacher-coach will work with classroom, intervention, and special education teachers to provide effective strategies when instruction ESL students.	Professional Learning			07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers

## School Improvement Plan

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Quarterly ELL Meetings	ELL tutor, ELL supervisor, and general classroom teacher will meet quarterly to discuss student academic progress and monitor strategies implemented.	Other			08/18/2014	06/26/2015	\$0	Principal, Curriculum Director, ELL supervisor, ELL Tutors, Classroom Teachers
Quarterly ELL Meetings	Previously trained teachers will participate in quarterly ELL meetings to discuss student academic progress and monitor strategies implemented.	Professional Learning	Tier 1		07/01/2015	06/30/2016	\$0	Principal, Curriculum Director, ELL Tutor, ELL Supervisor, Classroom Teacher
ELL Professional Development	Teachers will participate in professional development to become more adept at incorporating strategies for ESL learners.	Professional Learning			07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers

**School Improvement Plan**

Richfield Public School Academy K-2

Quarterly ELL Meetings	ELL teacher-coach will meet quarterly with ELL tutor, ELL supervisor, and general classroom teacher to discuss student academic progress and monitor strategies being implemented.	Other			07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
ELL Profesional Development	Teachers will participate in professional development sessions to develop more effective strategies for working with ELL students.	Professiona l Learning			07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
ELL Teacher Coach	ELL teacher will work with ESL students to support classroom academics and deliver language development instruction. ELL teacher will work collaboratively with classroom teachers and coach them how to be more effective in meeting the academic needs of ELL students.	Professiona l Learning			08/18/2014	06/26/2015	\$0	Principal, Assistant Principals, Curriculum Director, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers

## School Improvement Plan

Richfield Public School Academy K-2

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Activities to implement Leader in Me	Staff will provide explicit instruction on The 7 Habits to students. These habits will guide students in becoming independent, responsible, and successful individuals. The staff will become facilitators in cultivating this culture within the school building.	Behavioral Support Program			07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
Timely Additional Assistance	Teachers and other staff will offer several types of assistance to students in need: - Classroom teachers will provide differentiated instruction for students not mastering grade level expectations including use of manipulative, reteaching, modified assignments, small group instruction, additional guided practice, on-going assessment with task adjusted based on assessment data, cooperative learning groups, flexible grouping, reading buddies, compacting, and multi-level learning tasks. - Teachers will provide additional individual and small group - The Social Workers will offer services for students needing additional social emotional support, individually and in small groups. - The principal will work with behaviorally challenged students in small groups and/or individually. in reading, writing and math. - School Family Social Worker will bridge the gap between home and school. She/he will help families with mental, physical, and academic needs -Classroom teachers will offer after school enrichment opportunities that focus on Project Based Learning.	Academic Support Program			07/01/2015	06/30/2016	\$150000	Principal, Assistant Principals, Curriculum Director, Special Education Teachers, Classroom Teachers, Intervention teachers, instructional support staff, Social Workers

## School Improvement Plan

Richfield Public School Academy K-2

Parent Training	Parents will be educated in the 7 Habits and will have quarterly opportunities to reflect with their child about implementing the 7 Habits in their life.	Professional Learning			07/01/2015	06/30/2016	\$0	Parent Liaison, Lighthouse Team
Bi-Monthly Parent Education Activities	The parent liaison will develop, implement and evaluate bi-monthly parent education events to increase parent involvement, parent understanding of academic programs, and increase parents ability to support their children in their academic endeavors.	Parent Involvement			07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
Vocabulary Instruction	Vocabulary will be taught through strategies that focus on using context clues to form definitions in student-selected and teacher-selected texts. Teachers will incorporate graphic organizers, vocabulary notebooks, and/or interactive strategies to effectively implement classroom vocabulary instruction to increase student comprehension of texts.	Direct Instruction			07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Support Staff, Classroom teachers, Intervention teachers, Special Education teachers
Standards Based Assessment	Teachers will utilize diagnostic formative and summative assessment to monitor student progress.	Other			07/01/2015	06/30/2016	\$0	Curriculum Director, Classroom Teachers

**School Improvement Plan**

Richfield Public School Academy K-2

Data disaggregation	Teachers will review data after each assessment (quizzes, unit assessment, district assessments, state assessments) to adjust instruction, plan for reteaching, and share data with students.	Other			07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
Activities to increase academic background knowledge	Teachers will incorporate multi-cultural field trips for all students 1-2 times each school year. Teachers will provide after-school enrichment classes that are project-based. The school counselor will incorporate a variety of programs to meet student needs.	Field Trip			07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers

**School Improvement Plan**

Richfield Public School Academy K-2

<p>Activities to increase background knowledge</p>	<p>Teachers will incorporate multi-cultural field trips for all students 1-2 times each school year. Teachers will provide after-school enrichment classes that are project-based. The school counselor will incorporate a variety of programs to meet student needs.</p>	<p>Field Trip</p>			<p>07/01/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers</p>
<p>Bi-Monthly Parent Education Events</p>	<p>The school will provide bi-monthly parent education events to increase parent involvement, parent understanding of academic programs, and increase parents ability in supporting their students academically.</p>	<p>Parent Involvement</p>			<p>07/01/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>Principal, Assistant Principals, Curriculum Director, Parent Liaison, Instructional Support Staff, Classroom teachers, Intervention teachers, Special Education teachers.</p>

# School Improvement Plan

Richfield Public School Academy K-2

Data Management System	Teachers and administrators will use a data management system to determine At-Risk and Intervention students, archive student data, and analyze specific student needs.	Other			07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Support Staff, Classroom teachers, Special Education teachers
Timely Additional Assistance	Teachers and other staff will offer several types of assistance to students in need: - Classroom teachers will provide differentiated instruction for students not mastering grade level expectations including use of manipulative, reteaching, modified assignments, small group instruction, additional guided practice, on-going assessment with task adjusted based on assessment data, cooperative learning groups, flexible grouping, reading buddies, compacting, and multi-level learning tasks. - Teachers will provide additional individual and small group - The Social Workers will offer services for students needing additional social emotional support, individually and in small groups. - The principal will work with behaviorally challenged students in small groups and/or individually. in reading, writing and math. - School Family Social Worker will bridge the gap between home and school. She/he will help families with mental, physical, and academic needs -Classroom teachers will offer after school enrichment opportunities that focus on Project Based Learning.	Academic Support Program			07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Support Staff, Classroom Teachers, Intervention Teachers, Special Education Teachers, Social Worker
Bi-Monthly Parent Education Events	The school will schedule bi-monthly parent education events to increase parent involvement, parent understanding of academic programs, and increase parents ability in supporting their student's academically.	Parent Involvement	Tier 1		07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Special Education Teachers, Classroom Teachers, Special Education teachers, Parent Liaison

**School Improvement Plan**

Richfield Public School Academy K-2

Data Management System	Teachers and administrators will use a data management system to determine At-Risk and Intervention students, archive student data, and analyze specific student needs.	Other			07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers
Program Monitoring	The LightHouse Team will meet quarterly to review data on office referrals and student completion rates to monitor and assess the effectiveness of the program. The committee will report findings to staff.	Other			07/01/2015	06/30/2016	\$0	Lighthouse Team
Vocabulary Instruction	Teachers will incorporate graphic organizers, vocabulary notebooks, and/or interactive strategies to effectively implement classroom vocabulary instruction to increase student comprehension of math concepts.	Professional Learning			07/01/2015	06/30/2016	\$0	Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers

**School Improvement Plan**

Richfield Public School Academy K-2

<p>Increase academic background knowledge</p>	<p>Teachers will incorporate multi-cultural field trips for all students 1-2 times each school year. Teachers will provide after-school enrichment classes that are project-based. The school counselor will incorporate a variety of programs to meet student needs.</p>	<p>Field Trip</p>			<p>07/01/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>Principal, Assistant Principals, Curriculum Director, Instructional Support Staff, Classroom teachers, Intervention teachers, Special Education teachers</p>
<p>Data Management System</p>	<p>Teachers and administrators will use a data management system to determine At-Risk and Intervention students, archive student data, and analyze specific student needs.</p>	<p>Other</p>			<p>07/01/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers</p>

**School Improvement Plan**

Richfield Public School Academy K-2

<p>Activities to Increase Academic Background Knowledge</p>	<p>Teachers will incorporate multi-cultural field trips for all students 1-2 times each school year. Teachers will provide after-school enrichment classes that are project-based. The school counselor will incorporate a variety of programs to meet student needs.</p>	<p>Field Trip</p>			<p>07/01/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>Principal, Assistant Principals, Curriculum Director, Instructional Support Staff, Classroom Teachers, Intervention Teachers, Special Education Teachers</p>
<p>Leader in Me professional development</p>	<p>Staff will participate in professional development on the implementation of The Leader in Me and The 7 Habits of Highly Effective People</p>	<p>Professional Learning</p>			<p>07/01/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers</p>

**School Improvement Plan**

Richfield Public School Academy K-2

<p>Quarterly scoring circles for schoolwide writing prompts</p>	<p>Teachers will participate in grade level meetings three times per year to score and disaggregate writing assessment data.</p>	<p>Other</p>			<p>07/01/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>Principal, Assistant Principals, Curriculum Director, Special Education Teachers, Classroom Teachers, Intervention teachers, instructional Support Staff</p>
<p>Timely Additional Assistance</p>	<p>Teachers and other staff will offer several types of assistance to students in need: - Classroom teachers will provide differentiated instruction for students not mastering grade level expectations including use of manipulative, reteaching, modified assignments, small group instruction, additional guided practice, on-going assessment with task adjusted based on assessment data, cooperative learning groups, flexible grouping, reading buddies, compacting, and multi-level learning tasks. - Title 1 and At-Risk intervention teachers will provide, for at least 30 minutes daily, individual or small group instruction to the lowest 30% . - Teachers will provide additional individual and small group - The Social Workers will offer services for students needing additional social emotional support, individually and in small groups. - The principal will work with behaviorally challenged students in small groups and/or individually. in reading, writing and math. - School Family Social Worker will bridge the gap between home and school. She/he will help families with mental, physical, and academic needs -Classroom teachers will offer after school enrichment opportunities that focus on Project Based Learning.</p>	<p>Academic Support Program</p>			<p>07/01/2015</p>	<p>06/30/2016</p>	<p>\$16983</p>	<p>Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers</p>

## School Improvement Plan

Richfield Public School Academy K-2

<p>Activities to increase academic background knowledge</p>	<p>Teachers will incorporate multi-cultural field trips for all students 1-2 times each school year. Teachers will provide after-school enrichment classes that are project-based. The school counselor will incorporate a variety of programs to meet student needs.</p>	<p>Field Trip</p>			<p>07/01/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>Principal, Assistant Principals, Curriculum Director, Instructional Support Staff, Classroom teachers, Intervention teachers, Special Education teachers.</p>
<p>Conceptual Lessons</p>	<p>Teachers will create conceptual lessons to be used to introduce new concepts to provide students an opportunity to discover concept/algorithm and have a deeper understanding of math conceptual.</p>	<p>Other</p>			<p>07/01/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers</p>

**School Improvement Plan**

Richfield Public School Academy K-2

<p>Data Management System</p>	<p>Teachers and administrators will use a data management system to determine At-Risk and Intervention students, archive student data, and analyze specific student needs.</p>	<p>Other</p>			<p>07/01/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>Principal, Assistant Principals, Curriculum Director, Instructional Support Staff, Classroom Teachers, Intervention Teachers, Special Education Teachers</p>
<p>Timely Additional Assistance</p>	<p>Teachers and other staff will offer several types of assistance to students in need: - Classroom teachers will provide differentiated instruction for students not mastering grade level expectations including use of manipulative, reteaching, modified assignments, small group instruction, additional guided practice, on-going assessment with task adjusted based on assessment data, cooperative learning groups, flexible grouping, reading buddies, compacting, and multi-level learning tasks. - Teachers will provide additional individual and small group - The Social Workers will offer services for students needing additional social emotional support, individually and in small groups. - The principal will work with behaviorally challenged students in small groups and/or individually. in reading, writing and math. - School Family Social Worker will bridge the gap between home and school. She/he will help families with mental, physical, and academic needs -Classroom teachers will offer after school enrichment opportunities that focus on Project Based Learning.</p>	<p>Academic Support Program</p>			<p>07/01/2015</p>	<p>06/30/2016</p>	<p>\$150000</p>	<p>Principal, Assistant Principals, Curriculum Director, Instructional Support Staff, Classroom teachers, Intervention teachers, Special Education teachers</p>

**School Improvement Plan**

Richfield Public School Academy K-2

<p>Timely Additional Assistance</p>	<p>Teachers and other staff will offer several types of assistance to students in need: - Classroom teachers will provide differentiated instruction for students not mastering grade level expectations including use of manipulative, reteaching, modified assignments, small group instruction, additional guided practice, on-going assessment with task adjusted based on assessment data, cooperative learning groups, flexible grouping, reading buddies, compacting, and multi-level learning tasks. - Teachers will provide additional individual and small group - The Social Workers will offer services for students needing additional social emotional support, individually and in small groups. - The principal will work with behaviorally challenged students in small groups and/or individually. in reading, writing and math. - School Family Social Worker will bridge the gap between home and school. She/he will help families with mental, physical, and academic needs -Classroom teachers will offer after school enrichment opportunities that focus on Project Based Learning.</p>	<p>Academic Support Program</p>			<p>07/01/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers</p>
<p>Science Professional Development</p>	<p>Teachers will participate in professional development on science instruction/lessons and higher order thinking skills.</p>	<p>Professional Learning</p>			<p>07/01/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>Principal, Assistant Principals, Curriculum Director, Instructional Technology Coach, Instructional Coaching Staff, ELL Teacher Coach, Classroom teachers, Intervention teachers, Special Education teachers</p>