



# **School Improvement Plan**

**Davisburg Elementary School**

**Holly Area School District**

Kimberly Hempton  
12003 Davisburg Rd  
Davisburg, MI 48350-2635

# TABLE OF CONTENTS

Introduction .....	1
<b>Executive Summary</b>	
Introduction .....	3
Description of the School .....	4
School's Purpose .....	5
Notable Achievements and Areas of Improvement .....	6
Additional Information .....	7
<b>Improvement Plan Stakeholder Involvement</b>	
Introduction .....	9
Improvement Planning Process .....	10
<b>School Data Analysis</b>	
Introduction .....	12
Demographic Data .....	13
Process Data .....	15
Achievement/Outcome Data .....	17
Perception Data .....	23
Summary .....	26

**School Additional Requirements Diagnostic**

Introduction ..... 29

School Additional Requirements Diagnostic ..... 30

**Goals and Plans 2015-16**

Overview ..... 33

Goals Summary ..... 34

    Goal 1: Davisburg Elementary students will be proficient in Math ..... 35

    Goal 2: Davisburg Elementary students will be proficient in Reading ..... 37

    Goal 3: Davisburg Elementary students will be proficient in Writing ..... 40

Activity Summary by Funding Source ..... 44

## **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?**

Davisburg Elementary serves 367 students preschool through fifth grade in the southeast sector of the Holly Area Schools district. Holly Area Schools is situated in the Northeast corner of Oakland County and has a diverse population from a wide geographical attendance area. We are semi-surburban, semi-rural in our composition. We have 13 classrooms, 3 special services staff, 4 co-curricular teachers and an administrator.

## **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 Davisburg Elementary School is to provide a supportive, challenging environment where all children are motivated to learn and grow.

The vision of our Davisburg School community is to cultivate a passion for learning. Collectively, we create an environment which inspires high academic achievement, creative thinking and mutual respect. We work to ensure that our students have the skills and courage to dream and succeed in the 21st century and beyond.

## **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.**

Davisburg Elementary is in the top 5% of all K-12 Michigan public institutions as noted in the Department of Education's "Top to Bottom Ranking" 2013-14. We have been designated as a "Reward School" by the State of Michigan for the 2013-14 school year and appreciate the support of all stakeholders as we continue to grow our work around excellence. This is just one of our points of pride. In the next three years we are striving to improve our students' ability to persist with complex mathematical problem solving and in-depth work with informational text and the demands of the Common Core State Standards. We are creating grade level, school and home support plans that increase mathematical competencies for all students. We are also analyzing our assessment models and continually looking for ways to have more in-depth information about the strengths and areas for growth regarding student and adult learning.

## **Additional Information**

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

There is no additional information at this time.

# **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.**

Stakeholders met as a committee of the whole or in small groups to set the direction of the building and to review the progress towards meeting our goals.

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

The building has a School Improvement Team that meets throughout the school year to review initiatives and make decisions about implementation of strategies. The team is made up of principal, teacher representatives, and parents. The principal also participates in district-wide collaboration with other principals and district administration to review school improvement plans and process.

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

Information will be posted on the district's website, presented through the building's annual education report, shared with teachers at staff meeting/PD, and presented to the parent group.

# 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?**

Our trend data indicates growth in our primary grades. We are retaining greater than 90% of the students that are enrolled in our preschool and pre-primary classrooms. During the 2013-2014 school year our sixth grade students returned to the middle school campus and so overall enrollment looks to have remained steady. However, as our pre-school and primary grade programs continue to expand we are challenged to continue to provide instructional excellence for all.

### **Student Demographic Data**

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

The number of student tardies has decreased while the number of students considered truant by county guidelines has increased. We continue to strategize with our district leadership team around the improving regular attendance as well as ongoing collaboration with our intermediate school district and the county prosecutor when appropriate.

### **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?**

Our suspension incidents have neither increased or decreased in the past three school years. Our behavior referrals have been reduced and at the elementary level we have had zero expulsions in the past three school years. As a staff we have challenged ourselves to implement proactive approaches to designing accommodated student plans when necessary and have utilized our resource room teachers, school social workers, classroom teachers and administrator to create a plan that is well articulated across the building for students of high need.

### **Student Demographic Data**

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

Our student assistance team have implemented action plans to support at-risk students both academically and behaviorally. This team is part of a district cohort that collaborates around effective practices to best address the challenges of our student body. Some of these plans include functional behavior assessments, individual plans and collaboration with families and local agencies to best support our students.

**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?**

Davisburg Elementary has a third year administrator working alongside 11 teachers with 10-15 years experience and beyond. The challenge of a new administrator includes a transition period as important relationships are built with students, staff, parents and district leadership. The ability to see all stakeholders with a fresh set of eyes is an asset and helps us to continue to expect high levels of student achievement in all grade levels.

**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?**

Davisburg Elementary has 11 educators with 10-15 years experience and beyond. Included in these years of service 85% of our staff has a Masters degree or higher. The staff is continuously reflective in their practice and with their instructional decision making. The culture of continuous learning is evident across the building and is felt by administrators, students and parents alike. Our willingness to exceed our own expectations will be evidenced by both our own internal achievement measures, but also by the anecdotal data our families provide.

**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?**

Of the total number of days absent, two were directly related to illness and the rest were a part of professional learning or district leadership responsibilities. There are no data to support a negative impact on student achievement at this time.

**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?**

There are no data to support a negative impact on student achievement at this time.

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

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

District and building leadership hold high expectations for professional behavior and work responsibility. Continuing to hold high expectations for our professional collaboration, communication and attendance patterns will have positive impact on student learning.

## **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?**

Our strengths lie in standards 2 (Governance and Leadership) as well as standard 4 (Resources and Support Systems).

### **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?**

Our greatest challenge is with standards 5 (Using Results for Continuous Improvement)

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

Providing students with meaningful and timely feedback holds the highest yield in improving student achievement. Therefore, we are continuously challenged to improve our assessment measures, to align our shared definitions of quality work, and to be able to articulate this in a variety of ways to meet the needs of all stakeholders. The results that our students use to set individual goals are different than the results that our teachers may use to redirect instruction or resources. Our work as a building and as a district is to continue to refine our data collection processes as well as to remain diligent in setting time aside for data analysis and goal setting at all levels. Our fidelity in this area has direct impact on student achievement.

### **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.**

Each of our goal areas has incorporated a measurable action item into their plan for improvement, As a building team we will be calendaring these collection points across the school year, so that a common expectation is held by all staff members. We will also continue to study the most high yield ways to share feedback with students and colleagues alike. In addition, our district assessment team is creating and revising common assessments to be used in all buildings which will also allow us have a clearer look across the district at strengths and challenges within our curriculum and instruction.

### **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?**

Our student assistance team considers the academic, behavioral and social needs of all students at Davisburg Elementary. We have students being served by an interventionist that is funded by Section 31a as well as students being served under a Special Education  
SY 2015-2016

certification. Our goal is to meet the greatest need with a second or third layer of instruction, rather than to supplant the primary instruction. While credit recovery is not an issue at the elementary level, alternate or extended learning opportunities are regularly considered given our staffing and abilities to continue to layer learning atop of the primary classroom instruction.

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

Extended learning opportunities at the elementary level include summer learning extensions as well as in-school and out of school tutoring.

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

Students are identified through the Student Assistance Team process, where literacy and math benchmark goals are noted and compared against grade level expectations and goals.

**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?**

Our district curriculum teams work together regularly to audit curriculum based on staff input and ideally, student achievement data. Our curriculum and assessment teams work in concert with adjoining grade levels as well as the K-12 trajectory to best understand where more rigor is needed and/or where we are replicating efforts needlessly. Our teams are versed with the expectations of the Common Core State Standards and this work is folded into each of our School Improvement goal areas at Davisburg Elementary. The student work analysis that we conduct during within our Professional Learning Community meetings are built upon the premise that our curriculum, instruction, and classroom level expectations must be aligned. This alignment assures a learning and skill progression that allows students to stretch to their fullest potential.

**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.**

This tool is not used at Davisburg Elementary at this time.

## **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**

Educators at Davisburg are well-versed in the components of a quality reading framework. This is certainly a strength for our students. Our students are expanding their proficiencies with informational text as they reach toward increasingly complex reading demands. Students are challenged regularly to look at text from multiple perspectives and to work with a variety of text modes over an extended period of time. These performance assessments are beginning to be used regularly from kindergarten through fifth grade and it is our assumption that our student achievement data will positively reflect these efforts.

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

Educators at Davisburg are well-versed in the components of a quality reading framework, balancing the time constraints that a quality assessment model demands can be challenging given our teacher to student ratios. Screener assessments are frequently utilized as well (Dibels) although these instruments do not provide us with the necessary information to make instructional decisions matched with the expectations of the CCSS for the majority of students. These time constraints in conjunction with uneven assessment literacy can create gaps and are likely to present challenges reflected in our state literacy assessment measures.

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

The ability of students to look across text sources has been a new expectation for students at Davisburg Elementary. Access to a variety of appropriately leveled text continues to challenge our staff. Our School Improvement team leaders are reviewing some possible solutions to  
SY 2015-2016

this on-going reading challenge. Davisburg students have done well for the past three annual test cycles with identifying vocabulary terms and correctly identifying multiple choice responses geared to measure comprehension. Students have also performed well with grade level screeners that measure reading rate and decoding skills.

**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.**

Our School Improvement Plan incorporates the use of diagnostic reading assessments meant to better understand the gaps that may exist for our readers and writers. Designing instruction that increases a reader's ability to navigate multiple pieces of text to advance a particular view or argument will align our students well with the demands of 21st century literacy and our reading and writing teams are designing experiences that will align skills and expectations across grade levels so that a well articulated progression is evident within our literacy framework.

**20a. Writing- Strengths**

Educators at Davisburg are versed in the writing units of study that are aligned with CCSS for their grade level. This is certainly a strength for our students. Our staff are working to incorporate their understanding of reading instruction and its fit and connection to a well articulated writing curriculum. Students are challenged regularly to look at text from multiple perspectives and to work with a variety of text modes over an extended period of time, we know that their writing in response reading will also benefit from this approach.

**20b. Writing- Challenges**

Davisburg staff are striving to work through all writing units of study required within the CCSS. Greater familiarity with the skills required of students around fiction, informational and argument writing will support our work with assessment and analysis of student work.

**20c. Writing- Trends**

Previous achievement results have indicated that our 4th grade students struggle to incorporate appropriate details to their writing.

**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.**

Our School Improvement Plan incorporates the use of grade level writing samples as assessment data meant to better understand the gaps that may exist for our readers and writers. Designing instruction that increases a reader's ability to navigate multiple pieces of text to advance a particular view or argument will align our students well with the demands of 21st century literacy and our reading and writing teams are designing experiences that will align skills and expectations across grade levels so that a well articulated progression is evident within our literacy framework.

**21a. Math- Strengths**

Educators at Davisburg are versed in the Common Core State Standards and Mathematical Practices at their grade level. Time has been spent exploring new instructional materials as well as a new approach to mathematics instruction. The new materials coupled with the workshop approach have created opportunities for learning for all. Our staff have jumped in to provide support for each other in the form of books studies, job embedded professional learning, and cross-grade level debrief sessions of observed lessons. In addition, we hosted our first parent partnership night around the topic of mathematics, specifically focused on how adults can support mathematical thinking at home.

**21b. Math- Challenges**

Understanding new standards, instructional materials and approaches has been a challenge for all grade levels. Synching new pacing across the district to align with common assessments and keeping students at the center of the decision making will continue to advance student learning and optimally deep thinking mathematicians.

### **21c. Math- Trends**

Previous achievement results have indicated that our students struggle with complex problem solving and have done well with procedural or rote mathematics.

### **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.**

Our School Improvement Plan emphasizes the need for mathematicians to work to strategically and to persist with multi-step problems. Our plans incorporate time and expectation for a workshop approach that allows students time to communicate, test and refine their thinking both individually and in pairs or small groups. Our teachers and students are also studying problem types and how this shift in perspective may increase the repertoire of our mathematicians when it comes to flexibility and persistence. Our goal also includes a study of student work to watch this trajectory grow in complexity from Y5 through 5th grade.

### **22a. Science- Strengths**

Educators in Holly are becoming familiar with the Next Generation Science Standards, some are exploring instructional materials that may best match those standards and their grade level. The need for new instructional materials coupled with a common instructional philosophy will position our students for the best possible performance with NGSS.

**22b. Science- Challenges**

Understanding new standards, instructional materials and approaches will be a challenge for all grade levels. Synching new pacing across the district to align with common assessments and keeping students at the center of the decision making will continue to advance student learning and optimally deep thinking scientists.

**22c. Science- Trends**

Previous achievement results have indicated that our 4th grade students struggle with complex problem solving present in science assessments and have done well with procedural or rote questions related to science comprehension.

**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.**

Our School Improvement Plan includes reading, writing and mathematics goal areas. However, the emphasis on informational text and our commitment to increases a reader and writer's ability to navigate multiple pieces of text to seek information, advance a particular view or create an argument will align our students well with the demands of 21st century science expectations.

**23a. Social Studies- Strengths**

Educators in Holly are familiar with the current grade level Social Studies Standards, as the rigor and demands of reading and writing instruction shift, some are exploring instructional materials that may best match those expectations with a cross-curricular design. The need for additional instructional materials coupled with a common instructional philosophy will position our students for the best possible performance with future social studies assessments.

**23b. Social Studies- Challenges**

Understanding new standards, instructional materials and approaches will be a challenge for all grade levels. Synching new pacing across the district to align with common assessments and keeping students at the center of the decision making will continue to advance student learning and optimally deep thinking social scientists.

**23c. Social Studies- Trends**

Previous achievement results have indicated that our 5th grade students have done well with the social studies standards assessed on the annual assessment.

**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.**

Our School Improvement Plan includes reading, writing and mathematics goal areas. However, the emphasis on informational text and our commitment to increases a reader and writer's ability to navigate multiple pieces of text to seek information, advance a particular view or create an argument will align our students well with the demands of 21st century social studies expectations.

## **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?**

Students rate classroom engagement as the highest level of satisfaction. They also rate relationships with teachers and building staff as high.

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

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

Students rank understanding of building purpose and 'outside classroom support systems' as the lowest satisfaction.

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

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

We are designing plans to better support student understanding of our school mission statement and their role as a stakeholder in that process. We are also continuing survey and direct strategy work to further support the student/para-educator/noon-supervisor staff in the building.

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

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

Our parents rate their highest satisfaction with both teaching and assessing for learning as well as resources and support systems.

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

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

The lowest ratings are in the areas of purpose & direction and governance and leadership.

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

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

We will continue to work on our ability to communicate our plans for growing and improving student learning so that the school's purpose and vision for learning are clearly articulated and understood, including strategies for greater input to the process.

**26a. Teacher/Staff Perception Data**

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

Teachers rate their highest level of satisfaction with governance and leadership as well as teaching and assessing for learning.

**26b. Teacher/Staff Perception Data**

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

Teachers rate their least satisfaction with resources and support systems.

**26c. Teacher/Staff Perception Data**

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

We will continue to build capacity across skill areas that increase staff confidence with resources that support learning. We also work creatively within our budget to establish ways to support students and teachers with counseling and support services.

**27a. Stakeholder/Community Perception Data**

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

Our community rate their highest satisfaction with both teaching and assessing for learning as well as resources and support systems.

**27b. Stakeholder/Community Perception Data**

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

The lowest ratings are in the areas of purpose & direction and governance and leadership.

**27c. Stakeholder/Community Perception Data**

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

We will continue to work on our ability to communicate our plans for growing and improving student learning so that the school's purpose and vision for learning are clearly articulated and understood, including strategies for greater input to the process.

## Summary

### 28a. Summary

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

Our student information systems and data warehouse supports both demographic and achievement data. Our program evaluation process has certainly strengthened our process data collection, but this data area is certainly a work in progress. We are strengthening our systems that support ongoing program analysis that is driven by outcome data rather than staff perception. As our district and building assessment systems are strengthened this process will become more consistent across each goal area in the building. We regularly gather perception data from our staff, parents and community stakeholders. Gathering student perception data as it connects to academic progress or growth is another data collection source that we would like to gather more systematically. At this time our student perception data has been linked with building climate, classroom satisfaction and recommendations for future projects or improvements.

### 28b. Summary

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

Our program evaluation process has highlighted the need for more comprehensive outcome data related to student growth and achievement. Our current data measures are not consistent across each classroom level (Young Fives - Fifth Grade). This makes it challenging to talk about student needs across grade levels as well as to track progress with common measures. Establishing common data points that are aligned with Common Core State Standards will also assist our staff in instructional decision making and vertical alignment.

Student achievement on state standardized tests is talked about in common ways among staff and these data have been used to inform curriculum design and adjustments as well as served as a yearly progress marker. We would like to combine more regular achievement measures that match the learning targets found in weekly classroom instruction. Ideally we would combine these results with our process data to better analyze strategies and programming for students.

Our curriculum and assessment teams are currently involved in an alignment process that will incorporate the Common Core Standards and regular assessment cycles for all students at Davisburg and within Holly Area Schools. This is a critical component to add to our demographic data sources.

### 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?**

## School Improvement Plan

Davisburg Elementary School

---

Our school improvement plan incorporates strategies designed to establish new and strengthen existing literacy and mathematics assessments. These assessments will also drive the analysis of multiple measures indicated in the previous challenges. Our measurable objective was exceeded in the 2013-2014 assessment cycles and we are eager to see the M-Step results and how they compare. Our current strategies and activities are designed to meet what we predict will be our greatest student challenges in relation to the new Common Core State Standards. We have also been intentional in our design to carry over our work in informational text and assessment to carry over into both science and social studies instruction.

# **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	Literacy and math are tested in Kindergarten through fifth grade at our institution.	

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.	No	The 2015-2016 AER report is not available as the current state data (M-Step) is not yet available. The 2014 annual education report can be found at the link below.  <a href="http://holly.des.schoolfusion.us/modules/groups/homepagefiles/cms/802738/File/2013-14%20misc/Davisburg%20AnnualEducationReport%20.pdf?sessionid=75d93b52d1c740176d27a72b7ea1a50f">http://holly.des.schoolfusion.us/modules/groups/homepagefiles/cms/802738/File/2013-14%20misc/Davisburg%20AnnualEducationReport%20.pdf?sessionid=75d93b52d1c740176d27a72b7ea1a50f</a>	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	We do not serve 8th graders in our institution.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	We do not utilize the EDP at this time.	

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	Discrimination Act information are posted in all required areas.	

## School Improvement Plan

Davisburg Elementary School

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	Kimberly Hempton Principal 12003 Davisburg Rd Davisburg, MI 48350	

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.	No	We are working toward this stakeholder plan.	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	We do not have a compact at this time.	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No	There is no additional information at this time.	

## **Goals and Plans 2015-16**

## Overview

### Plan Name

Goals and Plans 2015-16

### 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	Davisburg Elementary students will be proficient in Math.	Objectives: 1 Strategies: 1 Activities: 7	Academic	\$2100
2	Davisburg Elementary students will be proficient in Reading	Objectives: 1 Strategies: 1 Activities: 8	Academic	\$5500
3	Davisburg Elementary students will be proficient in Writing	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$3300

## Goal 1: Davisburg Elementary students will be proficient in Math.

### Measurable Objective 1:

66% of All Students will demonstrate a proficiency of the Common Core State Standards in Mathematics by 06/01/2016 as measured by the 2016 state assessment or local common assessment..

### Strategy 1:

Mathematical Problem Solving & Strategic Thinking - Students will explore different types of problems, identify what the problem type is and work strategically to solve problems. Teachers will deepen their own understanding and classroom practices around the mathematical processes, specifically around problem solving and classroom discourse.

Category:

Research Cited: Math Exchanges: Guiding Young Mathematicians in Small Group Meetings. by K. Wedekind

Math Workstations by D. Diller

Math Solutions by M.Burns

Common Core State Standards

Tier: Tier 1

Activity - Teacher Training on Problem Type	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will study the problem solving methods described in Math Exchanges and create anchor charts that illustrate and describe these problem solving methods to ensure shared language and practices building-wide.	Professional Learning	Tier 1	Getting Ready	08/24/2015	05/30/2016	\$300	Section 31a	all certified staff

Activity - Interactive Problem Solving Board	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Davisburg Elementary School

Students will interface with school-wide problem solving board in ways that match their individual problem solving abilities. The board will be used by individuals and small groups.	Direct Instruction	Tier 1	Implement	09/08/2014	05/30/2016	\$100	General Fund	all staff
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------	--------	-----------	------------	------------	-------	--------------	-----------

Activity - Problem Solving Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design interim assessments that match selected problem types in order to gauge student growth and levels of strategic thinking by individual and grade level.	Monitor	Tier 1	Evaluate	11/30/2015	05/30/2016	\$0	No Funding Required	all certified staff

Activity - Family Math Fair	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will accompany their parents for an evening of math games and activities designed to support mathematical reasoning, problem solving and stamina.	Parent Involvement	Tier 1	Implement	02/08/2016	04/25/2016	\$700	General Fund	Math Goal Area Committee and full staff support

Activity - Stakeholder Surveys	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Surveys given to teachers, parents, and students will help us understand the impact of our family math night and interactive problem solving board. We will use these data to inform our planning as it relates to professional learning for staff, future information nights for parents, and our ability to engage students in mathematical reasoning in effective ways.	Parent Involvement	Tier 1	Evaluate	11/24/2014	06/05/2015	\$0	No Funding Required	Principal, SIP Leadership Team, Math Committee, PTC SIP Committee

## School Improvement Plan

Davisburg Elementary School

Status	Progress Notes	Created On	Created By
Completed		June 09, 2015	Mrs. Kimberly Hempton

Activity - Job-Embedded Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will study student learning and teacher facilitation around classroom discourse. Participants will join a facilitated debrief and set action plans for future learning and assessment designs.	Implementation, Teacher Collaboration, Professional Learning	Tier 1	Implement	10/05/2015	05/30/2016	\$1000	General Fund	all certified staff

Activity - Parent Partnership Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An evening to introduce and engage the entire Davisburg school community in daily learning routines. Participants will become familiar with the opportunities that content area workshops afford learners as well as building understanding around supporting learners outside of the classroom.	Parent Involvement, Teacher Collaboration, Getting Ready	Tier 1	Implement	08/31/2015	10/02/2015	\$0	No Funding Required	all certified staff

## Goal 2: Davisburg Elementary students will be proficient in Reading

### Measurable Objective 1:

81% of All Students will demonstrate a proficiency with informational text as indicated by the Common Core State Standards in English Language Arts by 06/01/2016 as measured by the 2016 state assessment or local common assessment..

### Strategy 1:

Strategic Comprehension of Informational Text - Teachers will study and continue to develop their own understanding of close reading and the application of this

## School Improvement Plan

Davisburg Elementary School

instructional practice within the reading and writing workshop. Students will read informational text with multiple repetitions, reading for an additional purpose or frame with each additional re-read. This strategy boosts informational text comprehension, as well as knowledge of text structures which support achievement gains with informational writing.

Category:

Research Cited: Multi-draft Read by K. Gallagher;

Challenging Task in Appropriate Text: Designing Discourse Communities to Increase Literacy Growth in Adolescent Struggling Readers by S Russell

Winning Strategies for Test Taking Grades 3-8 by L. Daenstadt;

Pathways to the Common Core by Calkins, Ellsworth, Lehman

Teachers College Reading and Writing Project, Columbia University L. Calkins

Tier: Tier 1

Activity - Close Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will practice the approach with their own professional text during ongoing professional learning experiences and then design the purposes or frames for re-reading utilizing grade level content area text.	Professional Learning	Tier 1	Getting Ready	02/03/2014	09/03/2015	\$0	No Funding Required	all certified staff

Activity - Informational Reading Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn appropriate informational text assessment techniques and design an assessment calendar to guide instruction and data analysis across the year to measure student understanding.	Monitor, Professional Learning	Tier 1	Implement	08/24/2015	01/29/2016	\$800	General Fund	SIP Leadership Team and Goal Area Chairs - all certified staff

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Davisburg Elementary School

Teachers will study Pathways to the Common Core, Choice Words, and A Guide to the Common Core Writing Workshop as resources for growing professional practices around classroom discourse and student agency.	Professional Learning	Tier 1	Getting Ready	09/28/2015	05/30/2016	\$500	General Fund	All certified staff
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------	--------	---------------	------------	------------	-------	--------------	---------------------

Activity - Informational Reading Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use informational text assessments to guide instruction and data analysis across the year to measure student understanding.	Monitor	Tier 1	Implement	10/26/2015	05/30/2016	\$0	No Funding Required	all certified staff

Activity - Close Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize multiple purposes or frames for re-reading grade level content area text. This will increase comprehension and strategic use of information for speaking, listening, reading and writing.	Direct Instruction	Tier 1	Implement	09/29/2014	05/30/2016	\$0	No Funding Required	all certified staff

Activity - Informational Reading Assessment Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze informational text assessments and related data to monitor the effectiveness of the Close Reading strategy, Informational text instruction and levels of classroom discourse.	Evaluation	Tier 1	Evaluate	11/30/2015	04/25/2016	\$1800	General Fund	all certified staff

Activity - Learning Progressions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Davisburg Elementary School

Teachers will utilize informational text assessments to guide and adjust instruction. Staff will engage in collaborative scoring experiences to measure student understanding and begin to draft appropriate Y5-5 informational text learning progressions.	Implementation, Teacher Collaboration, Professional Learning	Tier 1	Implement	10/30/2015	05/30/2016	\$1400	General Fund	all certified staff
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------	--------	-----------	------------	------------	--------	--------------	---------------------

Activity - Job-Embedded Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will study student learning and teacher facilitation around classroom discourse. Participants will join a facilitated debrief and set action plans for future learning and assessment designs.	Implementation, Teacher Collaboration, Professional Learning	Tier 1	Implement	10/05/2015	05/30/2016	\$1000	General Fund	all certified staff

## Goal 3: Davisburg Elementary students will be proficient in Writing

### Measurable Objective 1:

63% of All Students will demonstrate a proficiency composing Informational Text as indicated in the Common Core State Standards in English Language Arts by 06/01/2016 as measured by the 2016 state assessment or local common assessment..

### Strategy 1:

Common Writing Assessment - Teachers will study and continue to develop opportunities for students to read and deconstruct informational text with multiple repetitions. This text analysis boosts informational text comprehension as well as knowledge of text structures which support achievement gains with informational text composition. Teachers will also develop informational text performance tasks to aide student progress toward grade level benchmarks/standards and assist in determining learning progressions and indicators of student progress and achievement.

Category:

Research Cited: The Reading & Writing Connection - International Reading Association

**School Improvement Plan**

Davisburg Elementary School

Teachers College Reading and Writing Project, Columbia University L. Calkins

Visible Thinking for Teachers: Maximizing Student Learning J. Hattie

Tier: Tier 1

Activity - Writing Performance Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop informational text performance tasks to aide student progress toward grade level benchmarks/standards and assist in determining learning progressions and indicators of student progress and achievement.	Materials, Professional Learning, Getting Ready	Tier 1	Getting Ready	02/02/2015	05/30/2016	\$0	No Funding Required	all certified staff

Activity - Learning Progressions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize informational text assessments to guide and adjust instruction. Staff will engage in collaborative scoring experiences to measure student understanding and begin to draft appropriate Y5-5 informational text learning progressions. Teachers will also utilize the pre and post assessments from The Writing Workshop Units of Study and apply collaborative scoring protocols to the process.	Monitor	Tier 1	Implement	02/02/2015	04/25/2016	\$1400	General Fund	all certified staff

Activity - Informational Text Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use informational text assessments to guide instruction and data analysis across the year to measure student understanding.	Monitor	Tier 1	Monitor	10/26/2015	04/25/2016	\$0	No Funding Required	all certified staff

## School Improvement Plan

Davisburg Elementary School

Activity - Job-Embedded Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will study student learning and teacher facilitation around classroom discourse. Participants will join a facilitated debrief and set action plans for future learning and assessment designs.	Implementation, Teacher Collaboration, Professional Learning	Tier 1		10/05/2015	05/30/2016	\$1000	General Fund	all certified staff

### Strategy 2:

Workshop Implementation - Teachers will study, share, and implement the integral components of a successful writing workshop in all classrooms at Davisburg so that students experience a common approach to informational writing instruction.

Category:

Research Cited: Teachers College Reading and Writing Project, Columbia University L. Calkins

Visible Thinking for Teachers: Maximizing Impact on Learning J. Hattie

Tier: Tier 1

Activity - Workshop Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will use A Guide to Common Core Writing Workshop Primary and Intermediate to create a workshop "standard" that gives students consistent routine and expectation along their K-5 literacy progression.	Implementation, Teacher Collaboration, Professional Learning, Getting Ready	Tier 1	Getting Ready	08/24/2015	01/25/2016	\$800	General Fund	all certified staff

Activity - Stakeholder Surveys	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Davisburg Elementary School

Surveys given to teachers, parents, and students will help us understand the impact of our workshop approach. We will use these data to inform our planning as it relates to professional learning for staff, future information nights for parents, and our ability to engage students with informational text.	Monitor	Tier 1	Evaluate	11/23/2015	01/25/2016	\$0	No Funding Required	Principal, SIP Leadership team, PTC SIP Committee
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------	--------	----------	------------	------------	-----	---------------------	---------------------------------------------------

Activity - Parent Partnership Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An evening to introduce and engage the entire Davisburg school community in daily learning routines. Participants will become familiar with the opportunities that content area workshops afford learners as well as building understanding around supporting learners outside of the classroom.	Parent Involvement, Implementation, Teacher Collaboration	Tier 1	Implement	08/31/2015	10/02/2015	\$100	General Fund	all certified staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on Problem Type	Teachers will study the problem solving methods described in Math Exchanges and create anchor charts that illustrate and describe these problem solving methods to ensure shared language and practices building-wide.	Professional Learning	Tier 1	Getting Ready	08/24/2015	05/30/2016	\$300	all certified staff

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Performance Tasks	Teachers will develop informational text performance tasks to aide student progress toward grade level benchmarks/standards and assist in determining learning progressions and indicators of student progress and achievement.	Materials, Professional Learning, Getting Ready	Tier 1	Getting Ready	02/02/2015	05/30/2016	\$0	all certified staff
Problem Solving Assessment	Teachers will design interim assessments that match selected problem types in order to gauge student growth and levels of strategic thinking by individual and grade level.	Monitor	Tier 1	Evaluate	11/30/2015	05/30/2016	\$0	all certified staff
Close Reading	Students will utilize multiple purposes or frames for re-reading grade level content area text. This will increase comprehension and strategic use of information for speaking, listening, reading and writing.	Direct Instruction	Tier 1	Implement	09/29/2014	05/30/2016	\$0	all certified staff
Stakeholder Surveys	Surveys given to teachers, parents, and students will help us understand the impact of our workshop approach. We will use these data to inform our planning as it relates to professional learning for staff, future information nights for parents, and our ability to engage students with informational text.	Monitor	Tier 1	Evaluate	11/23/2015	01/25/2016	\$0	Principal, SIP Leadership team, PTC SIP Committee

## School Improvement Plan

Davisburg Elementary School

Close Reading	Teachers will practice the approach with their own professional text during ongoing professional learning experiences and then design the purposes or frames for re-reading utilizing grade level content area text.	Professional Learning	Tier 1	Getting Ready	02/03/2014	09/03/2015	\$0	all certified staff
Informational Text Assessment	Teachers will use informational text assessments to guide instruction and data analysis across the year to measure student understanding.	Monitor	Tier 1	Monitor	10/26/2015	04/25/2016	\$0	all certified staff
Stakeholder Surveys	Surveys given to teachers, parents, and students will help us understand the impact of our family math night and interactive problem solving board. We will use these data to inform our planning as it relates to professional learning for staff, future information nights for parents, and our ability to engage students in mathematical reasoning in effective ways.	Parent Involvement	Tier 1	Evaluate	11/24/2014	06/05/2015	\$0	Principal, SIP Leadership Team, Math Committee, PTC SIP Committee
Parent Partnership Night	An evening to introduce and engage the entire Davisburg school community in daily learning routines. Participants will become familiar with the opportunities that content area workshops afford learners as well as building understanding around supporting learners outside of the classroom.	Parent Involvement, Teacher Collaboration, Getting Ready	Tier 1	Implement	08/31/2015	10/02/2015	\$0	all certified staff
Informational Reading Assessment	Teachers will use informational text assessments to guide instruction and data analysis across the year to measure student understanding.	Monitor	Tier 1	Implement	10/26/2015	05/30/2016	\$0	all certified staff

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Job-Embedded Professional Learning	Staff will study student learning and teacher facilitation around classroom discourse. Participants will join a facilitated debrief and set action plans for future learning and assessment designs.	Implementation, Teacher Collaboration, Professional Learning	Tier 1		10/05/2015	05/30/2016	\$1000	all certified staff
Workshop Book Study	K-5 teachers will use A Guide to Common Core Writing Workshop Primary and Intermediate to create a workshop "standard" that gives students consistent routine and expectation along their K-5 literacy progression.	Implementation, Teacher Collaboration, Professional Learning, Getting Ready	Tier 1	Getting Ready	08/24/2015	01/25/2016	\$800	all certified staff

## School Improvement Plan

Davisburg Elementary School

Job-Embedded Professional Learning	Staff will study student learning and teacher facilitation around classroom discourse. Participants will join a facilitated debrief and set action plans for future learning and assessment designs.	Implementation, Teacher Collaboration, Professional Learning	Tier 1	Implement	10/05/2015	05/30/2016	\$1000	all certified staff
Book Study	Teachers will study Pathways to the Common Core, Choice Words, and A Guide to the Common Core Writing Workshop as resources for growing professional practices around classroom discourse and student agency.	Professional Learning	Tier 1	Getting Ready	09/28/2015	05/30/2016	\$500	All certified staff
Job-Embedded Professional Learning	Staff will study student learning and teacher facilitation around classroom discourse. Participants will join a facilitated debrief and set action plans for future learning and assessment designs.	Implementation, Teacher Collaboration, Professional Learning	Tier 1	Implement	10/05/2015	05/30/2016	\$1000	all certified staff
Informational Reading Assessment	Teachers will learn appropriate informational text assessment techniques and design an assessment calendar to guide instruction and data analysis across the year to measure student understanding.	Monitor, Professional Learning	Tier 1	Implement	08/24/2015	01/29/2016	\$800	SIP Leadership Team and Goal Area Chairs - all certified staff
Parent Partnership Night	An evening to introduce and engage the entire Davisburg school community in daily learning routines. Participants will become familiar with the opportunities that content area workshops afford learners as well as building understanding around supporting learners outside of the classroom.	Parent Involvement, Implementation, Teacher Collaboration	Tier 1	Implement	08/31/2015	10/02/2015	\$100	all certified staff
Interactive Problem Solving Board	Students will interface with school-wide problem solving board in ways that match their individual problem solving abilities. The board will be used by individuals and small groups.	Direct Instruction	Tier 1	Implement	09/08/2014	05/30/2016	\$100	all staff
Learning Progressions	Teachers will utilize informational text assessments to guide and adjust instruction. Staff will engage in collaborative scoring experiences to measure student understanding and begin to draft appropriate Y5-5 informational text learning progressions. Teachers will also utilize the pre and post assessments from The Writing Workshop Units of Study and apply collaborative scoring protocols to the process.	Monitor	Tier 1	Implement	02/02/2015	04/25/2016	\$1400	all certified staff

**School Improvement Plan**

Davisburg Elementary School

Learning Progressions	Teachers will utilize informational text assessments to guide and adjust instruction. Staff will engage in collaborative scoring experiences to measure student understanding and begin to draft appropriate Y5-5 informational text learning progressions.	Implementation, Teacher Collaboration, Professional Learning	Tier 1	Implement	10/30/2015	05/30/2016	\$1400	all certified staff
Informational Reading Assessment Analysis	Teachers will analyze informational text assessments and related data to monitor the effectiveness of the Close Reading strategy, Informational text instruction and levels of classroom discourse.	Evaluation	Tier 1	Evaluate	11/30/2015	04/25/2016	\$1800	all certified staff
Family Math Fair	Students will accompany their parents for an evening of math games and activities designed to support mathematical reasoning, problem solving and stamina.	Parent Involvement	Tier 1	Implement	02/08/2016	04/25/2016	\$700	Math Goal Area Committee and full staff support