



# **School Improvement Plan**

Rogers Elementary School

Berkley School District

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## **Introduction**

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

# **Improvement Plan Assurance**

## **Introduction**

During the 2019-2020 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

**Improvement Plan Assurance**

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

# **2018-2019 School Improvement Plan**

## Overview

### Plan Name

2018-2019 School Improvement Plan

### Plan Description



## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will demonstrate an overall improvement in reading achievement.	Objectives: 1 Strategies: 4 Activities: 10	Academic	\$10400
2	All students will demonstrate an overall improvement in writing skills.	Objectives: 1 Strategies: 5 Activities: 12	Academic	\$3000
3	All students will demonstrate an overall improvement in math achievement.	Objectives: 1 Strategies: 6 Activities: 12	Academic	\$9650

## Goal 1: All students will demonstrate an overall improvement in reading achievement.

### Measurable Objective 1:

A total of 390 Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of one grade level of growth in reading comprehension and fluency in Reading by 06/20/2019 as measured by the F&P Benchmark Assessment System, the NWEA and DIBELS.

### Strategy 1:

Communication - The teachers will communicate with one another, students and parents about reading instructional strategies and student progress in reading. In addition, Rogers staff will share information with each other regarding the curriculum, Cultures of Thinking and the Lucy Calkins Workshop Model as well as Growth Mindset.

Category: English/Language Arts

Research Cited: Classroom Instruction that Works (Marzano)

What Really Matters for Struggling Readers: Designing Research-Based Programs (Allington)

Make it Stick (Brown, Roediger and McDaniel)

I've Dibeled, Now What? (Hall)

Making Thinking Visible (Ritchhart, Church, Morrison)

The Reading Strategies Book

Tier: Tier 1

Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in regular communication with parents regarding student progress and skill level in reading. Teachers will include information related to reading instruction and curricular expectations in their monthly classroom newsletters. In addition, parents will receive updates about student progress during each report card marking and through the Literacy Profile which will inform them as to whether or not their children are reading at grade level. For students who need reading intervention, parents will be informed and involved in putting a plan in place. Staff will review and discuss data at "BEARS" (Berkley - Everyone Achieves Reading Success) and will develop "BEARS" plans in collaboration with parents. These plans will include Tier 1, 2 and/or 3 interventions.	Curriculum Development, Parent Involvement		Implement	09/04/2018	06/20/2019	\$0	No Funding Required	Classroom Teachers, Learning Specialist, Support Teachers and Principal

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

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Classroom teachers will provide a Reading Overview to parents on Curriculum Night. The presentation will focus on reading instruction with the Readers Workshop Model and F&P Benchmark Assessment System and, if applicable, DIBELS assessments. Information will be shared about the importance of reading, with emphasis on the fact that students read within a range of levels and stressing that the levels are most important for teacher use to inform instruction. A Reading Fact Sheet will be shared with resources and tips for parents to improve home support for reading. This resource will also be posted on the Rogers website.	Parent Involvement	Tier 1		09/04/2018	06/20/2019	\$100	General Fund	Media Specialist, Learning Specialist, Intervention Support Teachers, Classroom Teachers and Principal
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Activity - Teachers Teaching Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers with experience/training in Readers Workshop and Visible Thinking Strategies will share their knowledge with the staff during monthly Staff Meetings, grade level meetings and data team meetings. In addition, sub coverage will be arranged for teachers who want to observe a colleague using a particular strategy or who wish to participate in Teacher Lab. Some staff will be going to the Teachers College in New York to attend a week long Institute on the Teaching of Reading and will share their learning with the staff.	Professional Learning	Tier 1	Implement	09/04/2018	06/20/2019	\$500	General Fund	Classroom Teachers Principal

### Strategy 2:

Oral Reading Fluency - Teachers will implement oral reading fluency strategies through the use of technology, Readers Workshop, instructional strategies, and reading at home support including parent involvement and communication.

Category: English/Language Arts

Research Cited: Classroom Instruction that Works (Marzano)

What Really Matters for Struggling Readers: Designing Research Based-Programs (Allington)

I've Dibeled, Now What? Designing Interventions with Dibels Data (Hall)

Tier: Tier 1

Activity - Data Collection and Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Ongoing progress monitoring and data collection will be conducted throughout the school year to track student growth in fluency. All PreK-3 students will be screened in the fall of 2018 using DIBELS. In addition, any 4-5 students who were not at benchmark the previous year will also be screened. Students will be assessed in the late fall with the F&P Benchmark Assessment system. The data will be used to create support groups, plan interventions and make instructional decisions. All intensive students will be progress monitored every other week and strategic students once per month. All data will be available to all staff through detailed spreadsheets in the Shared Intervention & Assistance folder and Illuminate.	Technology , Monitor	Tier 1	Implement	09/04/2018	06/20/2019	\$1000	General Fund	Learning Specialist, Intervention Support Teachers, Resource Room Teacher and Classroom Teachers
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Activity - Fluency Interventions and Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Support Staff in coordination with classroom teachers in grades K-5 will utilize various programs to increase students' oral reading fluency skills. Programs will include Read Naturally/Read Live, Leveled Literacy Intervention (LLI), Explode the Code, Rewards, Read Well and Incremental Rehearsal. Students will be identified for support through the review of data (Dibels, F&P, classroom teacher reports, etc). Read Naturally/Read Live is a structured intervention program that combines teacher modeling, repeated reading, and progress monitoring to increase students' reading proficiency. LLI is a small group supplementary intervention whose lessons include attention to fluent, phrased reading as well as fluency in writing. Explode the Code is a phonics program that builds the essential literacy skills needed for reading success: phonological awareness, decoding, vocabulary, comprehension, fluency and spelling. Rewards is a specialized reading program designed to teach intermediate students in grades 4-6 a flexible strategy for decoding long words and to increase their oral and silent reading fluency. Incremental Rehearsal is an instructional strategy which presents information in small increments and allows for adequate rehearsal/repetition to ensure automaticity. Read Well is a phonics based program being used for lower elementary students who do not respond to the LLI intervention.	Technology , Academic Support Program	Tier 2	Monitor	09/04/2018	06/20/2019	\$1400	General Fund	Learning Specialist, Support Teachers, Resource Room Teacher, Classroom Teachers, Media Specialist and Principal

### Strategy 3:

Reading Comprehension - Teachers will implement reading comprehension strategies through the use of technology, Readers Workshop, Visible Thinking routines and parent involvement and communication.

Category: English/Language Arts

Research Cited: Classroom Instruction that Works (Marzano)

A Whole New Mind (Pink)

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What Really Matters for Struggling Readers: Designing Research-Based Programs (Allington)

Making Thinking Visible: How to promote engagement, understanding and independence for all learners (Ritchhart, Church and Morrison)

Tier: Tier 1

Activity - Data Collection and Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Frequent progress monitoring will be conducted to track student growth, create differentiated groups and make instructional decisions. Teachers will assess students at least twice during the school year using the F&P Benchmark Assessment System, if they are below grade level. (Students at grade level will be assessed at least once.) In addition, information regarding comprehension will be assessed during reading conferences throughout the year and documented on teacher recording forms (conferring recording documents, apps). Additional options for assessment and monitoring include student reading journals, book shares, etc. Students in grades 4-5 that are progress monitored for ORF or are below the F&P Benchmark goal will also be monitored using DAZE for comprehension. Information will be stored on shared ELA data spreadsheet and in Illuminate. District BEARS (Berkley - Everyone Achieves Reading Success) meetings will be held three times per year to analyze data and develop reading intervention plans.	Technology , Monitor	Tier 1	Monitor	09/04/2018	06/20/2019	\$0	No Funding Required	All Classroom Teachers, Learning Specialist, Intervention Support Teachers, Resource Room Teacher, Media Specialist and Principal
Activity - Weekly Readers: Scholastic News and Time for Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use weekly readers (Scholastic News or Time for Kids) to assess student comprehension related to non-fiction reading.	Evaluation	Tier 1	Monitor	09/04/2018	06/20/2019	\$2000	Other	Classroom Teachers
Activity - Comprehension Interventions and Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Academic Support Staff in coordination with classroom teachers in grades K-5 will utilize various programs to increase students' comprehension skills. Programs will include Read Naturally/Read Live, Leveled Literacy Intervention (LLI), and Successmaker. Students will be identified for support through the review of data (Dibels, F&P, DAZE, classroom teacher report, etc). Read Naturally/Read Live is a structured intervention program that combines teacher modeling, repeated reading, and progress monitoring to increase students' reading proficiency. LLI is a small group supplementary intervention whose lessons include attention to fluent, phrased reading as well as fluency in writing. Explode the Code is a phonics program that builds the essential literacy skills needed for reading success: phonological awareness, decoding, vocabulary, comprehension, fluency and spelling.	Technology , Academic Support Program	Tier 2	Monitor	09/04/2018	06/20/2019	\$1400	General Fund	Learning Specialist Intervention Support Teachers Principal Classroom Teachers
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### Strategy 4:

Readers Workshop Model - Grades PreK-5 will implement a Readers Workshop Model for core reading instruction. Through Readers Workshop, students are instructed with a common mini-lesson, provided choice about leveled books to read, provided time to read and a classroom structure that allows for more focused teacher to student interaction with reading. Readers Workshop units on nonfiction texts will be instructed with a focus on the grade level curriculums in science and social studies.

Category: English/Language Arts

Research Cited: Fielding and Pearson (1994) described four primary components of effective comprehension instruction: a) time to read and engage with texts, b) explicit instruction in comprehension strategies, c) opportunities for peers to collaborate while reading, and d) time to respond to and discuss what readers are reading. These four components, when combined with a supportive classroom environment, a model of effective comprehension instruction, access to quality reading materials, attention to students, motivations to read, and assessment that supports teaching and learning, are the basis for effective literacy instruction (Duke & Pearson, 2002).  
The Art of Teaching Reading (Calkins)

Tier: Tier 1

Activity - 60-90 Minute Uninterrupted English Language Arts Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rogers Elementary will have a building schedule that accommodates a 60-90 minute uninterrupted language arts block for all grade levels (time dependent on grade). This will be reflected on each individual teacher schedule. The language arts block promotes the use of the workshop model.	Implementation	Tier 1	Implement	09/04/2018	06/20/2019	\$0	No Funding Required	Classroom Teachers Principal
Activity - Leveled Classroom Libraries and Book Room	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will continue to collaborate to level classroom libraries. Teachers and support staff will continue to maintain the leveled Book Room with labeling, leveling new books and returning books. The check-out system will ensure that Book Room texts are tracked and returned in a timely manner. Maintaining a functional and leveled Book Room will greatly increase the amount of available texts to students. Profits made from PTA Book Fairs will be used to help building classroom libraries (Scholastic Dollars).	Implementa tion	Tier 1	Implement	09/05/2017	06/13/2018	\$4000	Other	Classroom Teachers Learning Specialist Support Teachers Media Specialist Principal
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## Goal 2: All students will demonstrate an overall improvement in writing skills.

### Measurable Objective 1:

A total of 390 Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing skills (specific to grade level expectations - one year of growth) in Writing by 06/20/2019 as measured by Writing Pathways rubric scores and other district assessments..

### Strategy 1:

Buidling a Culture of Writers - Rogers staff will work to build a Culture of Writing at Rogers. Student writing will be recognized, celebrated and displayed on a regular basis. Teachers will seek opportunities to emphasize the "real world" importance and application of writing. Rogers staff will share information with each other and grow as teachers of writing related to the Common Core, Visible Thinking and the Workshop Model.

Category: English/Language Arts

Research Cited: Writing Units of Study (Calkins)

Making Thinking Visible: How to promote engagement, understanding and independence for all learners (Ritchhart, Church, Morrison)

The Writing Strategies Book

Tier: Tier 1

Activity - Celebrate Student Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rogers Elementary will celebrate student writing in order to increase student motivation and excitement about writing. Each grade level will be involved in displaying student writing (classroom bulletin boards, hallway displays, lockers). Additional options include participation in National Writing Month, National Poetry Month, and other various contests related to writing.	Communication	Tier 1	Implement	09/04/2018	06/20/2019	\$0	No Funding Required	Classroom Teachers Media Specialist Principal

Activity - Writing with Real World Application	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Rogers Elementary students will be involved in special projects that require students to write letters, cards, etc. as a form of community outreach. Examples of possible projects include Holiday Mail for Heroes, Valentine Cards to the senior residents at Oxford Towers and children and Beaumont Hospital, pen pals with other schools (in district and across the world), classroom newspapers, and a student council newspaper. Staff will take advantage of required assignments such as written reviews to enhance the experience and share the reviews with local businesses and/or district staff as appropriate.	Implementa tion	Tier 1	Implement	09/04/2018	06/20/2019	\$500	General Fund	Classroom Teachers Media Specialist Principal
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Activity - Teachers Teaching Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Teachers will present on successful activities related to the Common Core, Visible Thinking and the Workshop Model during the monthly Staff Meetings and Grade Level Team Meetings. Teachers who have received special trainings and/or professional development will be asked to share their knowledge with the staff as a whole. In addition, staff will be given the opportunity to visit each others' classrooms to observe lessons and to participate in Teacher Labs.	Professiona l Learning	Tier 1	Implement	09/04/2018	06/20/2019	\$0	No Funding Required	Classroom Teachers Principal

### Strategy 2:

Writing Interventions - Rogers will devote a time within the Support Schedule to provide Writing Interventions. During the 2018-19 school year, the school team will use strategies from The Writing Strategies book, the Step Up to Writing model, writing components of LLI and other reading interventions as well as push-in support from the learning specialist and support teachers to support students who are writing below grade level. Teachers will also have the support of our district ELA coach.

Category: English/Language Arts

Research Cited: <http://www.soprislearning.com/literacy/step-up-to-writing-fourth-edition/research-and-results>

6+1 Traits of Writing (Culham)

Creating Young Writers (Spandel)

Revision Tool Box (Lane)

The Writing Strategies Book

Tier: Tier 1

Activity - Data Collection and Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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Classroom teachers will use a variety of on-going writing assessment tools to measure student progress. These would include but are not limited to grade level writing prompts assessed with the Writing Pathways rubrics, writing journals, informal anecdotal records and teacher observations. For 2018-2019 school year, the Berkley School District will continue on-demand pre and post writing assessments (1st-5th grade) as detailed on the ELA curriculum maps.	Monitor	Tier 1	Monitor	09/04/2018	06/20/2019	\$0	No Funding Required	Principal Classroom Teachers / Grade Level Teams District Data Teams
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Activity - Writing Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade levels teams in consultation with the Sp Ed team and support staff will implement whole-class, small group and/or targeted writing interventions for individual students. Interventions used may include: strategies from The Writing Strategies Book, Step Up to Writing, the writing component of LLI, writing components of other reading interventions used at Rogers, and push-in support from the learning specialist and support teachers.	Academic Support Program	Tier 2	Implement	09/04/2018	06/20/2019	\$500	General Fund	Special Ed Team Support Staff & Learning Specialist Grade Level Teams Principal

### Strategy 3:

Writers Workshop Model - All classroom teachers will continue to implement Writers Workshop to teach writing and enhance writing instruction. This model/approach includes the following components: Lucy Calkins Units of Study for Writing, daily direct Instruction and writing practice, rubric scoring consistent across each grade level, and ongoing professional development. Teachers will apply the "shared writing" skills learned during staff meeting professional development during the 2017-18 school year.

Category: English/Language Arts

Research Cited: Writing Units of Study (Calkins)

Handwriting Without Tears (Research Review)

Tier: Tier 1

Activity - Daily Writing Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will provide students with daily writing opportunities. These opportunities may be during Writers Workshop (part of ELA block) or in a core academic area, such as social studies, science, math or reading.	Implementation	Tier 1	Monitor	09/04/2018	06/20/2019	\$0	No Funding Required	All Classroom Teachers Principal

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing, consistent professional development will be provided to the instructional staff to support the Writers Workshop Model. Rogers staff members are involved in the Berkley School District PD cycle in consultation with Oakland Schools to provide training in the Workshop Model. Newly hired teachers will participate in PD related to the ELA Workshop Model.	Professional Learning	Tier 1	Monitor	09/04/2018	06/20/2019	\$0	No Funding Required	Assistant Superintendent for Curriculum & Instruction (District Curriculum Staff) Classroom Teachers Principal

Activity - Teacher Classroom Observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in opportunities to observe and be observed by colleagues teaching writing, both at Rogers and in other district buildings. The purpose of the observations will be to provide professional feedback and coaching regarding writing instructional practices. One focus of the observations will be the Common Core skills and lessons related to nonfiction writing. Another area of focus will include components of the workshop model, teacher language and conferring with students.	Professional Learning	Tier 1	Monitor	09/04/2018	06/20/2019	\$500	General Fund	Classroom Teachers, Principal

### Strategy 4:

On Demand and Non-Fiction Writing - All PreK-5 teachers will increase the amount of On-Demand writing opportunities for students throughout the 2018-19 school year. Increased opportunities for On-Demand writing will better prepare students for the expectations set forth in the Common Core State Standards.

Category: English/Language Arts

Research Cited: Reading and Writing Projects <http://readingandwritingproject.com/about/research-base.html>

<http://www.corestandards.org/resources>

Tier: Tier 1

Activity - Weekly Readers & On Demand Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use weekly readers (Time for Kids or Scholastic News) in order to offer On-Demand Writing Opportunities on a more frequent basis. Use of weekly readers will increase the amount of writing offered in the areas of science and social studies. Teachers will instruct students in how to write On Demand and track student progress over the course of the year.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/20/2019	\$1000	Other	Classroom Teachers Principal
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our staff will pursue Professional Development related to On-Demand Writing. This will be achieved through the district professional development days offered by grade level. In addition, teachers will review resources available on the CCSS website (student samples). Other resources such as Reading & Writing Project, National Writing Project and Oakland Schools will be consulted. Teachers will present share their knowledge and training during staff and grade level meetings. In addition, we will use The Writing Strategies Book to gain additional knowledge about writing strategies and interventions.	Professional Learning	Tier 1	Implement	09/04/2018	06/20/2019	\$500	General Fund	District Curriculum Staff Classroom Teachers Principal

### Strategy 5:

Communication & Family Involvement - Teachers will communicate with one another, students and parents about writing instructional strategies, curricular objectives and student progress in writing. Parents will be encouraged to become more involved with their child and the writing process at home.

Category: English/Language Arts

Tier: Tier 1

Activity - Communication with Parents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in regular communication with parents regarding student expectations, progress and skill level in writing. Teachers will include information related to the curricular expectations for writing through their monthly classroom newsletter and/or teacher website. Teachers will include the writing pacing chart on their website and/or in their newsletter. Teachers will add websites/activities to newsletters and/or teacher websites with suggestions for tasks to complete at home to support writing skills. Teachers will share pre and post On Demand Writing samples and scores with parents.	Parent Involvement	Tier 1	Monitor	09/04/2018	06/20/2019	\$0	General Fund	Principal Classroom Teachers

Activity - Grade Level at Home Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Grade Level Teams will develop a plan to incorporate more writing at home. An example, teachers may add a written component to one of their weekly math problems rather than adding on a separate writing assignment or ask students/families to write in response to reading done at home. Teachers may also encourage students and families to keep journals.	Parent Involvement	Tier 1	Implement	09/04/2018	06/20/2019	\$0	No Funding Required	Grade Level Teams Principal
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### Goal 3: All students will demonstrate an overall improvement in math achievement.

#### Measurable Objective 1:

A total of 390 Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on essential math skills (specific to grade levels) in Mathematics by 06/20/2019 as measured by Math M-Step scores, Boulder Valley Number Screener data, NWEA data and district/building assessments.

#### Strategy 1:

Common Core & Standards of Mathematical Practice - All classroom teachers will increase teacher and student familiarity with the Common Core State Standards for Mathematical Practice.

Category: Mathematics

Research Cited: The Standards for Mathematical Practice describe the areas of expertise that mathematics educators at all levels seek to develop in their students.

The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report Adding It Up: adaptive reasoning, strategic competence, conceptual understanding, procedural fluency and productive disposition. Additional research surrounding the Common Core can be found at <http://www.corestandards.org>

Tier: Tier 1

Activity - Standards of Mathematical Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will display posters in every classroom that highlight/illustrate the Eight Standards of Mathematical Practice. These posters will be used during math instruction. Teachers will incorporate specific language and questions related to the standards into their instruction (CCSS Standards for Mathematics Practice Questions for Teachers to Ask) and Math Talk Moves. Teachers will model and teach students using "I Can" statements and display these at the K-2 level (example - I can solve problems without giving up).	Communication	Tier 1	Monitor	09/04/2018	06/20/2019	\$250	General Fund	Classroom Teachers, Principal

Activity - Everyday Math 4 (Common Core)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All PreK-5 Teachers will continue to use EDM4 to guide their mathematics instruction. EDM4 and our updated pacing charts will continue our work toward mastery of the Common Core State Standards. Staff will use the EDM4 cumulative assessments to track student progress as well.	Monitor	Tier 1	Monitor	09/04/2018	06/20/2019	\$0	No Funding Required	District Curriculum Staff Classroom Teachers Principal
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### Strategy 2:

Communication - Teachers will communicate with one another, students and parents about math instructional strategies, curricular objectives and student progress.

Category: Mathematics

Research Cited: Classroom Instruction that Works (Marzano)

Elementary and Middle School Mathematics (Van de Walle)

Everyday Mathematics (Wright/McGraw Hill)

Number Sense Routines (Shumway)

Getting to Got It (Garner)

Math Recovery (US Math Recovery Council)

Tier: Tier 1

Activity - Communication with Parents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will engage in regular communication with parents and students regarding expectations for students in math and students' current levels of performance. Teachers will continue to include curricular expectations for math in their newsletters and on their websites. They will also share strategies for supporting and engaging students in using mathematical skills at home.	Communication	Tier 1	Monitor	09/04/2018	06/20/2019	\$0	No Funding Required	Classroom Teachers Principal

Activity - Online Math Resource	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create/maintain a list of links/activities on their websites. They will include suggestions for home practice strategies (fact practice), literature related to math at the elementary level and other tools to promote, support and reinforce math learning outside of the school day. In addition, a folder will be maintained to the main Rogers website (Parent Resources) that will provide links/information about the Common Core Mathematical Standards and Everyday Math program.	Technology, Community Engagement	Tier 1	Implement	09/04/2018	06/20/2019	\$0	No Funding Required	Classroom Teachers Principal

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Activity - Math Presentation for Parents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will share information at Curriculum Night to make parents aware of the math content expectations, resources available to parents and strategies for supporting their child's math development at home. Teachers will continue to work in grade levels to share a common presentation.	Communication	Tier 1	Monitor	09/04/2018	06/20/2019	\$0	No Funding Required	Grade Level Teams Principal

### Strategy 3:

Math Fluency Strategies - Teachers will implement research-based math fluency strategies through the use of technology, instructional strategies and home support.

Category: Mathematics

Research Cited: Classroom Instruction that Works (Marzano)

Elementary and Middle School Mathematics (Van de Walle)

Number Sense (Shumway)

Getting to Got It (Garner)

Tier: Tier 1

Activity - Daily Classroom Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate various instructional strategies (i.e. slate work, games, Touch Math, etc) in daily instruction to support basic fact practice. Options may include but are not limited to Dragon Math & Troll Math programs. These programs encourage students to master their basic facts through motivational factors (earning treasure beads and jems) and the tracking of student progress/growth over time. Students will also have access to technology in the classroom to practice basic facts. Students have access to the classroom iPad, building laptops and interactive projectors. In addition, teachers/students can use the computer lab when available for use of websites such as Xtramath.org. Some teachers will choose to have their students track/record their own progress using these tools and/or AIMSweb progress monitoring assessments.	Direct Instruction, Technology	Tier 1	Monitor	09/04/2018	06/20/2019	\$0	No Funding Required	Classroom Teachers

### Strategy 4:

Math Interventions - The Support Team in consultation with the school principal and classroom teachers will create a support schedule to provide students with appropriate math interventions. The support schedule will provide all teachers with push-in support (provided by Learning Specialist and two Support Teachers) for one hour, twice a week. During push-in support, the LS and support teachers can work with students on an individual basis and/or with small groups. In addition, grade levels may choose to group students across the grade during the support time so that both intervention and enrichment opportunities can be provided. The push-in time will also provide the extra support needed to effectively implement Math Workshop. The support schedule will include a time for pull-out support to provide

## School Improvement Plan

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targeted math interventions (DreamBox and/or Number Worlds) for those students not meeting grade level expectations.

Category: Mathematics

Tier: Tier 2

Activity - 60-75 Minute Uninterrupted Math Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rogers Elementary will continue to have a building schedule that supports and accommodates a 60-75 minute uninterrupted Math Block for each grade level. The Math Block supports the use of the workshop model and allows for time to "dig deeper" and promotes perseverance. The Math Block also allows for the push-in support model. Grades 3-5 will have a common math time and grades 1-2 will have a common time. This also allows for students to be advanced in math without missing instruction in other content areas.	Monitor	Tier 1	Monitor	09/04/2018	06/20/2019	\$0	No Funding Required	Classroom Teachers and Principal

Activity - Interventions and Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Support Staff in coordination with classroom teachers in grades K-5 will utilize various programs to increase students' math fluency and problem-solving skills. Programs will include Number Worlds and DreamBox. Number Worlds is an intensive intervention program that focuses on students who are one or more grade levels behind in elementary mathematics. It provides all the tools teachers need to assess students' abilities, individualize instruction, build foundational skills and concepts, and make learning fun. Using the Placement Test in Assessment combined with the Number Knowledge Test will effectively place students in the appropriate level and unit. For students in grades 1-8 who are one or more grade levels behind in math, Number Worlds builds on students' current level of understanding with six 4-week intensive units per grade. At these grades, students may have difficulty with one, two, or many different math concepts. The goal of the Number Worlds units is to develop foundational understandings in each concept so that students develop on-level mathematical proficiency. DreamBox Learning Math is an adaptive, online K-8 math program designed to complement classroom instruction and deliver results. It adapts to students' actions to meet them at the right level—with personalized instruction that promotes student decision making and strategy development. DreamBox empowers educators with real-time data and academic insights to inform learning and customizable professional development (PD) aligned to instructional goals and focused on educators' individual needs.	Direct Instruction, Technology	Tier 2	Monitor	09/04/2018	06/20/2019	\$400	General Fund	Learning Specialist, Support Teachers, Resource Room Teacher, Classroom Teachers, Principal

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Activity - Math Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as struggling with basic math fact fluency in grades 3-5 will be invited to attend the after school Math Club program. Identification will be based on performance on the EDM unit tests, M-Step math scores, district assessments, NWEA and Boulder Valley progress monitoring. Students will attend Math Club twice a week after school for 45 minutes. During that time, students will use the Xtramath ( <a href="https://www.xtramath.org">https://www.xtramath.org</a> ) to increase fact fluency. Students will also use the iPad cart and practice fluency through various apps. In addition, support staff will review basic concepts through direct instruction and provide assistance with homework completion.	Direct Instruction	Tier 2	Monitor	09/04/2018	06/20/2019	\$9000	Section 31a	Learning Specialist, Support Teachers, other teachers who volunteer to help run the program, Principal

### Strategy 5:

Problem Solving and Perseverance - Teachers will offer learning activities to help students independently make sense of problems and persevere in solving them. They will apply their learning about "growth mindset" and Cultures of Thinking as part of this.

Category: Mathematics

Tier: Tier 1

Activity - Daily Math Concept Routine	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers (K-2nd grade) will incorporate a daily routine (calendar, upfront board, etc) to reinforce specific math concepts with a particular emphasis on number sense and problem solving.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/20/2019	\$0	No Funding Required	Classroom Teachers

Activity - Classroom Language	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue professional learning about "growth mindset" and Cultures of Thinking and will apply their learning to make changes to their instructional language while supporting students in using a language of thinking that demonstrates a growth mindset.	Professional Learning	Tier 1		09/04/2018	06/20/2019	\$0	No Funding Required	Classroom Teachers Principal

### Strategy 6:

Professional Development - Teachers will participate in professional development to improve math instruction. Teachers will attend required PD as offered by the Berkley School District and will be provided with the opportunity to participate in other PD offered through Oakland Schools.

Category: Mathematics

Tier: Tier 1



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Activity - Teachers Teaching Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers with experience implementing the SMART board lesson, Common Core Standards, Math Workshop, Visible Thinking, Number Talks, Math Recovery and Math Journals will share their knowledge with the staff during monthly Staff/Data Team Meetings and Grade Level Team Meetings. These sessions will be focused on how to promote increased student independence and perseverance in problem-solving. Teachers will also have opportunity for support from our district math coach.	Professional Learning	Tier 1	Monitor	09/04/2018	06/20/2019	\$0	No Funding Required	Classroom Teachers, Principal, District Data Teams, District Math Coach

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Collection and Progress Monitoring	Frequent progress monitoring will be conducted to track student growth, create differentiated groups and make instructional decisions. Teachers will assess students at least twice during the school year using the F&P Benchmark Assessment System, if they are below grade level. (Students at grade level will be assessed at least once.) In addition, information regarding comprehension will be assessed during reading conferences throughout the year and documented on teacher recording forms (conferring recording documents, apps). Additional options for assessment and monitoring include student reading journals, book shares, etc. Students in grades 4-5 that are progress monitored for ORF or are below the F&P Benchmark goal will also be monitored using DAZE for comprehension. Information will be stored on shared ELA data spreadsheet and in Illuminate. District BEARS (Berkley - Everyone Achieves Reading Success) meetings will be held three times per year to analyze data and develop reading intervention plans.	Technology , Monitor	Tier 1	Monitor	09/04/2018	06/20/2019	\$0	All Classroom Teachers, Learning Specialist, Intervention Support Teachers, Resource Room Teacher, Media Specialist and Principal
Professional Development	Ongoing, consistent professional development will be provided to the instructional staff to support the Writers Workshop Model. Rogers staff members are involved in the Berkley School District PD cycle in consultation with Oakland Schools to provide training in the Workshop Model. Newly hired teachers will participate in PD related to the ELA Workshop Model.	Professional Learning	Tier 1	Monitor	09/04/2018	06/20/2019	\$0	Assistant Superintendent for Curriculum & Instruction (District Curriculum Staff) Classroom Teachers Principal

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Daily Classroom Practice	Teachers will integrate various instructional strategies (i.e. slate work, games, Touch Math, etc) in daily instruction to support basic fact practice. Options may include but are not limited to Dragon Math & Troll Math programs. These programs encourage students to master their basic facts through motivational factors (earning treasure beads and jems) and the tracking of student progress/growth over time. Students will also have access to technology in the classroom to practice basic facts. Students have access to the classroom iPad, building laptops and interactive projectors. In addition, teachers/students can use the computer lab when available for use of websites such as Xtramath.org. Some teachers will choose to have their students track/record their own progress using these tools and/or AIMSweb progress monitoring assessments.	Direct Instruction, Technology	Tier 1	Monitor	09/04/2018	06/20/2019	\$0	Classroom Teachers
Daily Math Concept Routine	Classroom teachers (K-2nd grade) will incorporate a daily routine (calendar, upfront board, etc) to reinforce specific math concepts with a particular emphasis on number sense and problem solving.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/20/2019	\$0	Classroom Teachers
Daily Writing Opportunities	Classroom teachers will provide students with daily writing opportunities. These opportunities may be during Writers Workshop (part of ELA block) or in a core academic area, such as social studies, science, math or reading.	Implementation	Tier 1	Monitor	09/04/2018	06/20/2019	\$0	All Classroom Teachers Principal
Math Presentation for Parents	Teachers will share information at Curriculum Night to make parents aware of the math content expectations, resources available to parents and strategies for supporting their child's math development at home. Teachers will continue to work in grade levels to share a common presentation.	Communication	Tier 1	Monitor	09/04/2018	06/20/2019	\$0	Grade Level Teams Principal
Celebrate Student Writing	Rogers Elementary will celebrate student writing in order to increase student motivation and excitement about writing. Each grade level will be involved in displaying student writing (classroom bulletin boards, hallway displays, lockers). Additional options include participation in National Writing Month, National Poetry Month, and other various contests related to writing.	Communication	Tier 1	Implement	09/04/2018	06/20/2019	\$0	Classroom Teachers Media Specialist Principal

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Teachers Teaching Teachers	Teachers will present on successful activities related to the Common Core, Visible Thinking and the Workshop Model during the monthly Staff Meetings and Grade Level Team Meetings. Teachers who have received special trainings and/or professional development will be asked to share their knowledge with the staff as a whole. In addition, staff will be given the opportunity to visit each others' classrooms to observe lessons and to participate in Teacher Labs.	Professional Learning	Tier 1	Implement	09/04/2018	06/20/2019	\$0	Classroom Teachers Principal
60-75 Minute Uninterrupted Math Block	Rogers Elementary will continue to have a building schedule that supports and accommodates a 60-75 minute uninterrupted Math Block for each grade level. The Math Block supports the use of the workshop model and allows for time to "dig deeper" and promotes perseverance. The Math Block also allows for the push-in support model. Grades 3-5 will have a common math time and grades 1-2 will have a common time. This also allows for students to be advanced in math without missing instruction in other content areas.	Monitor	Tier 1	Monitor	09/04/2018	06/20/2019	\$0	Classroom Teachers and Principal
Online Math Resource	Teachers will create/maintain a list of links/activities on their websites. They will include suggestions for home practice strategies (fact practice), literature related to math at the elementary level and other tools to promote, support and reinforce math learning outside of the school day. In addition, a folder will be maintained to the main Rogers website (Parent Resources) that will provide links/information about the Common Core Mathematical Standards and Everyday Math program.	Technology, Community Engagement	Tier 1	Implement	09/04/2018	06/20/2019	\$0	Classroom Teachers Principal
Parent Communication	Teachers will engage in regular communication with parents regarding student progress and skill level in reading. Teachers will include information related to reading instruction and curricular expectations in their monthly classroom newsletters. In addition, parents will receive updates about student progress during each report card marking and through the Literacy Profile which will inform them as to whether or not their children are reading at grade level. For students who need reading intervention, parents will be informed and involved in putting a plan in place. Staff will review and discuss data at "BEARS" (Berkley - Everyone Achieves Reading Success) and will develop "BEARS" plans in collaboration with parents. These plans will include Tier 1, 2 and/or 3 interventions.	Curriculum Development, Parent Involvement		Implement	09/04/2018	06/20/2019	\$0	Classroom Teachers, Learning Specialist, Support Teachers and Principal

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Everyday Math 4 (Common Core)	All PreK-5 Teachers will continue to use EDM4 to guide their mathematics instruction. EDM4 and our updated pacing charts will continue our work toward mastery of the Common Core State Standards. Staff will use the EDM4 cumulative assessments to track student progress as well.	Monitor	Tier 1	Monitor	09/04/2018	06/20/2019	\$0	District Curriculum Staff Classroom Teachers Principal
Data Collection and Progress Monitoring	Classroom teachers will use a variety of on-going writing assessment tools to measure student progress. These would include but are not limited to grade level writing prompts assessed with the Writing Pathways rubrics, writing journals, informal anecdotal records and teacher observations. For 2018-2019 school year, the Berkley School District will continue on-demand pre and post writing assessments (1st-5th grade) as detailed on the ELA curriculum maps.	Monitor	Tier 1	Monitor	09/04/2018	06/20/2019	\$0	Principal Classroom Teachers / Grade Level Teams District Data Teams
Grade Level at Home Writing	Grade Level Teams will develop a plan to incorporate more writing at home. An example, teachers may add a written component to one of their weekly math problems rather than adding on a separate writing assignment or ask students/families to write in response to reading done at home. Teachers may also encourage students and families to keep journals.	Parent Involvement	Tier 1	Implement	09/04/2018	06/20/2019	\$0	Grade Level Teams Principal
Communication with Parents	Staff members will engage in regular communication with parents and students regarding expectations for students in math and students' current levels of performance. Teachers will continue to include curricular expectations for math in their newsletters and on their websites. They will also share strategies for supporting and engaging students in using mathematical skills at home.	Communication	Tier 1	Monitor	09/04/2018	06/20/2019	\$0	Classroom Teachers Principal
60-90 Minute Uninterrupted English Language Arts Block	Rogers Elementary will have a building schedule that accommodates a 60-90 minute uninterrupted language arts block for all grade levels (time dependent on grade). This will be reflected on each individual teacher schedule. The language arts block promotes the use of the workshop model.	Implementation	Tier 1	Implement	09/04/2018	06/20/2019	\$0	Classroom Teachers Principal

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Teachers Teaching Teachers	Teachers with experience implementing the SMART board lesson, Common Core Standards, Math Workshop, Visible Thinking, Number Talks, Math Recovery and Math Journals will share their knowledge with the staff during monthly Staff/Data Team Meetings and Grade Level Team Meetings. These sessions will be focused on how to promote increased student independence and perseverance in problem-solving. Teachers will also have opportunity for support from our district math coach.	Professional Learning	Tier 1	Monitor	09/04/2018	06/20/2019	\$0	Classroom Teachers, Principal, District Data Teams, District Math Coach
Classroom Language	Staff will continue professional learning about "growth mindset" and Cultures of Thinking and will apply their learning to make changes to their instructional language while supporting students in using a language of thinking that demonstrates a growth mindset.	Professional Learning	Tier 1		09/04/2018	06/20/2019	\$0	Classroom Teachers Principal

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Weekly Readers: Scholastic News and Time for Kids	Teachers will use weekly readers (Scholastic News or Time for Kids) to assess student comprehension related to non-fiction reading.	Evaluation	Tier 1	Monitor	09/04/2018	06/20/2019	\$2000	Classroom Teachers
Weekly Readers & On Demand Opportunities	Teachers will use weekly readers (Time for Kids or Scholastic News) in order to offer On-Demand Writing Opportunities on a more frequent basis. Use of weekly readers will increase the amount of writing offered in the areas of science and social studies. Teachers will instruct students in how to write On Demand and track student progress over the course of the year.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/20/2019	\$1000	Classroom Teachers Principal
Leveled Classroom Libraries and Book Room	Staff will continue to collaborate to level classroom libraries. Teachers and support staff will continue to maintain the leveled Book Room with labeling, leveling new books and returning books. The check-out system will ensure that Book Room texts are tracked and returned in a timely manner. Maintaining a functional and leveled Book Room will greatly increase the amount of available texts to students. Profits made from PTA Book Fairs will be used to help building classroom libraries (Scholastic Dollars).	Implementation	Tier 1	Implement	09/05/2017	06/13/2018	\$4000	Classroom Teachers Learning Specialist Support Teachers Media Specialist Principal

### Section 31a

**School Improvement Plan**

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Club	Students identified as struggling with basic math fact fluency in grades 3-5 will be invited to attend the after school Math Club program. Identification will be based on performance on the EDM unit tests, M-Step math scores, district assessments, NWEA and Boulder Valley progress monitoring. Students will attend Math Club twice a week after school for 45 minutes. During that time, students will use the Xtramath ( <a href="https://www.xtramath.org">https://www.xtramath.org</a> ) to increase fact fluency. Students will also use the iPad cart and practice fluency through various apps. In addition, support staff will review basic concepts through direct instruction and provide assistance with homework completion.	Direct Instruction	Tier 2	Monitor	09/04/2018	06/20/2019	\$9000	Learning Specialist, Support Teachers, other teachers who volunteer to help run the program, Principal

**General Fund**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Standards of Mathematical Practice	Teachers will display posters in every classroom that highlight/illustrate the Eight Standards of Mathematical Practice. These posters will be used during math instruction. Teachers will incorporate specific language and questions related to the standards into their instruction (CCSS Standards for Mathematic Practice Questions for Teachers to Ask) and Math Talk Moves. Teachers will model and teach students using "I Can" statements and display these at the K-2 level (example - I can solve problems without giving up).	Communication	Tier 1	Monitor	09/04/2018	06/20/2019	\$250	Classroom Teachers, Principal

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<p>Fluency Interventions and Supports</p>	<p>Academic Support Staff in coordination with classroom teachers in grades K-5 will utilize various programs to increase students' oral reading fluency skills. Programs will include Read Naturally/Read Live, Leveled Literacy Intervention (LLI), Explode the Code, Rewards, Read Well and Incremental Rehearsal. Students will be identified for support through the review of data (Dibels, F&amp;P, classroom teacher reports, etc). Read Naturally/Read Live is a structured intervention program that combines teacher modeling, repeated reading, and progress monitoring to increase students' reading proficiency. LLI is a small group supplementary intervention whose lessons include attention to fluent, phrased reading as well as fluency in writing. Explode the Code is a phonics program that builds the essential literacy skills needed for reading success: phonological awareness, decoding, vocabulary, comprehension, fluency and spelling. Rewards is a specialized reading program designed to teach intermediate students in grades 4-6 a flexible strategy for decoding long words and to increase their oral and silent reading fluency. Incremental Rehearsal is an instructional strategy which presents information in small increments and allows for adequate rehearsal/repetition to ensure automaticity. Read Well is a phonics based program being used for lower elementary students who do not respond to the LLI intervention.</p>	<p>Technology , Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>09/04/2018</p>	<p>06/20/2019</p>	<p>\$1400</p>	<p>Learning Specialist, Support Teachers, Resource Room Teacher, Classroom Teachers, Media Specialist and Principal</p>
<p>Professional Development</p>	<p>Our staff will pursue Professional Development related to On-Demand Writing. This will be achieved through the district professional development days offered by grade level. In addition, teachers will review resources available on the CCSS website (student samples). Other resources such as Reading &amp; Writing Project, National Writing Project and Oakland Schools will be consulted. Teachers will present share their knowledge and training during staff and grade level meetings. In addition, we will use The Writing Stragegies Book to gain additional knowledge about writing strategies and interventions.</p>	<p>Professiona l Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/04/2018</p>	<p>06/20/2019</p>	<p>\$500</p>	<p>District Curriculum Staff Classroom Teachers Principal</p>



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Writing with Real World Application	Rogers Elementary students will be involved in special projects that require students to write letters, cards, etc. as a form of community outreach. Examples of possible projects include Holiday Mail for Heroes, Valentine Cards to the senior residents at Oxford Towers and children and Beaumont Hospital, pen pals with other schools (in district and across the world), classroom newspapers, and a student council newspaper. Staff will take advantage of required assignments such as written reviews to enhance the experience and share the reviews with local businesses and/or district staff as appropriate.	Implementation	Tier 1	Implement	09/04/2018	06/20/2019	\$500	Classroom Teachers Media Specialist Principal
Reading Overview	Classroom teachers will provide a Reading Overview to parents on Curriculum Night. The presentation will focus on reading instruction with the Readers Workshop Model and F&P Benchmark Assessment System and, if applicable, DIBELS assessments. Information will be shared about the importance of reading, with emphasis on the fact that students read within a range of levels and stressing that the levels are most important for teacher use to inform instruction. A Reading Fact Sheet will be shared with resources and tips for parents to improve home support for reading. This resource will also be posted on the Rogers website.	Parent Involvement	Tier 1		09/04/2018	06/20/2019	\$100	Media Specialist, Learning Specialist, Intervention Support Teachers, Classroom Teachers and Principal
Comprehension Interventions and Supports	Academic Support Staff in coordination with classroom teachers in grades K-5 will utilize various programs to increase students' comprehension skills. Programs will include Read Naturally/Read Live, Leveled Literacy Intervention (LLI), and Successmaker. Students will be identified for support through the review of data (Dibels, F&P, DAZE, classroom teacher report, etc). Read Naturally/Read Live is a structured intervention program that combines teacher modeling, repeated reading, and progress monitoring to increase students' reading proficiency. LLI is a small group supplementary intervention whose lessons include attention to fluent, phrased reading as well as fluency in writing. Explode the Code is a phonics program that builds the essential literacy skills needed for reading success: phonological awareness, decoding, vocabulary, comprehension, fluency and spelling.	Technology, Academic Support Program	Tier 2	Monitor	09/04/2018	06/20/2019	\$1400	Learning Specialist Intervention Support Teachers Principal Classroom Teachers

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Writing Interventions	Grade levels teams in consultation with the Sp Ed team and support staff will implement whole-class, small group and/or targeted writing interventions for individual students. Interventions used may include: strategies from The Writing Strategies Book, Step Up to Writing, the writing component of LLI, writing components of other reading interventions used at Rogers, and push-in support from the learning specialist and support teachers.	Academic Support Program	Tier 2	Implement	09/04/2018	06/20/2019	\$500	Special Ed Team Support Staff & Learning Specialist Grade Level Teams Principal
Teacher Classroom Observations	Teachers will engage in opportunities to observe and be observed by colleagues teaching writing, both at Rogers and in other district buildings. The purpose of the observations will be to provide professional feedback and coaching regarding writing instructional practices. One focus of the observations will be the Common Core skills and lessons related to nonfiction writing. Another area of focus will include components of the workshop model, teacher language and conferring with students.	Professional Learning	Tier 1	Monitor	09/04/2018	06/20/2019	\$500	Classroom Teachers, Principal
Teachers Teaching Teachers	Teachers with experience/training in Readers Workshop and Visible Thinking Strategies will share their knowledge with the staff during monthly Staff Meetings, grade level meetings and data team meetings. In addition, sub coverage will be arranged for teachers who want to observe a colleague using a particular strategy or who wish to participate in Teacher Lab. Some staff will be going to the Teachers College in New York to attend a week long Institute on the Teaching of Reading and will share their learning with the staff.	Professional Learning	Tier 1	Implement	09/04/2018	06/20/2019	\$500	Classroom Teachers Principal
Communication with Parents	Teachers will engage in regular communication with parents regarding student expectations, progress and skill level in writing. Teachers will include information related to the curricular expectations for writing through their monthly classroom newsletter and/or teacher website. Teachers will include the writing pacing chart on their website and/or in their newsletter. Teachers will add websites/activities to newsletters and/or teacher websites with suggestions for tasks to complete at home to support writing skills. Teachers will share pre and post On Demand Writing samples and scores with parents.	Parent Involvement	Tier 1	Monitor	09/04/2018	06/20/2019	\$0	Principal Classroom Teachers

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Interventions and Supports	Academic Support Staff in coordination with classroom teachers in grades K-5 will utilize various programs to increase students' math fluency and problem-solving skills. Programs will include Number Worlds and DreamBox. Number Worlds is an intensive intervention program that focuses on students who are one or more grade levels behind in elementary mathematics. It provides all the tools teachers need to assess students' abilities, individualize instruction, build foundational skills and concepts, and make learning fun. Using the Placement Test in Assessment combined with the Number Knowledge Test will effectively place students in the appropriate level and unit. For students in grades 1-8 who are one or more grade levels behind in math, Number Worlds builds on students' current level of understanding with six 4-week intensive units per grade. At these grades, students may have difficulty with one, two, or many different math concepts. The goal of the Number Worlds units is to develop foundational understandings in each concept so that students develop on-level mathematical proficiency. DreamBox Learning Math is an adaptive, online K-8 math program designed to complement classroom instruction and deliver results. It adapts to students' actions to meet them at the right level—with personalized instruction that promotes student decision making and strategy development. DreamBox empowers educators with real-time data and academic insights to inform learning and customizable professional development (PD) aligned to instructional goals and focused on educators' individual needs.	Direct Instruction, Technology	Tier 2	Monitor	09/04/2018	06/20/2019	\$400	Learning Specialist, Support Teachers, Resource Room Teacher, Classroom Teachers, Principal
Data Collection and Progress Monitoring	Ongoing progress monitoring and data collection will be conducted throughout the school year to track student growth in fluency. All PreK-3 students will be screened in the fall of 2018 using DIBELS. In addition, any 4-5 students who were not at benchmark the previous year will also be screened. Students will be assessed in the late fall with the F&P Benchmark Assessment system. The data will be used to create support groups, plan interventions and make instructional decisions. All intensive students will be progress monitored every other week and strategic students once per month. All data will be available to all staff through detailed spreadsheets in the Shared Intervention & Assistance folder and Illuminate.	Technology , Monitor	Tier 1	Implement	09/04/2018	06/20/2019	\$1000	Learning Specialist, Intervention Support Teachers, Resource Room Teacher and Classroom Teachers