



# **School Improvement Plan**

Paris Ridge Elementary

Caledonia Community Schools

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# TABLE OF CONTENTS

Introduction .....	1
<b>Improvement Plan Assurance</b>	
Introduction .....	3
Improvement Plan Assurance .....	4
<b>2017-18 Paris Ridge Elementary School Improvement Plan and Goals</b>	
Overview .....	6
Goals Summary .....	7
Goal 1: All students will be proficient in mathematics. ....	8
Goal 2: All students will be proficient in reading. ....	10
Goal 3: All students will be proficient in writing. ....	12
Goal 4: All students will be proficient in science. ....	14
Goal 5: All students will be proficient in social studies. ....	16
Goal 6: Marzano Instructional Framework. ....	17
Goal 7: All teachers will implement MTSS. ....	18
Goal 8: Professional Learning Communities. ....	22
Activity Summary by Funding Source .....	24

## **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 2016-2017 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	

# **2017-18 Paris Ridge Elementary School Improvement Plan and Goals**

## **Overview**

### **Plan Name**

2017-18 Paris Ridge Elementary School Improvement Plan and Goals

### **Plan Description**

17-18 Plan and Goals



## 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 be proficient in mathematics.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$0
2	All students will be proficient in reading.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$32455
3	All students will be proficient in writing.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
4	All students will be proficient in science.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0
5	All students will be proficient in social studies.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
6	Marzano Instructional Framework	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$2393
7	All teachers will implement MTSS	Objectives: 1 Strategies: 2 Activities: 7	Organizational	\$4450
8	Professional Learning Communities	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: All students will be proficient in mathematics.

### Measurable Objective 1:

66% of Third, Fourth and Fifth grade students will demonstrate a proficiency all areas in Mathematics by 06/01/2018 as measured by MSTEP Scores.

### Strategy 1:

Differentiated Instruction - All staff will implement differentiated instruction through a multi-tiered system of support (MTSS) framework.

Category:

Research Cited: [teachingforlearning.org](http://teachingforlearning.org)

Marzano, R.J. Pickering, D.J., & Pollock, J.E. (2001). Classroom Instruction that Works: Research-based strategies for increasing student achievement. Alexandria, VA: Association of Supervision and Curriculum Development.

Math Trailblazers. Dubuque, IA: Kendall Hunt Publishing.

School-wide strategies for managing...mathematics (2011).

Tier:

Activity - Instructional Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will incorporate technology in math through the following means: IXL and district developed math resources which support differentiation to meet the needs of all students.	Technology	Tier 1	Implement	09/02/2014	06/01/2018	\$0	No Funding Required	All teachers

Activity - MTSS Math Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Paris Ridge Elementary

Staff will intervene appropriately for those students who have been identified as requiring additional instruction in order to gain mastery of specific mathematical standards. Using the district instructional model, staff will review data from various assessments and then provide the necessary interventions for these students. District and classroom data will be used to identify students eligible for math supports and staff will provide math interventions. Interventions will be provided by staff members and will utilize technology and additional supplemental resources. The classroom teachers and paraprofessional(s) will be used to deliver math interventions of a daily/weekly basis.	Academic Support Program	Tier 2	Getting Ready	09/02/2014	06/01/2018	\$0	No Funding Required	Classroom teachers and support staff.
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Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be involved in Classroom Learning Labs where they will model, observe and collaborate around best instructional practices including gradual release of responsibility, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2012-2013 we explored the use of Classroom Learning Labs to grow in the use of effective teaching practices. In 2013-2016 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. Finally, our instructional focus will shift to incorporate the Marzano Instructional Framework.	Professional Learning	Tier 1	Implement	09/02/2014	06/08/2018	\$0	General Fund	Classroom Teachers, Curriculum Director, District Literacy Coach, District MTSS Coordinator

Status	Progress Notes	Created On	Created By
In Progress	Learning labs focused on Literacy this year	May 18, 2017	Mr. Kris Vydareny

Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement the number sense routine of Number Talks 2-3 times per week as a math warm-up. We will organize PD with the Kent ISD around this routine.	Materials	Tier 1	Implement	08/28/2017	06/07/2018	\$0	General Fund	All K-5 teaching staff

## School Improvement Plan

Paris Ridge Elementary

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Activity - Michigan Mathematics Educators	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Send a leadership team to the Kent ISD Trainings around math instruction.	Professional Learning	Tier 1	Implement	08/28/2017	06/14/2018	\$0	General Fund	3-5 Teachers from K-5

## Goal 2: All students will be proficient in reading.

### Measurable Objective 1:

76% of Third, Fourth and Fifth grade students will demonstrate a proficiency all areas in English Language Arts by 06/01/2018 as measured by MSTEP Scores.

### Strategy 1:

Differentiated Instruction - All teachers will implement Differentiated Instruction through the Multi-Tiered System of Support (MTSS) framework to increase achievement for all students.

Category: Learning Support Systems

Research Cited: Hall, Susan L. (2008) Implementing Response to Intervention

"The classroom teachers will learn more about data analysis and the unique characteristics of intervention instruction and improve their skills in providing differentiated instruction in the core program."

Tracy A. Huebner (Feb. 2010) Differentiated Learning. Educational Leadership

"Baumgartner, Lipowski, and Rush (2003) studied a program to improve reading achievement among elementary and middle school students using differentiated instructional strategies, including flexible grouping, student choice of learning tasks, self-selected reading time, and access to a variety of texts. In all three of the classrooms in the study, the targeted students improved their decoding, phonemic, and comprehension skills. Student attitudes about reading and their own abilities also improved."

The Art and Science of Teaching; Robert Marzano; January 2007

Tier:

## School Improvement Plan

Paris Ridge Elementary

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be involved in Classroom Learning Labs in order to model, observe and collaborate around best instructional practices as defined by the Marzano Instructional Framework. This will include training of staff to help with facilitation of Classroom Learning Labs.	Professional Learning	Tier 1	Implement	09/04/2014	06/01/2018	\$696	Title II Part A	Classroom teachers, facilitators, principals.

Status	Progress Notes	Created On	Created By
In Progress	K-3 Literacy coaches organized learning labs for K-3 teachers focused on vertical teams -	May 18, 2017	Mr. Kris Vydareny

Activity - MTSS Reading Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paris Ridge Elementary staff members will continue to collaborate to determine flexible intervention groups, which focus on current and ongoing student data collection. Students that have been identified as requiring additional support will receive consistent and frequent instruction to target specific learning needs. Universal screeners and diagnostic probes will be used to identify students eligible for reading supports and staff and teachers will provide reading interventions. This includes the use of 31a funding for one certified teacher (intervention specialist).	Academic Support Program	Tier 2	Implement	09/02/2014	06/15/2018	\$30000	Section 31a	Classroom teachers, Intervention specialists; para educators

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will continue to implement student data meetings every 4-6 weeks with an increased focus on analyzing individual student progress. This will shift the focus of the meetings from grouping students to a deeper analysis of individual student data and include professional collaboration and problem solving.	Teacher Collaboration	Tier 1	Monitor	09/02/2014	06/15/2018	\$1095	Title II Part A	Instructional Staff, Principal

## School Improvement Plan

Paris Ridge Elementary

Status	Progress Notes	Created On	Created By
In Progress	We had several new teaching teams this year (due to re-assignments) and we had 6 long term leaves. This did put us back in more of a "maintenance" mode - so we feel we will continue to focus here.	May 18, 2017	Mr. Kris Vydareny

Activity - Goals and Scales Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Representatives from each grade level will attend trainings on Marzano Goals and Scales for the area of Reading.	Professional Learning, Curriculum Development, Technology, Teacher Collaboration	Tier 1	Implement	07/01/2016	06/01/2018	\$664	Title II Part A	Grade level teacher representatives

Status	Progress Notes	Created On	Created By
In Progress	Grade level representatives met with our Curriculum Director to begin this work - teams met 1-2 times.	May 18, 2017	Mr. Kris Vydareny

### Goal 3: All students will be proficient in writing.

#### Measurable Objective 1:

76% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the writing strands in English Language Arts by 06/01/2018 as measured by MSTEP Scores.

#### Strategy 1:

Differentiated Instruction - All staff will implement practices that are research based and grade level appropriate, such as small group instruction, conferencing with students and implementing writing daily. Student needs will be met as teachers differentiate instruction as part of a Multi-Tiered System of Support framework.

Category: English/Language Arts

## School Improvement Plan

Paris Ridge Elementary

Research Cited: Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom Instruction that Works: Research-based strategies for increasing student achievement. Alexandria, VA: Association of Supervision and Curriculum Development.

Treasures Reading Series, written and published by Macmillan/McGraw Hill, Copyright 2009. Buckner, Aimee (2005) Notebook Know-How: Strategies for the Writer's Notebook

Tier: Tier 1

Activity - Writing Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will implement differentiated instruction on a daily basis. Teachers will implement best practices such as modeling, conferencing, small group instruction, and the use of visual supports such as graphic organizers.	Professional Learning	Tier 1	Implement	09/02/2014	08/01/2018	\$0	No Funding Required	Grade level staff, building principal, intervention specialists.

Activity - Common Writing Planning Tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Build consensus around 3 planning tools (one for each type of writing) that students will use K-5.	Materials, Technology, Teacher Collaboration	Tier 1	Getting Ready	09/01/2016	06/01/2018	\$0	No Funding Required	All staff

Status	Progress Notes	Created On	Created By
In Progress	We did not meet this goal - but we are looking at a move to the building using MAISA Writing.	May 18, 2017	Mr. Kris Vydareny

Activity - Implementation of MAISA Writing across all grades	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Paris Ridge Elementary

4 of our 6 grade levels currently use MAISA Writing as our core Writing Instruction. We will move to all 6 using MAISA as our Core Writing Instruction. Staff will teach a minimum of 4 units (Launching + 3 Common Core areas as defined by the Common Core).	Materials	Tier 1	Implement	08/28/2017	06/14/2018	\$0	No Funding Required	All K-5 Teaching Staff
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## Goal 4: All students will be proficient in science.

### Measurable Objective 1:

31% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all areas in Science by 06/03/2016 as measured by MSTEP Scores.

### Strategy 1:

Differentiated Instruction - All staff will implement practices that are researched based and grade level appropriate. Student needs will be met as teachers differentiate instruction as part of our Multi-Tiered System of Support (MTSS) framework

Category:

Research Cited: Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom Instruction that Works: Research-based strategies for increasing student achievement

Tier: Tier 1

Activity - Content Vocabulary/Content Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff at Paris Ridge will develop units of study to integrate science concepts with language arts, focusing on elements of non-fiction text and content vocabulary.	Curriculum Development	Tier 1	Implement	09/02/2014	06/08/2018	\$0	No Funding Required	All staff.

### Strategy 2:



## School Improvement Plan

Paris Ridge Elementary

Implementation of NGSS Standards - Begin the implementation of NGSS standards by focusing on Physical Science during the 2016-17 school-year.

Category: Science

Research Cited: <http://www.nextgenscience.org/sites/default/files/Appendix%20A%20-%204.11.13%20Conceptual%20Shifts%20in%20the%20Next%20Generation%20Science%20Standards.pdf>

<http://www.nextgenscience.org/sites/default/files/Appendix%20H%20-%20The%20Nature%20of%20Science%20in%20the%20Next%20Generation%20Science%20Standards%204.15.13.pdf>

Tier: Tier 1

Activity - District Science Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher rep team members will attend district and county meetings to plan for the implementation of NGSS standards over a three year period.	Policy and Process, Professional Learning, Curriculum Development, Technology	Tier 1	Implement	07/01/2016	06/01/2018	\$0	Title II Part A	Teacher reps

Status	Progress Notes	Created On	Created By
In Progress	Training occurred during the 2015-16 SY - focus shifted to Battle Creek Science Units during the 2016-17 SY	May 18, 2017	Mr. Kris Vydareny

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

Paris Ridge Elementary

Staff will be preview cross-over standards and cross-cutting concepts and engineering practices while implementing NGSS standards over the next three years. We will start with Physical Science in 2016-17.	Curriculum Development, Materials, Technology, Direct Instruction, Teacher Collaboration	Tier 1	Implement	07/01/2016	06/01/2018	\$0	No Funding Required	All staff
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Status	Progress Notes	Created On	Created By
In Progress	Started with Physical Science during the 2016-17 SY. We will continue with that unit for one more year.	May 18, 2017	Mr. Kris Vydareny

Activity - Implementation of Battle Creek Science Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained and will implement the Battle Creek Science Units over the course of a three year period starting with Physical Science in the 2016-17 school year. Staff will be provided professional development and resources that align with NGSS standards.	Professional Learning, Curriculum Development, Materials, Direct Instruction, Teacher Collaboration	Tier 1	Getting Ready	09/06/2016	06/07/2019	\$0	No Funding Required	Grade level teaching staff; administration

Status	Progress Notes	Created On	Created By
In Progress	Three year plan has been extended. Implementation will take place over a longer period.	May 18, 2017	Mr. Kris Vydareny

## Goal 5: All students will be proficient in social studies.

## School Improvement Plan

Paris Ridge Elementary

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### Measurable Objective 1:

52% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all areas in Social Studies by 06/06/2018 as measured by MSTEP Scores.

### Strategy 1:

Differentiated Instruction - All staff will implement practices that are research based and grade level appropriate. Student needs will be met as teachers differentiate according to varying indicators.

Category:

Research Cited: Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom Instruction that Works: Research-based strategies for increasing student achievement.

Tier:

Activity - Content Vocabulary/Content Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff at Paris Ridge will develop units of study which will integrate Social Studies concepts into language arts focusing on the elements of nonfiction text and content vocabulary.	Curriculum Development	Tier 1	Getting Ready	09/02/2014	06/01/2018	\$0	No Funding Required	All staff.

## Goal 6: Marzano Instructional Framework

### Measurable Objective 1:

collaborate to understand and implement the elements of the Marzano Instructional Framework by 06/08/2018 as measured by increased use of Teacher Growth Plans..

### Strategy 1:

Training in the Marzano Instructional Framework - Staff will be trained in Marzano Instructional Framework.

Category: Learning Support Systems

## School Improvement Plan

Paris Ridge Elementary

Research Cited: The Art and Science of Teaching; Marzano; January 2007.

Tier: Tier 1

Activity - Marzano Framework Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued learning around the framework through professional development time provided at Staff Meetings and District PD Days.	Professional Learning	Tier 1	Implement	08/04/2014	06/08/2018	\$0	No Funding Required	All staff

Activity - Explicit Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select staff would attend summer train the trainers PD and assist staff with furthering learning within the Marzano Framework.	Professional Learning	Tier 1	Getting Ready	08/28/2017	06/06/2018	\$2393	Title II Part A	Select K-5 staff

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Look at building-wide training in Thinking Maps	Professional Learning	Tier 1	Getting Ready	08/28/2017	06/07/2018	\$0	General Fund	K-5

## Goal 7: All teachers will implement MTSS

### Measurable Objective 1:

collaborate to implement our MTSS framework by 06/14/2018 as measured by TFI's for reading and behavior. .

## School Improvement Plan

Paris Ridge Elementary

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### Strategy 1:

MTSS - PBIS - Collaborate to create a Positive Behavioral Interventional Support system within our MTSS framework that identifies behavioral expectations; teaches behavioral expectations; monitors student behavior; acknowledges appropriate behavior; and corrects misbehavior.

Category: Learning Support Systems

Research Cited: Bohanon, H., Goodman, S., McIntosh, K. (2009). Integrating behavior and academic supports within an Rtl framework: General overview. Retrived August 17, 2006, from <http://www.rtinetwork.org/learn/behavior/integrating-behavior-and-academic-supports-general-overview>

McIntosh, K., Horner, R. H., Chard, D. J., Dickey, C. R., & Braun, D. H. (2008). Reading skills and function of problem behavior in typical school settings. *Journal of Special Education*.

Preciado, J. A., Horner, R. H., Scott K. Baker, S. K. (2009). Using a Function-Based Approach to Decrease Problem Behaviors and Increase Academic Engagement for Latino English Language Learners. *The Journal of Special Education*, 42, 227-240.

Sanford, E. (2006). The effects of function-based literacy instruction on problem behavior and reading growth. Dissertation. University of Oregon.

Stewart, R. M., Benner, G. J., Martella, R. C., and Marchand-Martella, N. E. (2007). Three-tier models or reading and behavior: A research review. *Journal of Positive Interventions*, 9, 239-252.

Tier: Tier 1

Activity - PBIS - Grade Level PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Level PLC Teams will analyze SWIS Referral Data 3-4 times a year and create actions plans for areas requiring improvement.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/15/2018	\$0	General Fund	Grade Level Teams

Status	Progress Notes	Created On	Created By
In Progress	Met 3 times this year with Grade Level Teams	May 18, 2017	Mr. Kris Vydareny

## School Improvement Plan

Paris Ridge Elementary

Activity - MTSS - PBIS - Tier 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will create a Tier 2 behavior intervention framework for students who require behavioral support beyond Tier 1. Focus will be on 1-3 different interventions and will include entrance and exit criteria.	Technology , Behavioral Support Program	Tier 2	Implement	09/08/2015	06/15/2018	\$0	No Funding Required	MTSS Behavior Work Team; Building Principal

Status	Progress Notes	Created On	Created By
In Progress	Tried 2 this year - Check and Connect, and behavior contracts were implemented for students with more than six behavior referrals.	May 18, 2017	Mr. Kris Vydareny

Activity - MTSS-PBIS Data Tracking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS Behavior Team will re-evaluate the categories on our referral form to ensure it matches the data we are tracking. We will make sure that categories are appropriately defined (minor vs major; lying vs defiance) and locations are accurate (adding specials classes). In addition, we will look at our system for tracking students who get multiple referrals within a given amount of time and the progression of consequences.	Technology , Teacher Collaboration, Behavioral Support Program	Tier 1	Implement	09/01/2016	06/15/2018	\$0	No Funding Required	Teachers and Principal

Status	Progress Notes	Created On	Created By
Completed		May 18, 2017	Mr. Kris Vydareny

Activity - True Success - Character Ed	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue with implementation of True Success; Monthly assemblies; True Success Planners; 9 Character Skills taught monthly	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/07/2018	\$1250	General Fund	K-5 Teaching Staff

## School Improvement Plan

Paris Ridge Elementary

### Strategy 2:

MTSS Reading - Hello

Category: Learning Support Systems

Research Cited: hello

Tier: Tier 1

Activity - Grade Level Action Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement Grade Level Action Plans (MTSS/MiBlisi) to focus on grade level response to data as well as differentiated grouping of students during Tier 1 instruction. These action plans will be revised/evaluated at Benchmark and Progress Monitoring Meetings every 4-6 weeks.	Academic Support Program, Technology, Teacher Collaboration	Tier 1	Implement	09/01/2016	06/15/2018	\$0	No Funding Required	Teachers and Principal

Activity - Define a 90 Minute Reading Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will work with each grade level team to define 90 Minute Tier 1 Instructional Block	Professional Learning, Curriculum Development, Materials, Technology, Direct Instruction, Teacher Collaboration	Tier 1	Implement	06/01/2016	06/17/2018	\$0	No Funding Required	All staff

Activity - NWEA Benchmark Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Paris Ridge Elementary

Staff will be trained on the utilization of the NWEA Benchmark assessment. The assessment will be given three times a year. Staff will be trained on proctoring the assessment and analyzing the data.	Professional Learning, Materials, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/07/2019	\$3200	Title II Part A	K-5 teaching staff and Intervention Specialists
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## Goal 8: Professional Learning Communities

**Measurable Objective 1:**

collaborate to sustain grade level and building level meeting structures designed to analyze student data to answer: What are students expected to learn? How will we know they have learned it? How will we respond if they have/have not learned it? by 06/01/2018 as measured by the use and refinement of a team meeting notes templates and the collection of the team meeting notes.

**Strategy 1:**

Professional Learning Communities - Staff will collaborate to create grade level and building level meeting structures designed to analyze student data to answer: What are students expected to learn? How will we know they have learned it? How will we respond if they have/have not learned it?

Category:

Research Cited: Professional Learning Communities at Work; Dufour and Eaker; 2006

Tier: Tier 1

Activity - Strengthening the use of Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Paris Ridge Elementary

Staff met in structured PLC meetings 2-4 times each month to look at reading and behavior data. For next year, we will continue with this practice but try to push past just entering data and have deeper conversations about what the data is telling us. We would also like to make sure we have action plans in place to hold us accountable to the goals we have set.	Professional Learning, Curriculum Development, Academic Support Program, Teacher Collaboration, Behavioral Support Program	Tier 1	Implement	09/02/2014	06/01/2018	\$0	No Funding Required	All staff
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Thinking Maps	Look at building-wide training in Thinking Maps	Professional Learning	Tier 1	Getting Ready	08/28/2017	06/07/2018	\$0	K-5
True Success - Character Ed	Continue with implementation of True Success; Monthly assembles; True Success Planners; 9 Character Skills taught monthly	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/07/2018	\$1250	K-5 Teaching Staff
Classroom Learning Labs	Teachers will be involved in Classroom Learning Labs where they will model, observe and collaborate around best instructional practices including gradual release of responsibility, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2012-2013 we explored the use of Classroom Learning Labs to grow in the use of effective teaching practices. In 2013-2016 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. Finally, our instructional focus will shift to incorporate the Marzano Instructional Framework.	Professional Learning	Tier 1	Implement	09/02/2014	06/08/2018	\$0	Classroom Teachers, Curriculum Director, District Literacy Coach, District MTSS Coordinator
Michigan Mathematics Educators	Send a leadership team to the Kent ISD Trainings around math instruction.	Professional Learning	Tier 1	Implement	08/28/2017	06/14/2018	\$0	3-5 Teachers from K-5
Number Talks	Staff will implement the number sense routine of Number Talks 2-3 times per week as a math warm-up. We will organize PD with the Kent ISD around this routine.	Materials	Tier 1	Implement	08/28/2017	06/07/2018	\$0	All K-5 teaching staff
PBIS - Grade Level PLCs	Grade Level PLC Teams will analyze SWIS Referral Data 3-4 times a year and create actions plans for areas requiring improvement.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Grade Level Teams

### Section 31a

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

Paris Ridge Elementary

MTSS Reading Interventions	Paris Ridge Elementary staff members will continue to collaborate to determine flexible intervention groups, which focus on current and ongoing student data collection. Students that have been identified as requiring additional support will receive consistent and frequent instruction to target specific learning needs. Universal screeners and diagnostic probes will be used to identify students eligible for reading supports and staff and teachers will provide reading interventions. This includes the use of 31a funding for one certified teacher (intervention specialist).	Academic Support Program	Tier 2	Implement	09/02/2014	06/15/2018	\$30000	Classroom teachers, Intervention specialists; para educators
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### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
NWEA Benchmark Testing	Staff will be trained on the utilization of the NWEA Benchmark assessment. The assessment will be given three times a year. Staff will be trained on proctoring the assessment and analyzing the data.	Professional Learning, Materials, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/07/2019	\$3200	K-5 teaching staff and Intervention Specialists
Data Meetings	Teaching staff will continue to implement student data meetings every 4-6 weeks with an increased focus on analyzing individual student progress. This will shift the focus of the meetings from grouping students to a deeper analysis of individual student data and include professional collaboration and problem solving.	Teacher Collaboration	Tier 1	Monitor	09/02/2014	06/15/2018	\$1095	Instructional Staff, Principal
District Science Team	Teacher rep team members will attend district and county meetings to plan for the implementation of NGSS standards over a three year period.	Policy and Process, Professional Learning, Curriculum Development, Technology	Tier 1	Implement	07/01/2016	06/01/2018	\$0	Teacher reps
Classroom Learning Labs	Teachers will be involved in Classroom Learning Labs in order to model, observe and collaborate around best instructional practices as defined by the Marzano Instructional Framework. This will include training of staff to help with facilitation of Classroom Learning Labs.	Professional Learning	Tier 1	Implement	09/04/2014	06/01/2018	\$696	Classrooms teachers, facilitators, principals.

## School Improvement Plan

Paris Ridge Elementary

Goals and Scales Training	Representatives from each grade level will attend trainings on Marzano Goals and Scales for the area of Reading.	Professional Learning, Curriculum Development, Technology, Teacher Collaboration	Tier 1	Implement	07/01/2016	06/01/2018	\$664	Grade level teacher representatives
Explicit Instruction	Select staff would attend summer train the trainers PD and assist staff with furthering learning within the Marzano Framework.	Professional Learning	Tier 1	Getting Ready	08/28/2017	06/06/2018	\$2393	Select K-5 staff

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Marzano Framework Training	Continued learning around the framework through professional development time provided at Staff Meetings and District PD Days.	Professional Learning	Tier 1	Implement	08/04/2014	06/08/2018	\$0	All staff
Implementation of Battle Creek Science Units	Staff will be trained and will implement the Battle Creek Science Units over the course of a three year period starting with Physical Science in the 2016-17 school year. Staff will be provided professional development and resources that align with NGSS standards.	Professional Learning, Curriculum Development, Materials, Direct Instruction, Teacher Collaboration	Tier 1	Getting Ready	09/06/2016	06/07/2019	\$0	Grade level teaching staff; administration
Content Vocabulary/Content Integration	Staff at Paris Ridge will develop units of study which will integrate Social Studies concepts into language arts focusing on the elements of nonfiction text and content vocabulary.	Curriculum Development	Tier 1	Getting Ready	09/02/2014	06/01/2018	\$0	All staff.
Common Writing Planning Tools	Build consensus around 3 planning tools (one for each type of writing) that students will use K-5.	Materials, Technology, Teacher Collaboration	Tier 1	Getting Ready	09/01/2016	06/01/2018	\$0	All staff

## School Improvement Plan

Paris Ridge Elementary

MTSS-PBIS Data Tracking	PBIS Behavior Team will re-evaluate the categories on our referral form to ensure it matches the data we are tracking. We will make sure that categories are appropriately defined (minor vs major; lying vs defiance) and locations are accurate (adding specials classes). In addition, we will look at our system for tracking students who get multiple referrals within a given amount of time and the progression of consequences.	Technology , Teacher Collaboration, Behavioral Support Program	Tier 1	Implement	09/01/2016	06/15/2018	\$0	Teachers and Principal
MTSS Math Interventions	Staff will intervene appropriately for those students who have been identified as requiring additional instruction in order to gain mastery of specific mathematical standards. Using the district instructional model, staff will review data from various assessments and then provide the necessary interventions for these students. District and classroom data will be used to identify students eligible for math supports and staff will provide math interventions. Interventions will be provided by staff members and will utilize technology and additional supplemental resources. The classroom teachers and paraprofessional(s) will be used to deliver math interventions of a daily/weekly basis.	Academic Support Program	Tier 2	Getting Ready	09/02/2014	06/01/2018	\$0	Classroom teachers and support staff.
Instructional Technology	Staff will incorporate technology in math through the following means: IXL and district developed math resources which support differentiation to meet the needs of all students.	Technology	Tier 1	Implement	09/02/2014	06/01/2018	\$0	All teachers
NGSS Standards Professional Development and Implementation	Staff will be preview cross-over standards and cross-cutting concepts and engineering practices while implementing NGSS standards over the next three years. We will start with Physical Science in 2016-17.	Curriculum Development, Materials, Technology , Direct Instruction, Teacher Collaboration	Tier 1	Implement	07/01/2016	06/01/2018	\$0	All staff

## School Improvement Plan

Paris Ridge Elementary

Strengthening the use of Professional Learning Communities	Staff met in structured PLC meetings 2-4 times each month to look at reading and behavior data. For next year, we will continue with this practice but try to push past just entering data and have deeper conversations about what the data is telling us. We would also like to make sure we have action plans in place to hold us accountable to the goals we have set.	Professional Learning, Curriculum Development, Academic Support Program, Teacher Collaboration, Behavioral Support Program	Tier 1	Implement	09/02/2014	06/01/2018	\$0	All staff
Writing Best Practices	The staff will implement differentiated instruction on a daily basis. Teachers will implement best practices such as modeling, conferencing, small group instruction, and the use of visual supports such as graphic organizers.	Professional Learning	Tier 1	Implement	09/02/2014	08/01/2018	\$0	Grade level staff, building principal, intervention specialists.
Grade Level Action Plans	Implement Grade Level Action Plans (MTSS/MiBlisi) to focus on grade level response to data as well as differentiated grouping of students during Tier 1 instruction. These action plans will be revised/evaluated at Benchmark and Progress Monitoring Meetings every 4-6 weeks.	Academic Support Program, Technology, Teacher Collaboration	Tier 1	Implement	09/01/2016	06/15/2018	\$0	Teachers and Principal
Implementation of MAISA Writing across all grades	4 of our 6 grade levels currently use MAISA Writing as our core Writing Instruction. We will move to all 6 using MAISA as our Core Writing Instruction. Staff will teach a minimum of 4 units (Launching + 3 Common Core areas as defined by the Common Core).	Materials	Tier 1	Implement	08/28/2017	06/14/2018	\$0	All K-5 Teaching Staff
Define a 90 Minute Reading Block	We will work with each grade level team to define 90 Minute Tier 1 Instructional Block	Professional Learning, Curriculum Development, Materials, Technology, Direct Instruction, Teacher Collaboration	Tier 1	Implement	06/01/2016	06/17/2018	\$0	All staff

**School Improvement Plan**

Paris Ridge Elementary

MTSS - PBIS - Tier 2	Staff will create a Tier 2 behavior intervention framework for students who require behavioral support beyond Tier 1. Focus will be on 1-3 different interventions and will include entrance and exit criteria.	Technology , Behavioral Support Program	Tier 2	Implement	09/08/2015	06/15/2018	\$0	MTSS Behavior Work Team; Building Principal
Content Vocabulary/Content Integration	Staff at Paris Ridge will develop units of study to integrate science concepts with language arts, focusing on elements of non-fiction text and content vocabulary.	Curriculum Development	Tier 1	Implement	09/02/2014	06/08/2018	\$0	All staff.