School Improvement Plan

Loon Lake Elementary School
Walled Lake Consolidated Schools

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2151 Loon Lake Rd
Wixom, MI 48393-1648
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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

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Which option was chosen for Goals and Plans? Goals and Plans in ASSIST</td>
<td>See Goals and Plans in ASSIST</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
School Improvement Plan 2019-2020
Overview

Plan Name

School Improvement Plan 2019-2020

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

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
</tr>
</thead>
</table>
| 1  | All students at Loon Lake Elementary School will increase their proficiency in math. | Objectives:1  
Strategies:1  
Activities:5 | Academic    | $0            |
| 2  | All students at Loon Lake Elementary School will increase their proficiency level in reading. | Objectives:1  
Strategies:1  
Activities:5 | Academic    | $0            |
| 3  | All students at Loon Lake Elementary School will increase their proficiency level in writing. | Objectives:1  
Strategies:1  
Activities:4 | Academic    | $0            |
Goal 1: All students at Loon Lake Elementary School will increase their proficiency in math.

Measurable Objective 1:
85% of 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 all math standards in Mathematics by 06/30/2022 as measured by state level assessments.

Strategy 1:
Classroom Instructional Routines and Practices - K-2 classroom instructional staff will continue to build a daily routine that incorporates the following instructional strategies focused on influencing early numeracy/fluency concept acquisition:

1.) Quick look cards
2.) Math racks
3.) 5 and 10- Frames (and doubles)
4.) Number path
5.) Multiple names/representation for a number

ALL classroom instructional staff will continue to focus on using high demand math tasks (Open Response and Re-Engagement) to allow students productive struggle and an opportunity to re-engage in the task in order to make improvements to their thinking. The Open Response and Re-engagement lessons are part of each unit within Everyday Math (EM4). The lessons should be executed as intended allowing for productive struggle and should involve two separate sessions.

Category: Mathematics

Research Cited: Tondevold, Christina. (2015) 4 Relationships That Will Increase Your Students’ Number Sense

Ritchhart, Ron. (2011) Making Thinking Visible: How to Promote Engagement, Understanding and Independence for All Learners


Standards for Mathematical Standards

Tier: Tier 1
### Activity - Daily Math Routine

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Support Program, Direct Instruction</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>08/27/2019</td>
<td>06/11/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All K-2 Instructional Staff Resource Room Teachers Self-Contained, Emotionally Impaired, Classroom Teachers Principal</td>
</tr>
</tbody>
</table>

Continue to use a daily routine that includes the following:
1.) Quick Look Cards
2.) Math racks
3.) Use of 5 and 10- Frames
4.) Multiple representations/names for a number

### Activity - Open Response and Re-Engagement

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Support Program, Curriculum Development, Teacher Collaboration, Direct Instruction</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>08/27/2019</td>
<td>06/11/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All classroom teachers (gen ed and self contained EI) Principal</td>
</tr>
</tbody>
</table>

All K-5 teachers will use the Open Response and Re-Engagement lessons with fidelity, over two separate sessions, in each unit.

### Activity - iReady Instructional Modules

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>08/28/2018</td>
<td>06/14/2019</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional Staff Support Staff principal</td>
</tr>
</tbody>
</table>

Students who are identified as below level (below 'on level') will participate a minimum of one hour a week in the instructional modules.

### Activity - Visible Thinking

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Support Program, Direct Instruction</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>08/26/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All Instructional Support All Support Staff Principal</td>
</tr>
</tbody>
</table>

All K-5 teachers will continue to utilize at least 2-4 routines per month that are specifically chosen based on the thinking and understanding they expect from their students.
Goal 2: All students at Loon Lake Elementary School will increase their proficiency level in reading.

Measurable Objective 1:
85% of 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 all reading standards in English Language Arts by 06/30/2022 as measured by state level assessments.

Strategy 1:
Classroom Instructional Routines and Practices - Teachers will utilize iReady instruction modules for students. Additionally, teachers will utilize Thinking Routines to help students organize their thinking and deepen their comprehension.

Success of this strategy will be measured the the student growth reports provided by iReady (comparing windows 1 and 3) as well as DRA (Developmental Reading Assessment) and daily observations.

Category: English/Language Arts
Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Computational Fluency</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers will teach computational fluency with the use of EDM 4 games, internet resources, and/or teacher created resources.</td>
<td>Academic Support Program, Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/27/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional staff and principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - iReady Instructional Modules</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers will teach computational fluency with the use of EDM 4 games, internet resources, and/or teacher created resources.</td>
<td>Academic Support Program, Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/27/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional staff and principal</td>
</tr>
</tbody>
</table>
All students will have access to the iReady instructional modules in reading. However, students who are identified below level (below "on level") will participate in a minimum of one hour a week in the instructional modules. This time commitment can be a combined effort at school and at home.

| Academic Support Program | Tier 1 | Implement | 08/28/2018 | 06/14/2019 | $0 | No Funding Required | No funding required at the building level. iReady is financially supported by the district level. Instructional and support staff and principal |

**Activity - Visible Thinking Routines**

- **Activity Type**: Academic Support Program, Direct Instruction
- **Tier**: Tier 1
- **Phase**: Implement
- **Begin Date**: 08/27/2019
- **End Date**: 06/12/2020
- **Resource Assigned**: $0
- **Source Of Funding**: No Funding Required
- **Staff Responsibility**: All instructional staff and principal

All K-5 teachers will utilize at least 2-4 routines per month that are specifically chosen based on the thinking and understanding they expect from their students.

**Activity - Literacy Interventionist**

- **Activity Type**: Academic Support Program
- **Tier**: Tier 2
- **Phase**: Implement
- **Begin Date**: 10/01/2018
- **End Date**: 06/12/2020
- **Resource Assigned**: $0
- **Source Of Funding**: Section 31a
- **Staff Responsibility**: Teachers, Intervention Para Principal

A literacy interventionist supports students identified by iReady Diagnostic and assist in the implementation of the IRIP plan created for individual students. Students participate in the additional intervention support 2-3 days per week.

**Activity - Career Readiness**

- **Activity Type**: Direct Instruction, Career Preparation /Orientation
- **Tier**: Tier 1
- **Phase**: Implement
- **Begin Date**: 08/26/2019
- **End Date**: 06/10/2022
- **Resource Assigned**: $0
- **Source Of Funding**: No Funding Required
- **Staff Responsibility**: Instructional Staff, Support Staff, Principal

Students will read a variety of informational texts to enhance their awareness and further their exploration of potential careers available to them in the future.

**Activity - Comprehension Strategies**

- **Activity Type**: Direct Instruction, Career Preparation /Orientation
- **Tier**: Tier 1
- **Phase**: Implement
- **Begin Date**: 08/28/2018
- **End Date**: 06/14/2019
- **Resource Assigned**: $0
- **Source Of Funding**: No Funding Required
- **Staff Responsibility**: Instructional Staff, Support Staff, Principal
Goal 3: All students at Loon Lake Elementary School will increase their proficiency level in writing.

Measurable Objective 1:
85% of 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 standards in English Language Arts by 06/30/2022 as measured by state level assessments.

Strategy 1:
Writing Routines - Teachers will implement the use of the Lucy Calkins Writing rubrics and checklists with fidelity. They should be used with each unit of study as a way for students to understand what the expected outcome of the lesson is. Further, teachers will have students consistently reflect on the success criteria as they are working on their writing.

Further, all K-5 teachers will utilize thinking routines to help students organize their thinking and making their thinking and understanding visible. It is our hope that these experiences will foster elaboration as well.

The success of this strategy will be measured by analyzing the on demand writing that is done at the start of a unit and comparing it to the finished piece at the end of a unit.

Category: English/Language Arts

Research Cited: Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects
Wright Pathways: Grades K-5, Performance Assessments and Learning Progressions by Lucy Calkins
Ritchhart, Ron. (2011) Making Thinking Visible: How to Promote Engagement, Understanding and Independence for All Learners
Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins

Tier: Tier 1
Teachers will continue to make rubrics and checklists available to all students for each unit of study to make students aware of “success criteria” and provide reflection opportunities.

<table>
<thead>
<tr>
<th>Activity - Visible Thinking Routines</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>All K-5 teachers will utilize at least 2-4 routines per month (to start) that are specifically chosen based on the thinking and understanding they expect from their students.</td>
<td>Professional Learning, Direct Instruction, Implementation</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/27/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional Staff Principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Writers Workshop</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will implement a writers workshop, following the lessons of Lucy Calkins, focusing on students writing to learn.</td>
<td>Academic Support Program, Direct Instruction</td>
<td>Tier 1</td>
<td></td>
<td>08/27/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All Instructional Staff Principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - On Demand Writing Assessments</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before teaching each of the three genre units for Narrative, Information, and Opinion writing, all K-5 teachers will administer an on demand writing assessment. With grad level teams, staff will analyze the results of the on demand writing as a way to plan for each of the three units of study, based on their analysis of the writing.</td>
<td>Teacher Collaboration, Direct Instruction</td>
<td>Tier 1</td>
<td></td>
<td>08/27/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All Instructional Staff Principal</td>
</tr>
</tbody>
</table>
## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension Strategies</td>
<td>Teachers will continue to implement Readers Workshop, including guided reading practices that focus on comprehension. In addition to developing solid instructional plans to teach/practice comprehension skills, staff will also work to better understand/implement formative assessment to better monitor students comprehension growth.</td>
<td>Teacher Collaboration, Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/27/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>All instructional staff Principal</td>
</tr>
<tr>
<td>Writers Workshop</td>
<td>Teachers will implement a writers workshop, following the lessons of Lucy Calkins, focusing on students writing to learn.</td>
<td>Academic Support Program, Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/27/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>All Instructional Staff Principal</td>
</tr>
<tr>
<td>iReady Instructional Modules</td>
<td>All students will have access to the iReady instructional modules in reading. However, students who are identified below level (below 'on level') will participate in a minimum of one hour a week in the instructional modules. This time commitment can be a combined effort at school and at home.</td>
<td>Academic Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/28/2018</td>
<td>06/14/2019</td>
<td>$0</td>
<td>No funding required at the building level. iReady is financially supported by the district level. Instructional and support staff and principal</td>
</tr>
</tbody>
</table>
**Daily Math Routine**  
Continue to use a daily routine that includes the following:  
1.) Quick Look Cards  
2.) Math racks  
3.) Use of 5 and 10- Frames  
4.) Multiple representations/names for a number

**Computational Fluency**  
All teachers will teach computational fluency with the use of EDM 4 games, internet resources, and/or teacher created resources.

**Visible Thinking Routines**  
All K-5 teachers will utilize at least 2-4 routines per month (to start) that are specifically chosen based on the thinking and understanding they expect from their students.

**Career Readiness**  
Students will read a variety of informational texts to enhance their awareness and further their exploration of potential careers available to them in the future.

**Visible Thinking Routines**  
All K-5 teachers will utilize at least 2-4 routines per month that are specifically chosen based on the thinking and understanding they expect form their students.

**On Demand Writing Assessments**  
Before teaching each of the three genre units for Narrative, Information, and Opinion writing, all K-5 teachers will administer an on demand writing assessment. With grad level teams, staff will analyze the results of the on demand writing as a way to plan for each of the three units of study, based on their analysis of the writing.

**iReady Instructional Modules**  
Students who are identified as below level (below 'on level') will participate a minimum of one hour a week in the instructional modules.
Visible Thinking

All K-5 teachers will continue to utilize at least 2-4 routines per month that are specifically chosen based on the thinking and understanding they expect from their students.

Using the Lucy Calkins Writing Checklists and Rubrics

Teachers will continue to make rubrics and checklists available to all students for each unit of study to make students aware of of “success criteria” and provide reflection opportunities.

Open Response and Re-Engagement

All K-5 teachers will use the Open Response and Re-Engagement lessons with fidelity, over two separate sessions, in each unit.

**Section 31a**

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Interventionist</td>
<td>A literacy interventionist supports students identified by iReady Diagnostic and assist in the implementation of the IRIP plan created for individual students. Students participate in the additional intervention support 2-3 days per week.</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Implement</td>
<td>10/01/2018</td>
<td>06/12/2020</td>
<td>$0</td>
<td>Teachers Intervention Para Principal</td>
</tr>
</tbody>
</table>