School Improvement Plan

Dublin Elementary School
Walled Lake Consolidated Schools

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Introduction

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

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

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

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

Dublin Elementary School is one of twelve K-5 elementary schools in the Walled Lake Consolidated School District. Dublin is situated in a rural neighborhood location in White Lake Township, Michigan. Dublin has a rich history of educational excellence. It is the oldest of the 12 elementary buildings in the district. The original building was established in 1928. Over many years Dublin's facility has changed, and has had many classrooms and other facilities added on including a media center and gymnasium. During the summer of 2015, Dublin has undergone extensive physical and technological changes due to our 2014 Safety and Security Bond enhancements. Dublin has received a new main entry area for visitors and every door has been replaced and a security swipe system added for entry and security. The technology infrastructure at Dublin has also been enhanced with all classrooms receiving new white boards with a projection system that helps make the boards interactive, new sound field systems have been added in all classrooms, a subscription to Safari Montage is now available to all staff, a new phone, fire, and PA system as been installed in the building. Security cameras have been added throughout the building and outside of the building. A new backup generator has been installed and our kitchen facility has been upgraded.

Dublin saw new leadership in September 2012. Mr. Jeffrey Drewno was named the new principal. As of August 2015, Dublin has an enrollment of approximately 589 students and approximately 50 staff members. Dublin also houses a preschool program for 3-4 year old children and an Early Childhood Special Education Program (ECSE).

Dublin is an economically diverse community with older and newer homes surrounding the school. Dublin sits very close to the Waterford and Huron Valley School District borders, therefore several students from Waterford and Huron Valley attend Dublin as School of Choice Students. Dublin is the northern-most school in the district.
School's Purpose

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

During the 2012-13 school year, the staff and community at Dublin crafted a new purpose statement. All stakeholders from our Dublin learning community were involved in the crafting and review of the purpose statement including staff, parents, students, and the building principal. The staff was assisted by Mr. Marty Chaffee, Oakland Schools Learning Consultant, to craft the new purpose statement.

The purpose of Dublin Elementary School is to develop academic and social leaders who are lifelong learners. Our mission is to provide learning experiences that motivate all stakeholders to reach their fullest potential. Our vision is to ensure and guarantee a curriculum that supports high levels of learning. Our focus on teaching and assessment will enable us to better identify and meet the needs of all learners at Dublin. We believe in responding to all students who have not yet learned, and differentiate instruction for all students to reach proficiency.

We continue to rebuilding our school culture at Dublin with our purpose, mission, and vision at the forefront. Norms for staff meetings have been developed together as a learning team. Our purpose, vision, and mission are always reviewed and revised if necessary with all stakeholders participation. New relationships have been built with our parent community. Safety, respect, and responsibility are now the key components of our school culture of learning. Our learning environment is a safe and secure place to learn. Boundaries have been re-established with our parent community and for our students. We continue to use Steven Covey's Seven Habits for Highly Effective People as the tenants of our daily work with all stakeholders. A PBIS system was developed with stakeholders which has set the stage for better behavior expectations and procedures for our school. We will continue to collaborate, study, assess, gather feedback, and reflect on our practices, purpose, and vision at Dublin.
Notable Achievements and Areas of Improvement

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

Dublin Elementary has had several notable achievements over the last three years.

During the 2012-13 school year Dublin stakeholders explored and developed a new Positive Behavior Instructional Support (PBIS) team and program in our school. Professional development was given to staff members to understand the concepts of PBIS, a matrix of common expectations was developed, a school-wide positive reward system was established, all plans continue to be communicated with our parent community and students regularly. Staff will continue to develop, analyze and reflect on our work and implement PBIS strategies. Data from our Office Discipline Referrals is analyzed each year to plan for adjustments and next moves.

We continue to deepen our understanding and practice of the Seven Habits of Highly Effective People, and Leader in Me concepts of Steven Covey and the Franklin Covey organization. Staff and parents have been involved in a book study and also attend Leadership Days at Pleasant Lake Elementary and Seven Habits Training with Franklin Covey representatives. During the 2014-15 school year we created Leadership Teams consisting of one staff member and 20-25 students of mixed ages and grades that met once a month to discuss and deepen our understanding of each of the Seven Habits. Feedback was gathered from this initiative and for the most part was positive. Our staff continues to deepen our understanding of the Common Core State Standards for Learning. We continue to be challenged to understand the new standards and how these standards affect our daily instruction and teaching practices. Our focus will continue to be on effective instruction and to understand and implement Common Core strategies with our students. We will be reflective in our practice as we implement these new standards throughout all curricular areas. We will also continue to use learning targets and formative assessments in our teaching practice to increase student achievement. During the 15-16 school year, we will be challenged to deepen our understanding and practice of making thinking and learning more visible using the research and work of John Hattie and Ron Ritchhart. Staff will take part in the study and of this research and begin to implement key visible learning strategies in their daily teaching practice. Our teaching staff has been involved in an intensive teacher evaluation process since 2012. Staff and administration explored a developed a framework for effective teaching based on the Charlotte Danielson model for effective instruction, that was implemented with all teaching staff. Teachers are involved in two formal observations by the building principal followed by two learning focused conversations. Learning-focused conversations were focused and built on a continuous improvement framework. A new Charlotte Danielson framework will be used in the 15-16 school year. Administrators will be challenged to learn and develop their understanding of the new framework through TeachScape. Closer detail to consistancy, and precise and effective feedback will be the focus in this training. We continue to work hard to implement our Student Instructional Planning Process (SIPP) which provides us with a structure to use research-based interventions to reach our most at-risk students. The Dublin staff realigned their SIPP structure during the 2012-2013 school year, to involve teachers in more learning-focused conversations about struggling students. New procedures were set in place for reporting and developing group and individual SIPP plans, and progress monitoring of these plans was the focus. The building SIPP team continues to be a strong force and includes all teachers and parents. One of our biggest challenges is that our SIPP team will see a lot of new teachers and support staff during the 15-16 school year. We will be challenged to bring all new members on board and deepen their understanding of our students, teachers, and their needs. Our continued challenge is to provide a quality structure for teachers to build shared knowledge of instructional strategies and to collaborate in problem solving around the needs of individual, low-achieving students at all grade levels. Having the time and resources to allow for this collaborative structure during the school day remains a challenge. The Dublin staff and parent community continue to produce quality learning experiences for our students. Our school's Student Council and Student Council Advisory Team play an integral part of our school community. Our PTA and Student Council both host several special events throughout the year for our students, staff, families, and charities. Our PTA raises funds and provides financial support for our staff and our students.

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was a Michigan Green School in the past. The new state assessment M-STEP was a big challenge for us in the spring of the 14-15 school year. Teachers and administrators learned how to administer the assessment and prepare students for this high stakes test. We will continue to be challenged by this assessment and how to use the information it provides for us sensibly in our daily practice. The I-Ready Assessment tool, which is an online formative tool, was also a challenge for us during the 14-15 school year. Students in all grades were assessed in the areas of reading and math at least two times to help guide and inform instructional needs of students. We will continue to explore the best way to interpret and analyze the results and share these with stakeholders.
Additional Information

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

Dublin Elementary has undergone substantial renovations during the summer of 2015. All doors have been replaced with new doors that are equipped with security locking systems. New technology has been added to all instructional areas of the school including interactive white board systems, Safari Montage, sound field systems, and clock systems. The office has been reconfigured for safety and security. Safety and security technologies have also been added and updated including a generator, cameras in all major corridors and outside, a new PA and fire alarm system, etc. We are looking forward to the new changes at Dublin, yet will certainly experience some challenges in our learning how to use all of the new elements in our building.
Improvement Plan Stakeholder Involvement
Introduction

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

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

The Dublin Teacher Leadership Team was established during the 2012-2013 school year. Staff members on the team include all grade levels and disciplines at Dublin. The team also includes our building resource room teacher, art teacher, and building principal.

This team continues to meet once a month throughout the school year to develop professional development plans throughout the school year and provide reflection and feedback on building procedures and curriculum. Each year, members of the team are invited back for the next year, and new members are brought on board too.

The Dublin Leadership Team has discussed the School Improvement Plan and its contents on several occasions, and refers to it often when developing professional development opportunities for teachers. We will continue to revisit the plans and goals and monitor and adjust them as necessary during the school year with all members of the Leadership Team and then to our entire staff.

Leadership Team meetings are scheduled every month followed by our monthly staff meetings. Members of the Leadership Team will facilitate much of our building Professional Development. Professional development opportunities will be developed to align with our building school improvement plan.

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

All of the stakeholders in the Dublin Leadership Team took part in discussion of our goals and plans for our school. We will continue to monitor and adjust our Dublin School Improvement Plan throughout the 15-16 school year through professional learning opportunities for all staff members. The Leadership Team and entire staff will continue to collaborate to develop, monitor, and adjust our building goals and plans. We will continue to evaluate our progress.

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

The School Improvement Plan will be shared through Leadership Team meetings and with the entire teaching staff during staff meetings and professional development days. We will continue to monitor, adjust, and evaluate our plans regularly at Leadership Team meetings and during staff/professional development meeting times with all staff.
School Data Analysis
Introduction

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

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

Student Demographic Data

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

In general, elementary school enrollment in Walled Lake is slowly declining in most areas of the District, however we are showing an increase in the number of students enrolling in our northern tier schools. Enrollment at Dublin Elementary has been fairly steady over the past three years, with a slight increase over the past two years.

Student Demographic Data

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

School attendance is fair to good at Dublin Elementary and excellent in Walled Lake. Attendance figures are collected and analyzed regularly at Dublin and appropriate contacts, letters, notifications, etc. are given to parents. There were approximately 126 cases of excessive attendance issues for various reasons at Dublin during the 14-15 school year. Challenges would include regular notifications to parents regarding attendance policies and the importance of regular school attendance.

Student Demographic Data

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

Behavior data is collected each year with our PBIS team members. Particular areas of our school present bigger challenges than others. Our cafeteria and playground areas continue to be the most problematic as we analyze our data from our office discipline referral sheets. Transitions in our school and within classrooms have also been identified as areas in need of improvement.

Student Demographic Data

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

We will continue to analyze our data from our Office Discipline Referral sheets and system and monitor and adjust our PBIS program as needed. Additional support for our playground and cafeteria supervisors is being looked at and considered. All teachers will continue their work with students making smooth and safe transitions both in the classroom and out. Further professional development is needed in these areas and will be explored.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?
The majority of teachers at Dublin have been teaching more than 10 years. This important experience has an impact on student learning and achievement due to the amount of professional development experiences our teachers have had, and the different opportunities to work with a variety of students over time. We will continue to provide rich professional development experiences for all teachers and administrators. The administrator has also been a principal for 8 years, and a teacher for 20 years.

Teacher/School Leader(s) Demographic Data

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

Most teachers at Dublin have over 10 years of teaching experience. This has a high impact on student achievement. The Dublin teachers continue to have professional development opportunities every year to help increase student learning and teaching.

Teacher/School Leader(s) Demographic Data

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

In Walled Lake and at Dublin Elementary, care is given to keep the administrator in the building as much as possible for student and teacher support. Meetings requiring the administrator to leave the building are minimal and student instructional time and support is always considered when planning these important professional learning opportunities.

Teacher/School Leader(s) Demographic Data

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

Teacher absences are closely monitored in Walled Lake through our Teacher Evaluation Process. Teachers meetings and professional learning opportunities are scheduled to minimize the impact on classroom learning time. Most professional development time is scheduled outside of the school day. Meetings are scheduled carefully to minimize classroom disruption or absence from the classroom. Department or special meetings are consolidated as to minimize absence from the classroom. Substitute teachers are hired to cover absences of students, and systems are in place to monitor substitute teachers as well.

Teacher/School Leader(s) Demographic Data

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

Careful monitoring of absences using our Teacher and Administrator Evaluation process. Continued professional learning opportunities for teachers and administrators. Regular learning-focused conversations with teachers and administrators when challenges occur.
Process Data

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

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

From the March, 2015 Self-Assessment, our staff considered the following areas or strands to be our strengths:

The school engages in systematic, inclusive, and a comprehensive process to review, revise, and communicate our school's purpose for student success.

The school's leadership and staff commit to a culture that is based on shared beliefs and values about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students.

The governing body establishes policies and supports practices that ensure effective administration of the school.

The governing body operates responsibly and functions effectively.

Leadership and staff foster a culture consistent with the school's purpose and direction.

Leadership engages stakeholders effectively in support of the school's purpose and direction.

Leadership and staff supervision and evaluation processes result in improved professional practice and student success.

The school engages families in meaningful ways in their children's education and keeps them informed of their child's learning progress.

All staff members participate in continuous professional learning.

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

Our biggest challenges fell in Strand 4 and 5 of the Interim Self Assessment. The biggest challenges include:

The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

The school provides support services to meet the physical, social, and emotional needs of the student population being served.

The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students.
Professional and support staff are trained in the evaluation, interpretation, and use of data.

12. How might these challenges impact student achievement?

At Dublin we lack consistent support of a full time social worker, psychologist, and counselor. The number of students with social and emotional needs are growing in our school and throughout our district and the support services are not available. This has many impacts on student achievement and learning. Students with behavior issues at times impact the learning in a classroom when teachers are not equipped or support is not adequate to handle such problem behaviors.

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

More professional learning of general education teachers should be given to address social and emotional behaviors of students. Strategies shared and practiced.
Ancillary staff work more closely with our general education teachers and provide support and strategies to help.
More close work with families to build the home-school connections, especially with students at risk for social and behavior issues.

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

All students with disabilities have access to all interventions available at Dublin. Our school has a well-defined SIPP (Student Instructional Planning Process) process in which all students have access to interventions and appropriate assessment and services when needed. All students have access to extra curricular clubs, activities, etc. Students with disabilities are also guaranteed an IEP that is reviewed annually and monitored and adjusted to their unique learning and behavioral needs.

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

STRIDE-Available for boys grades 3-5. 6-8 week program two times per year after school. (Running, social skills, preparation and collaboration skills are taught)

Girls on the Run!-Available to girls grades 3-5. 6-8 week program two times per year after school. (Running, social skills, preparation and collaboration skills taught)

Young Engineers/LEGO Club-Available for all students in grades 2-5. Skills in engineering, building, problem-solving, collaboration, are all taught.

GLEE Club- available to all fourth and fifth grade students. Meets weekly and performs frequently throughout the year.

Math and Reading Sessions-Available with all students before and after school with classroom teachers.
News Team-Students in grade 5 learn the skills to produce and broadcast a daily news program in our school and district.

Science Night-The PTA sponsors a Science Night for all students two times per year.

Literacy Night-The PTA sponsors a Literacy night for all students and parents. (New for 2015 school year).

Math Night-The PTA sponsors a Math Night for all students and parents. (New for 2015 school year.)

Community Education Classes-Ongoing Community Ed. Classes at Dublin including sports-basketball, drama and theater, science.

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

Students are identified/recommended by classroom teachers when necessary. All opportunities are advertised and promoted via email, newsletter, brochures, announcements, to parents from the school and from our Community Education Department. Information is available on our school website and in our main office for all students, parents, and community members.

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

Benchmark assessments are aligned with state standards and are given to all students in grade 2-5.
The I-Ready assessment is also aligned with state standards and is given 2-3 times per year by all grades.
DRA and DWA assessments are given to all students in the areas of reading and writing.
All math, reading, and writing units of study are carefully crafted by our Curriculum Developers and staff members. These units are used by all teachers. Classroom observations and lesson plans are other means of evidence with state standards.
Our grade level report cards are also standards based.

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

A health survey/screener has not been completed at this time.
Achievement/Outcome Data

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

19a. Reading- Strengths

Based on MEAP Assessment Data from 2012-2014, and school assessment results from the DRA Assessment, and iReady Diagnostic assessment, our students in grades 3-5 continue to maintain consistently proficient and highly proficient scores and are maintaining in their progress. A slow increase in achievement levels has been noted, but not a significant gain over the past three years. We continue to analyze MEAP and now M-Step state assessment data to identify our strengths and areas of challenge with our Dublin students.

We continue to monitor reading progress using our DRA Assessment wall, focusing on students' skills related to comprehension, fluency, and reading engagement.

To view our Dublin MEAP trend data in the area of reading for grades 3-5 follow this link: https://goo.gl/iBWuar

19b. Reading- Challenges

Our challenges continue to move our partially proficient students into the proficient or highly proficient category of achievement. Our challenges include our reading engagement of students, regular professional development in the area of reading for teachers, and the amount of reading our students are doing each day at school and at home.

19c. Reading- Trends
For assessment scores in the area of reading please see this link: https://goo.gl/iBWuar
This link shows the trend data from the MEAP assessment in the area of reading over the past three years. Conclusions from the data suggest the need for most development with our third graders to move more students into the proficient category of achievement. 16.5% of students in 2014 were partially proficient in third grade where we had 6.8% and 7% partially proficiency with our fourth and fifth graders.

19d. Reading- Summary

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

Continued staff development in the area of reading will be part of our focus in our school improvement plan. Specifically working with close reading, reading engagement, and visible thinking strategies. Project based learning strategies will also be implemented to continue developing students’ reading skills.

20a. Writing- Strengths

Based on fourth grade MEAP Assessment Data from 2012-2014, and school assessment results from the DWA Assessment, 52.9% of fourth grade Dublin students are highly proficient or proficient in the area of writing. 37.1% are partially proficient and 10% not proficient.

We will continue to assess and analyze our students using the DWA Assessment and now M-Step State Assessment

To view our Dublin MEAP trend data in the area of writing please follow the following link: https://goo.gl/K1ghB0 on the Mi School Data website for specific detailed data.

20b. Writing- Challenges

Our challenges continue to move our partially proficient students into the proficient or highly proficient category of achievement. Our challenges include providing writing opportunities that align with common core standards in the area of writing, regular professional
development in the area of writing for teachers, and frequent and regular writing experiences for our Dublin students.

20c. Writing- Trends

For specific MEAP data and writing trends please following this link: https://goo.gl/aiZBDm

20d. Writing- Summary

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

Challenges in the area of writing will be addressed through increased professional development with teachers in the area of writing, a closer alignment with our practices and writing units of study in Walled Lake, visible learning and thinking strategies related to writing will also be developed in our school improvement plan.

21a. Math- Strengths

For MEAP trend data in the area of math, visit: https://goo.gl/glWdxN
Data and trends are showing that our Dublin students continue to make steady progress in the area of mathematics. This would include mathematical reasoning, problem solving, and calculation.

21b. Math- Challenges

Our challenge continues to be to maintain slow and steady progress, filling the gaps in our subgroups at Dublin. We will continue to be challenged with helping teachers and students to become better at performance tasks related to the area of math and math problem solving.
21c. Math- Trends

Please follow https://goo.gl/gIWdxN for full trend details in the area of math for our 3-5th grade students at Dublin.

21d. Math- Summary

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

We will continue to work with Number Talks to help our students be more proficient at the language of math and visible thinking involved in math.

We will continue to provide professional time and development in the area of math for teachers.

We will working on visible learning strategies such as Project Based Learning to develop our student's math skills.

22a. Science- Strengths

N/A

22b. Science- Challenges

We continue to be challenged to align our practice in the area of science with the Common Core State Standards. Assessment at the state level has changed from MEAP to M-Step and is assessed at different grade levels. We will analyze M-Step data to better understand our needs in the area of science with our Dublin students.

22c. Science- Trends

Trend data in the area of science for our fifth grade students at Dublin over the past several years can be found at the following link:
22d. Science- Summary

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

This challenge is currently N/A and will not be addressed at this time.

23a. Social Studies- Strengths

N/A

23b. Social Studies- Challenges

We continue to be challenged to align our practice in the area of Social Studies with the Common Core State Standards. Assessment at the state level has changed from MEAP to M-Step and is assessed at different grade levels. We will analyze M-Step data to better understand our needs in the area of Social Studies with our Dublin students.

23c. Social Studies- Trends

Social Studies trend data is not available at this time.

23d. Social Studies- Summary

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

N/A. This will not be addressed at this time in the School Improvement Plan.
Perception Data

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

24a. Student Perception Data

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

503 Dublin students were surveyed at the end of 2014-15 school year. Perception data was gathered. Student perception trends were accumulated. Students were asked to answer 8 questions related to the leadership of the school. The highest level of satisfaction among students were to the following questions:

My principal cares about students.
My principal makes sure we are safe in our school.
My principal listens to me.

24b. Student Perception Data

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

503 Dublin students were surveyed at the end of 2014-15 school year. Perception data was gathered. Student perception trends were accumulated. Students were asked to answer 8 questions related to the leadership of the school. The lowest level of satisfaction among students were to the following questions:

My principal talks to me about my learning.
I am comfortable talking to my principal about my problems and concerns.

24c. Student Perception Data

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

More frequent discussion with students about their learning.
More frequent connections with students related to their learning, both in and out of the classroom.
Provide more opportunities to communicate and build relationships with students. Ex. Leadership Luncheon, Birthday Treats with the Principal, etc.
25a. Parent/Guardian Perception Data

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

72 parents responded to a perception survey at the end of the 2014-15 school year. Parents were asked 15 questions regarding the leadership at Dublin. The following were all noted and rated as high satisfaction comments from our parent community:

- The principal is accessible.
- The principal ensures the management of the organization, operations and resources for a safe, efficient and effective learning environment.
- The principal is an effective leader.
- The principal demonstrates caring for students and parents.
- The principal communicates effectively with the school community.
- The principal handles student discipline in a fair and consistent manner.
- My principal understands and applies technology to advance student achievement.
- My principal is aware of legislation that impacts education and keeps parents informed.

25b. Parent/Guardian Perception Data

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

When surveyed, the two areas below were areas with the lowest satisfaction by parents/guardians:

- The principal is open to parental input on school-related matters.
- The principal has a positive reputation and good relationships with students and parents.

25c. Parent/Guardian Perception Data

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

Continued opportunities will be given for parent input and feedback on school-wide decisions.
Frequent communication with parents.
Accessibility increased with parent community.

26a. Teacher/Staff Perception Data

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

Staff members at Dublin were surveyed at the end of the 2014-15 school year. Only 6 staff members completed the online survey. Staff were asked 20 questions related to the leadership at Dublin.

The highest levels of satisfaction regarding leadership at Dublin according to staff were:
My principal is proficient in data analysis and maintains a focus on data in staff conversations.
My principal understands and applies technology to advance student achievement.
My principal challenges staff members to improve teaching and learning and provides supports to meet the challenges presented.
I see my principal as an instructional leader.

26b. Teacher/Staff Perception Data

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

From survey results of 6 staff members on 20 questions related to leadership at Dublin, the following were areas of lowest satisfaction:

- My principal demonstrates caring for colleagues and staff members.
- My principal promotes a vision of learning that is shared and supported by all stakeholders.
- I am comfortable talking to my principal about my problems and concerns.

26c. Teacher/Staff Perception Data

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

Increase opportunities for teacher/staff input and feedback.
Deepen understanding of staff needs, and increase communication related to learning with staff to strengthen culture.

27a. Stakeholder/Community Perception Data

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

A caring, safe, and learning-focused school culture and environment.

27b. Stakeholder/Community Perception Data

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

N/A
27c. Stakeholder/Community Perception Data

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

Continued opportunities to connect with local businesses and municipalities in the Dublin community to strengthen community relationships with the school.
28a. Summary

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

Strengths include a caring, safe, and learning-focused community at Dublin.
Challenges include the need for more parent input and involvement and staff feedback.
Increased communication will take place throughout the 2015-16 school year.
Continued professional development in the areas of math, reading, and writing.
Continued professional development in the working with students through our PBIS and Seven Habits initiatives.

28b. Summary

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

An increase of stakeholder satisfaction and student achievement should be identified when challenges are developed.

28c. Summary

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

All challenges will be considered as the School Improvement Plan is developed. Continued feedback from stakeholders is needed to evaluate, monitor, and adjust the plan.
School Additional Requirements Diagnostic
Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.
# School Additional Requirements Diagnostic

<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>Literacy and math are tested annually in grades 1-5.</td>
<td>Yes</td>
<td>M-Step and MEAP state assessments are administered in the area of math and literacy in grades 3-5. DRA, and iReady Diagnostic Assessment and Benchmark Assessments are also given annually in grades 1-5.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.</td>
<td>No</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Our school reviews and annually updates the EDPs to ensure academic course work alignment.</td>
<td>Yes</td>
<td>Special Service IEP’s are annually reviewed.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Label</td>
<td>Assurance</td>
<td>Response</td>
<td>Comment</td>
<td>Attachment</td>
</tr>
<tr>
<td>-------</td>
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<td>----------</td>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>6.</td>
<td>The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.</td>
<td>Yes</td>
<td>Mrs. Margaret Hazlett Assistant Superintendent of Human Resources 850 Ladd Road Walled Lake, MI 48390 248-956-2030</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dr. Sheryl Brown Director of Special Services 850 Ladd Road Walled Lake, MI 48390 248-956-2160</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The School has additional information necessary to support your improvement plan (optional).</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dublin Elementary 15-16 Goals and Plans
Overview

Plan Name

Dublin Elementary 15-16 Goals and Plans

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.

<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 Dublin Elementary School will become proficient in mathematic skills. | Objectives:1
Strategies:3
Activities:11 | Academic | $1800          |
| 2 | All students at Dublin Elementary School will become proficient readers.     | Objectives:1
Strategies:3
Activities:10 | Academic | $1700          |
| 3 | All students at Dublin Elementary School will become proficient writers.     | Objectives:1
Strategies:2
Activities:3   | Academic | $200           |
| 4 | All students at Dublin Elementary will demonstrate improved social-behavior and leadership skills. | Objectives:1
Strategies:2
Activities:6   | Organizational | $600           |
Goal 1: All students at Dublin Elementary School will become proficient in mathematic skills.

**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 grade-level math standards in Mathematics by 06/15/2018 as measured by state level assessments.

**Strategy 1:**
Differentiation of Instruction - Teachers will deepen their understanding of the concept of differentiation and practice to meet the academic needs of all students.

Category:


**Tier:**

<table>
<thead>
<tr>
<th>Activity - Guided or Small Group Math Instruction</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>Teachers will participate in block planning with colleagues and professional development activities, and will analyze assessment data and classroom performance of students in math in order to form differentiated instructional groups and plan for instruction of these groups.</td>
<td>Professiona l Learning</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/15/2016</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional staff, building principal</td>
</tr>
</tbody>
</table>
Strategy 2:
Professional Development - Instructional staff will receive and participate in continuous professional learning opportunities and explore resources to increase their knowledge and practice with teaching students’ number sense, fact fluency, and questioning strategies in the area of mathematics. Instructional staff will deepen their understanding of the Common Core State Standards in the area of math and develop and implement instructional activities to engage students, and achieve grade level state standards.

Category:


### Activity - Develop Number Sense Strategies

<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 Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/15/2016</td>
<td>$500</td>
<td>General Fund</td>
<td>Instructional staff, building principal, curriculum developers</td>
</tr>
</tbody>
</table>

All Instructional staff will participate in book study using the book *Number Talks: Helping Children Build Mental Math and Computation Strategies K-5*. Staff will participate in professional learning activities about number sense and how to implement number sense strategies with their students in daily math instruction. Instructional staff will explore and implement these strategies.

### Activity - Math Fact Fluency

<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 Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/15/2016</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional staff, building principal, curriculum developers</td>
</tr>
</tbody>
</table>

Instructional staff will explore and develop strategies that will lead to increased math fact fluency with students for better proficiency in math.

### Activity - Questioning Strategies

<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 Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/15/2016</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional staff, building principal, curriculum developers</td>
</tr>
</tbody>
</table>

Instructional staff will explore Depth of Knowledge questioning stems and questioning techniques to help students to support and explain their mathematical thinking.

### Activity - Deepen Understanding of Common Core State Standards in Math

<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 Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/15/2016</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional staff, building principal, curriculum developers</td>
</tr>
</tbody>
</table>

Instructional staff will deepen their understanding of the Common Core State Standards in the area of math and align their practice. They will also deepen their understanding of Walled Lake’s new report card language in the area of math.

### Activity - Teacher Training on New Every Day Math materials
Strategy 3:
Math Data Analysis - Instructional staff will deepen their understanding of how to analyze student assessment data in the area of math to form instructional groups, provide instructional intervention, and set goals for student learning.

Category:


Tier:

<table>
<thead>
<tr>
<th>Activity - Data Notebooks</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>Instructional staff will implement data notebooks with individual students to track math assessment data, set math instructional goals, and improve math proficiency.</td>
<td>Implementation</td>
<td>Tier 1</td>
<td>Implementation</td>
<td>09/02/2014</td>
<td>06/15/2016</td>
<td>$300</td>
<td>General Fund</td>
<td>Instructional staff, building principal, curriculum developers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Mastery Manager</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>Instructional staff will continue to utilize Mastery Manager to input, and analyze student math assessment data to form instructional groups, to differentiate instruction, and provide intervention.</td>
<td>Implementation</td>
<td>Tier 1</td>
<td>Implementation</td>
<td>09/03/2013</td>
<td>06/15/2016</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional staff, building principal</td>
</tr>
</tbody>
</table>
Goal 2: All students at Dublin Elementary School will become proficient readers.

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 grade-level reading standards in Reading by 06/15/2018 as measured by state level assessments.

Strategy 1:
Professional Development - Instructional staff will explore and participate in professional development activities to develop their understanding and implementation of close reading strategies and vocabulary strategies. Our instructional staff will also deepen their understanding of the Common Core Standards for reading and carefully study and implement Walled Lake's Units of Study.
# School Improvement Plan

Dublin Elementary School

Category:

**Research Cited:**

- Baumann, James F., and Edward J. Kameenui. *Vocabulary Instruction: Research to Practice.* New York: Guilford, 2004
- Carleton, Lindsay, and Robert J. Marzano. *Vocabulary Games for the Classroom.* Bloomington, IN: Marzano Research Laboratory, 2010

## Tier:

<table>
<thead>
<tr>
<th>Activity - Close Reading/Text Complexity</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>Through professional development activities and study, instructional staff will learn to develop teaching strategies that help students navigate, analyze, and comprehend complex text.</td>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/15/2016</td>
<td>$200</td>
<td>General Fund</td>
<td>Instructional staff, building principal, curriculum developers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Vocabulary Instruction</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>Instructional staff will develop strategies to teach vocabulary in reading that increases student proficiency in the area of comprehension.</td>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/15/2016</td>
<td>$200</td>
<td>General Fund</td>
<td>Instructional staff, building principal, curriculum developers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Common Core State Standards</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 instructional staff will continue to develop their understanding of the Common Core State Standards for Reading and Walled Lake's Units of Study, and implement instructional strategies that help student achieve these standards.</td>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/15/2016</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional Staff, building principal, curriculum developers</td>
</tr>
</tbody>
</table>
### School Improvement Plan
Dublin Elementary School

#### Strategy 2:
Differentiation of Instruction - Teachers will develop and gain a better understanding of the concept of differentiation and how to differentiate their instruction to meet the academic needs of all students in reading.

**Category:**

Research Cited:

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#### Activity - Teacher Training in Project Based Learning

<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>Implementation, Professional Learning</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>09/02/2015</td>
<td>06/15/2016</td>
<td>$400</td>
<td>General Fund</td>
<td>Teaching staff, building principal, curriculum developers</td>
</tr>
</tbody>
</table>

**Activity**
Instructional staff will begin to develop and deepen their understanding of Project Based Learning strategies in the area of language arts and its impact on student engagement and learning.

#### Activity - Visible Learning Research and Strategies

<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>Implementation, Professional Learning, Direct Instruction</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>09/02/2015</td>
<td>06/14/2017</td>
<td>$500</td>
<td>General Fund</td>
<td>Dublin Advisory Team, building principal, teacher leaders, i-Ready rep</td>
</tr>
</tbody>
</table>

**Activity**
The Dublin Advisory team and i-Ready staff will develop and deepen their understanding of Visible Learning and Cultures of Thinking to increase student achievement and student ownership of learning progress.


Harvey, Stephanie, and Anne Goudvis. Strategies That Work: Teaching Comprehension for Understanding and Engagement. Portland, Me.: Stenhouse, 2007

Richardson, Jan. The next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader. New York: Scholastic, 2009


Boushey, Gail, and Joan Moser. The CAFE Book: Engaging All Students in Daily Literacy Assessment & Instruction. Portland, Me.: Stenhouse, 2009


Tier:

<table>
<thead>
<tr>
<th>Activity - Reader's 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 Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>All instructional staff will implement differentiated reading instruction using the Reader's Workshop model.</td>
<td>Implementation</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/15/2016</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Guided/Small Group Reading Instruction</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 participate in block planning with colleagues and professional development activities, and will analyze assessment data, running records, and classroom performance of students in reading in order to form differentiated guided reading groups and plan for instruction of these groups.</td>
<td>Implementation</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/15/2016</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional staff</td>
</tr>
</tbody>
</table>

Strategy 3:
Reading Data Analysis - Instructional staff will deepen their understanding of how to analyze student assessment data in the area of reading to form instructional groups, provide instructional intervention, and set goals for student learning.

Category:


Shea, Mary, Rosemary Murray, and Rebecca Harlin. Drowning in Data?: How to Collect, Organize, and Document Student Performance. Portsmouth, NH: Heinemann, 2005

Tier:

<table>
<thead>
<tr>
<th>Activity - Data Notebooks</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>Instructional staff will implement data notebooks with individual students to track reading assessment data, set reading instructional goals, and improve reading fluency and comprehension.</td>
<td>Implementation</td>
<td></td>
<td></td>
<td>09/02/2014</td>
<td>06/15/2016</td>
<td>$200</td>
<td>General Fund</td>
<td>Instructional staff, building principal, curriculum developers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Data Instructional Wall</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>Instructional staff will continue to implement a data instructional wall to identify student proficiency, track student reading progress, develop instructional groups, and develop reading intervention. Teachers will use DRA2 instructional level assessment data and other data to place student data on the instructional wall. Teachers will update student data regularly and will monitor individual student performance with the building principal and SIPP team.</td>
<td>Implementation</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/15/2016</td>
<td>$200</td>
<td>General Fund</td>
<td>Instructional staff, SIPP team, building principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - M-Step and MEAP Analysis</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 instructional staff will analyze 2015 M-Step data and past MEAP assessment data in the area of reading proficiency data and develop instructional strategies to assist students who are near or below proficiency.</td>
<td>Implementation</td>
<td></td>
<td></td>
<td>09/02/2014</td>
<td>06/15/2016</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional staff, building principal</td>
</tr>
</tbody>
</table>
Goal 3: All students at Dublin Elementary School will become proficient writers.

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 grade-level writing standards in Writing by 06/15/2018 as measured by state level assessments.

Strategy 1:
Differentiation of Instruction - Teachers will develop and gain a better understanding of the concept of differentiation and how to differentiate their instruction to meet the academic needs of all students in writing.

Category:

Routman, Regie. Writing Essentials: Raising Expectations and Results While Simplifying Teaching. Portsmouth, NH: Heinemann, 2005
Fountas, Irene C., and Gay Su. Pinnell. Guiding Readers and Writers, Grades 3-6: Teaching Comprehension, Genre, and Content Literacy. Portsmouth, NH: Heinemann, 2005


<table>
<thead>
<tr>
<th>Activity - Writer's 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 Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>All instructional staff will implement differentiated writing instruction using the Writer's Workshop model.</td>
<td>Implementation</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/15/2016</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Guided/Small Group Writing Instruction</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>Teachers will form differentiated guided writing groups and plan for instruction of these groups.</td>
<td>Implementation</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/10/2015</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional staff</td>
</tr>
</tbody>
</table>
Strategy 2:
Writer’s Notebooks/Writing Across Curriculum - Instructional staff will explore using a Writer’s Notebook with students to develop writing skills, including vocabulary development. Teachers will explore using these Writer’s Notebooks in the Writer’s Workshop and across curriculum areas. (Math, Social Studies, Science, Reading, Etc.)
Category:

Tier:

<table>
<thead>
<tr>
<th>Activity - Writer’s Notebook</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>Instructional staff will explore using the Writer’s Notebook by participating in a book study about using writer’s notebooks.</td>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/15/2016</td>
<td>$200</td>
<td>General Fund</td>
<td>Instructional staff, building principal</td>
</tr>
</tbody>
</table>

Goal 4: All students at Dublin Elementary will demonstrate improved social-behavior and leadership skills.

Measurable Objective 1:
demonstrate a behavior  improved social-behavior and leadership skills by 06/15/2018 as measured by data analysis, staff, student, and parent surveys.

Strategy 1:
Positive Behavior Support System - Dublin’s PBIS Team and staff will implement a Positive Behavior Instructional Support program with all staff, students, and parents to develop social/emotional skills of all Dublin students.
Category:

Tier:
Strategy 2:
Leader in Me/Seven Habits - All staff and students will deepen their understanding of Steven Covey’s Seven Habits of Highly Effective People and begin to implement these habits into their daily lives and instructional practice.

Category:


### Tier:

<table>
<thead>
<tr>
<th>Activity - Leader in Me Book Study</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>Our parent community will participate in a book study of the Leader In Me. Our staff completed this book study during the 12-13 school year. Together with parents, we will continue to explore this books and its concepts.</td>
<td>Parent Involvement</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/10/2015</td>
<td>$200</td>
<td>Other</td>
<td>Parents, staff members, building principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Seven Habits Training</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 staff members will deepen their understanding of the Seven Habits for Highly Effective People through professional learning activities.</td>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>08/29/2013</td>
<td>06/10/2015</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All staff, building principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Teaching and Celebrating the 7 Habits</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>Instructional Staff will teach the Seven Habits throughout the school year, focusing on a habit per month. The staff and students will learn and celebrate each habit in a quarterly Community Circle assembly. Staff, students, and parents will explore a deeper understanding of the habits by meeting in multi-age groups throughout the school year to teach the habits. Grade level teachers will be responsible for planning lessons around the habits.</td>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/10/2015</td>
<td>$200</td>
<td>General Fund</td>
<td>Instructional Staff, building principal, students, parents</td>
</tr>
</tbody>
</table>
## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

<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>Teacher Training on New Every Day Math materials</td>
<td>All instructional staff will participate in on-going professional learning of the new Every Day Math learning materials and resources and implement strategies in their practice.</td>
<td>Implementation, Technology, Materials, Professional Learning, Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/02/2015</td>
<td>06/15/2016</td>
<td>$500</td>
<td>Teachers, District Math Curriculum Directors, Building Principal</td>
</tr>
<tr>
<td>Leader in Me Book Study</td>
<td>Our parent community will participate in a book study of the Leader In Me. Our staff completed this book study during the 12-13 school year. Together with parents, we will continue to explore this books and its concepts.</td>
<td>Parent Involvement</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/10/2015</td>
<td>$200</td>
<td>Parents, staff members, building principal</td>
</tr>
<tr>
<td>iReady Assessment</td>
<td>Teachers will give the i-Ready Assessment tool to evaluate student progress in the area of math 2-3 times per school year. Teachers will conduct deep analysis of student results, monitor student progress and adjust/differentiate instruction accordingly using a variety of reports.</td>
<td>Evaluation</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/17/2014</td>
<td>06/15/2016</td>
<td>$0</td>
<td>Instructional Staff, Building Teacher Trainers, Building Principal, Director of Assessment and Technology, Information Systems Department, Curriculum Developers</td>
</tr>
</tbody>
</table>

### General Fund
<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>Teacher Training in Project Based Learning</td>
<td>Instructional staff will begin to develop and deepen their understanding of Project Based Learning strategies in the area of language arts and its impact on student engagement and learning</td>
<td>Implementation, Professional Learning</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>09/02/2015</td>
<td>06/15/2016</td>
<td>$400</td>
<td>Teaching staff, building principal, curriculum developers</td>
</tr>
<tr>
<td>Close Reading/Text Complexity</td>
<td>Through professional development activities and study, instructional staff will learn to develop teaching strategies that help students navigate, analyze, and comprehend complex text.</td>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/15/2016</td>
<td>$200</td>
<td>Instructional staff, building principal, curriculum developers</td>
</tr>
<tr>
<td>Vocabulary Instruction</td>
<td>Instructional staff will develop strategies to teach vocabulary in reading that increases student proficiency in the area of comprehension.</td>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/15/2016</td>
<td>$200</td>
<td>Instructional staff, building principal, curriculum developers</td>
</tr>
<tr>
<td>Visible Learning Research and Strategies</td>
<td>The Dublin Advisory team and i-Ready staff will develop and deepen their understanding of Visible Learning and Cultures of Thinking to increase student achievement and student ownership of learning progress.</td>
<td>Implementation, Professional Learning, Direct Instruction</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>09/02/2015</td>
<td>06/14/2017</td>
<td>$500</td>
<td>Dublin Advisory Team, building principal, teacher leaders, iReady rep</td>
</tr>
<tr>
<td>Data Notebooks</td>
<td>Instructional staff will implement data notebooks with individual students to track math assessment data, set math instructional goals, and improve math proficiency.</td>
<td>Implementation</td>
<td></td>
<td></td>
<td>09/02/2014</td>
<td>06/15/2016</td>
<td>$300</td>
<td>Instructional staff, building principal, curriculum developers</td>
</tr>
<tr>
<td>Data Notebooks</td>
<td>Instructional staff will implement data notebooks with individual students to track reading assessment data, set reading instructional goals, and improve reading fluency and comprehension.</td>
<td>Implementation</td>
<td></td>
<td></td>
<td>09/02/2014</td>
<td>06/15/2016</td>
<td>$200</td>
<td>Instructional staff, building principal, curriculum developers</td>
</tr>
<tr>
<td>Develop Number Sense Strategies</td>
<td>All Instructional staff will participate in book study using the book Number Talks-Helping Children Build Mental Math and Computation Strategies K-5. Staff will participate in professional learning activities about number sense and how to implement number sense strategies with their students in daily math instruction. Instructional staff will explore and implement these strategies.</td>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/15/2016</td>
<td>$500</td>
<td>Instructional staff, building principal, curriculum developers</td>
</tr>
</tbody>
</table>
### Data Instructional Wall
Instructional staff will continue to implement a data instructional wall to identify student proficiency, track student reading progress, develop instructional groups, and develop reading intervention. Teachers will use DRA2 instructional level assessment data and other data to place student data on the instructional wall. Teachers will update student data regularly and will monitor individual student performance with the building principal and SIPP team.

<table>
<thead>
<tr>
<th>Implementation</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>09/03/2013</td>
<td>06/15/2016</td>
<td>$200</td>
<td>Instructional staff, SIPP team, building principal</td>
</tr>
</tbody>
</table>

### Math Workshop
Teachers will deepen their understanding and implementation of math workshop. Teachers will continue to study and participate in professional development.

<table>
<thead>
<tr>
<th>Professional Learning</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>09/03/2013</td>
<td>06/15/2016</td>
<td>$500</td>
<td>Instructional staff, building principal, curriculum developers</td>
</tr>
</tbody>
</table>

### PBIS Store
All staff will participate in promoting our PBIS Store. Staff members will distribute positive shamrocks to students "doing the right thing." Students will be selected on Fridays to choose items from the PBIS Store.

<table>
<thead>
<tr>
<th>Implementation</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>09/03/2013</td>
<td>06/10/2015</td>
<td>$200</td>
<td>All instructional and non-instructional staff, Student Council, parents, fifth graders</td>
</tr>
</tbody>
</table>

### Teaching and Celebrating the 7 Habits
Instructional Staff will teach the Seven Habits throughout the school year, focusing on a habit per month. The staff and students will learn and celebrate each habit in a quarterly Community Circle assembly. Staff, students, and parents will explore a deeper understanding of the habits by meeting in multi-age groups throughout the school year to teach the habits. Grade level teachers will be responsible for planning lessons around the habits.

<table>
<thead>
<tr>
<th>Direct Instruction</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>09/03/2013</td>
<td>06/10/2015</td>
<td>$200</td>
<td>Instructional Staff, building principal, students, parents</td>
</tr>
</tbody>
</table>

### Writer's Notebook
Instructional staff will explore using the Writer's Notebook by participating in a book study about using writer's notebooks.

<table>
<thead>
<tr>
<th>Professional Learning</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>09/03/2013</td>
<td>06/15/2016</td>
<td>$200</td>
<td>Instructional staff, building principal</td>
</tr>
</tbody>
</table>

### 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 Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seven Habits Training</td>
<td>All staff members will deepen their understanding of the Seven Habits for Highly Effective People through professional learning activities.</td>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>08/29/2013</td>
<td>06/10/2015</td>
<td>$0</td>
<td>All staff, building principal</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Implementation</td>
<td>Start Date</td>
<td>End Date</td>
<td>Budget</td>
<td>Responsible Party</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Mastery Manager</td>
<td>Instructional staff will continue to utilize Mastery Manager to input, and analyze student math assessment data to form instructional groups, to differentiate instruction, and provide intervention.</td>
<td>Implementation</td>
<td>09/03/2013</td>
<td>06/15/2016</td>
<td>$0</td>
<td>Instructional staff, building principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Fact Fluency</td>
<td>Instructional staff will explore and develop strategies that will lead to increased math fact fluency with students for better proficiency in math.</td>
<td>Professional Learning</td>
<td>09/03/2013</td>
<td>06/15/2016</td>
<td>$0</td>
<td>Instructional staff, building principal, curriculum developers,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common Core State Standards</td>
<td>All instructional staff will continue to develop their understanding of the Common Core State Standards for Reading and Walled Lake's Units of Study, and implement instructional strategies that help student achieve these standards.</td>
<td>Professional Learning</td>
<td>09/03/2013</td>
<td>06/15/2016</td>
<td>$0</td>
<td>Instructional Staff, building principal, curriculum developers,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M-Step and MEAP Analysis</td>
<td>All instructional staff will analyze 2015 M-Step data and past MEAP assessment data in the area of reading proficiency data and develop instructional strategies to assist students who are near or below proficiency.</td>
<td>Implementation</td>
<td>09/02/2014</td>
<td>06/15/2016</td>
<td>$0</td>
<td>Instructional staff, building principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guided/Small Group Writing Instruction</td>
<td>Teachers will form differentiated guided writing groups and plan for instruction of these groups.</td>
<td>Implementation</td>
<td>09/03/2013</td>
<td>06/10/2015</td>
<td>$0</td>
<td>Instructional staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M-Step and MEAP Analysis</td>
<td>All instructional staff will analyze 2013-14 MEAP math data and develop instructional strategies to assist students who are partially or not proficient and plan for instruction. Teachers will look closely at our Bottom 30 students in the area of math to develop instructional intervention for these students.</td>
<td>Implementation</td>
<td>09/02/2014</td>
<td>06/15/2016</td>
<td>$0</td>
<td>Instructional staff, building principal, District Math Curriculum Developers,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Discipline Referral Forms</td>
<td>All staff will complete an Office Discipline Referral form for students needing intervention or referral to the office. These forms will be collected in our main office. These forms will be analyzed and data gathered each year to track repeat offenders and develop strategies to assist them.</td>
<td>Implementation</td>
<td>09/03/2013</td>
<td>06/10/2015</td>
<td>$0</td>
<td>All staff, building principal, parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching of PBIS Matrix of Expected Behaviors</td>
<td>All staff will implement and teach the PBIS Matrix of Common Expectations with students through various teaching and learning strategies. Staff will use videos, books, and other resources to teach these concepts throughout the school year.</td>
<td>Direct Instruction</td>
<td>09/03/2013</td>
<td>06/10/2015</td>
<td>$0</td>
<td>All instructional and non-instructional staff, building principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Description</td>
<td>Department</td>
<td>Start Date</td>
<td>End Date</td>
<td>Funding</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Deepen Understanding of Common Core State Standards in Math</td>
<td>Instructional staff will deepen their understanding of the Common Core State Standards in the area of math and align their practice. They will also deepen their understanding of Walled Lake’s new report card language in the area of math.</td>
<td>Professional Learning</td>
<td>09/03/2013</td>
<td>06/15/2016</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questioning Strategies</td>
<td>Instructional staff will explore Depth of Knowledge questioning stems and questioning techniques to help students to support and explain their mathematical thinking.</td>
<td>Professional Learning</td>
<td>09/03/2013</td>
<td>06/15/2016</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guided or Small Group Math Instruction</td>
<td>Teachers will participate in block planning with colleagues and professional development activities, and will analyze assessment data and classroom performance of students in math in order to form differentiated instructional groups and plan for instruction of these groups.</td>
<td>Professional Learning</td>
<td>09/03/2013</td>
<td>06/15/2016</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writer's Workshop</td>
<td>All instructional staff will implement differentiated writing instruction using the Writer's Workshop model.</td>
<td>Implementation</td>
<td>09/03/2013</td>
<td>06/15/2016</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guided/Small Group Reading Instruction</td>
<td>All teachers will participate in block planning with colleagues and professional development activities, and will analyze assessment data, running records, and classroom performance of students in reading in order to form differentiated guided reading groups and plan for instruction of these groups.</td>
<td>Implementation</td>
<td>09/03/2013</td>
<td>06/15/2016</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reader's Workshop</td>
<td>All instructional staff will implement differentiated reading instruction using the Reader's Workshop model.</td>
<td>Implementation</td>
<td>09/03/2013</td>
<td>06/15/2016</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>