School Improvement Plan

Oakley Park Elementary School
Walled Lake Consolidated Schools

Ms. Kristin Froning
2015 East Oakley Park Rd
Commerce Township, MI 48390-1536
# TABLE OF CONTENTS

Introduction .................................................................................................................. 1

**Improvement Plan Assurance**

Introduction .................................................................................................................. 3

Improvement Plan Assurance ......................................................................................... 4

**Oakley Park School Improvement Plan 2018-2019 F**

Overview ....................................................................................................................... 6

Goals Summary ............................................................................................................. 7
  - Goal 1: All students at Oakley Park Elementary will increase their proficiency in reading. ........................................ 8
  - Goal 2: All students at Oakley Park Elementary will increase their proficiency in non-fiction writing. ...................... 9
  - Goal 3: All students at Oakley Park Elementary will increase their proficiency in math. ........................................ 10

Activity Summary by Funding Source .......................................................................... 13
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 2018-2019 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?</td>
<td>Goals and Plans in ASSIST</td>
<td>See Goals and Plans in ASSIST.</td>
<td></td>
</tr>
</tbody>
</table>
Oakley Park School Improvement Plan 2018-2019

F
Overview

Plan Name

Oakley Park School Improvement Plan 2018-2019 F

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 Oakley Park Elementary will increase their proficiency in reading. | Objectives:1  
  Strategies:1  
  Activities:4 | Academic | $300          |
| 2  | All students at Oakley Park Elementary will increase their proficiency in non-fiction writing. | Objectives:1  
  Strategies:1  
  Activities:4 | Academic | $0            |
| 3  | All students at Oakley Park Elementary will increase their proficiency in math. | Objectives:1  
  Strategies:2  
  Activities:4 | Academic | $0            |
## Goal 1: All students at Oakley Park Elementary will increase their proficiency in reading.

### Measurable Objective 1:
85% of All Students will increase student growth in all reading standards in English Language Arts by 06/30/2022 as measured by iReady.

### Strategy 1:
Reading Comprehension - Teachers will develop and implement lessons that promote close, critical reading skills of a variety of texts across all subjects. This will include strategies that help students analyze text using high-level comprehension using close reading strategies and visible thinking routines.

Category: English/Language Arts

Research Cited:

### Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Comprehension Strategies</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 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>Professional Learning, Direct Instruction</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>08/01/2013</td>
<td>06/30/2022</td>
<td>$0</td>
<td>No Funding Required</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Progress Monitoring</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 use grade level progress monitoring tools to address areas of need with at-risk students. They will also utilize the following data available through iReady: diagnostic assessments, instructional lessons and growth monitoring.</td>
<td>Evaluation, Direct Instruction</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>08/01/2013</td>
<td>06/30/2022</td>
<td>$100</td>
<td>General Fund</td>
<td></td>
</tr>
</tbody>
</table>

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# School Improvement Plan

**Oakley Park Elementary School**

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## Goal 2: All students at Oakley Park Elementary will increase their proficiency in non-fiction writing.

### Measurable Objective 1:
85% of All Students will increase student growth in all writing standards in Writing by 06/30/2022 as measured by MStep.

### Strategy 1:
Non-Fiction Writing - Teachers will continue to implement Writers Workshop focusing on students writing to learn. Teachers will continue to implement the District Units of Study. ASD basic classroom teachers will use the First Author Writing checklist to evaluate student progress.

Category: English/Language Arts

Research Cited:
- Calkins, Lucy. Units of study in opinion, information, and narrative writing. Portsmouth, NH, Heinemann, 2013.

Tier: Tier 1

---

## Activity - Feedback

<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>Communication, Evaluation, Direct Instruction</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/14/2015</td>
<td>06/30/2022</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional staff, support staff, Principal and others</td>
</tr>
</tbody>
</table>

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## 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 Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning, Direct Instruction</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>09/05/2017</td>
<td>06/17/2022</td>
<td>$200</td>
<td>General Fund</td>
<td>Instructional staff, support staff, Principal and others</td>
</tr>
</tbody>
</table>
Goal 3: All students at Oakley Park Elementary will increase their proficiency in math.

**Measurable Objective 1:**
85% of All Students will increase student growth in all standards in Mathematics by 06/30/2022 as measured by MStep.

**Strategy 1:**
Problem Solving - Teachers will focus on improving students ability to represent and solve multi-step problems based on the Standards of Mathematical Practice. An

### Activity - Writers Workshop
- **Activity Type:** Direct Instruction
- **Tier:** Tier 1
- **Phase:** Monitor
- **Begin Date:** 07/01/2013
- **End Date:** 06/30/2022
- **Resource Assigned:** $0
- **Source Of Funding:** No Funding Required
- **Staff Responsible:** Instructional Staff, Support Staff, Principal and others

Teachers will continue to implement writers workshop focusing on students writing to learn.

### Activity - Use of graphic organizers, rubrics and editing checklist.
- **Activity Type:** Direct Instruction
- **Tier:** Tier 1
- **Phase:** Monitor
- **Begin Date:** 07/01/2013
- **End Date:** 06/30/2022
- **Resource Assigned:** $0
- **Source Of Funding:** No Funding Required
- **Staff Responsible:** Instructional Staff, Support Staff, Principal and others

Teachers will model the use of graphic organizers, rubrics, and editing checklists within the Writers Workshop. Students will evaluate and discuss sample writing to learn how to use the organizers/rubrics.

### Activity - Feedback
- **Activity Type:** Communication, Evaluation, Direct Instruction
- **Tier:** Tier 1
- **Phase:** Monitor
- **Begin Date:** 09/14/2015
- **End Date:** 06/30/2022
- **Resource Assigned:** $0
- **Source Of Funding:** No Funding Required
- **Staff Responsible:** Instructional staff, support staff, Principal

Staff will continue to plan for feedback to students that is specific to the instruction and the students progress towards the learning target. Staff will continue to self-monitor the frequency and level of feedback (as defined by Hattie).

### Activity - Visible Thinking
- **Activity Type:** Professional Learning, Direct Instruction
- **Tier:** Tier 1
- **Phase:** Getting Ready
- **Begin Date:** 09/05/2017
- **End Date:** 06/17/2022
- **Resource Assigned:** $0
- **Source Of Funding:** No Funding Required
- **Staff Responsible:** Instructional staff,

Staff will continue to research and implement the use of visible thinking routines throughout all subject areas in order to promote higher level, non fiction, written responses.
emphasis will be placed upon students ability to share their thinking/problem solving both orally and written.

Category: Mathematics


Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Math Games</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>
</table>
| Staff will continue to implement the Everyday Math 4th edition with fidelity with an emphasis on the utilization of math games to promote problem solving, strategic thinking and increase fact fluency. | Direct Instruction | Tier 1 | Monitor | 07/01/2013 | 06/30/2022 | $0 | No Funding Required | Instructional Staff, Support Staff, Principal

<table>
<thead>
<tr>
<th>Activity - Feedback</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>
</table>
| Staff will continue to plan for feedback to students that is specific to the instruction and the students progress towards the learning target. Staff will continue to self-monitor the frequency and level of feedback (as defined by Hattie). | Communication, Evaluation, Direct Instruction | Tier 1 | Monitor | 09/14/2015 | 06/30/2022 | $0 | No Funding Required | Instructional Staff, Support Staff, Principal

<table>
<thead>
<tr>
<th>Activity - Visible Thinking</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>
</table>
| Teachers will research and implement the use of visible thinking routines throughout all subject areas in order to promote higher level problem solving and strategic thinking. | Professional Learning, Direct Instruction | Tier 1 | Getting Ready | 09/05/2017 | 06/17/2022 | $0 | No Funding Required | Instructional Staff, Principal

Strategy 2:

Instructional Framework Implementation - All teachers will use the Instructional Framework to drive the teaching and learning process.

Category: School Culture

Research Cited: Carol Dweck (Growth Mindset), Richard Stiggins (Learning Targets), John Hattie (Visible Learning), Ron Ritchhart (Visible Thinking), Charlotte Danielson (Teacher Evaluation)

Tier: Tier 1
All teachers will use the Instructional Framework to plan, create and drive lesson implementation. The Framework will be introduced prior to the end of 2017-2018 school year and additional professional learning/discussion will continue through the 2018-2019 school year.

<table>
<thead>
<tr>
<th>Activity - Instructional Framework</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 use the Instructional Framework to plan, create and drive lesson implementation. The Framework will be introduced prior to the end of 2017-2018 school year and additional professional learning/discussion will continue through the 2018-2019 school year.</td>
<td>Professional Learning, Direct Instruction, Implementation</td>
<td>Tier 1</td>
<td>Implement</td>
<td>06/01/2018</td>
<td>06/17/2022</td>
<td>$0</td>
<td>No Funding Required</td>
<td>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>Feedback</td>
<td>Staff will continue to plan for feedback to students that is specific to the instruction and the students progress towards the learning target. Staff will continue to self-monitor the frequency and level of feedback (as defined by Hattie).</td>
<td>Communication, Evaluation, Direct Instruction</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/14/15</td>
<td>06/30/22</td>
<td>$0</td>
<td>Instructional staff, support staff, Principal</td>
</tr>
<tr>
<td>Feedback</td>
<td>Staff will continue to plan for feedback to students that is specific to the instruction and the students progress towards the learning target. Staff will continue to self-monitor the frequency and level of feedback (as defined by Hattie).</td>
<td>Communication, Evaluation, Direct Instruction</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/14/15</td>
<td>06/30/22</td>
<td>$0</td>
<td>Instructional staff, support staff, Principal</td>
</tr>
<tr>
<td>Feedback</td>
<td>Staff will continue to plan for feedback to students that is specific to the instruction and the students progress towards the learning target. Staff will continue to self-monitor the frequency and level of feedback (as defined by Hattie).</td>
<td>Communication, Evaluation, Direct Instruction</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/14/15</td>
<td>06/30/22</td>
<td>$0</td>
<td>Instructional staff, support staff, Principal and others</td>
</tr>
<tr>
<td>Visible Thinking</td>
<td>Staff will continue to research and implement the use of visible thinking routines throughout all subject areas in order to promote higher level, non fiction, written responses.</td>
<td>Professional Learning, Direct Instruction</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>09/05/17</td>
<td>06/17/22</td>
<td>$0</td>
<td>Instructional staff, support staff, Principal</td>
</tr>
<tr>
<td>Math Games</td>
<td>Staff will continue to implement the Everyday Math 4th edition with fidelity with an emphasis on the utilization of math games to promote problem solving, strategic thinking and increase fact fluency.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>07/01/13</td>
<td>06/30/22</td>
<td>$0</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Developers</td>
</tr>
<tr>
<td>Use of graphic organizers, rubrics and editing checklist.</td>
<td>Teachers will model the use of graphic organizers, rubrics, and editing checklists within the Writers Workshop. Students will evaluate and discuss sample writing to learn how to use the organizers/rubrics.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>07/01/13</td>
<td>06/30/22</td>
<td>$0</td>
<td>Instructional staff, Support staff, Principal and others</td>
</tr>
</tbody>
</table>
### School Improvement Plan
Oakley Park Elementary School

<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>Writers Workshop</td>
<td>Teachers will continue to implement writers workshop focusing on students writing to learn.</td>
<td>Direct Instruction Tier 1</td>
<td>Monitor</td>
<td></td>
<td>07/01/2013</td>
<td>06/30/2022</td>
<td>$0</td>
<td>Instructional Staff, Support Staff, Principal and others</td>
</tr>
<tr>
<td>Instructional Framework</td>
<td>All teachers will use the Instructional Framework to plan, create and drive lesson implementation. The Framework will be introduced prior to the end of 2017-2018 school year and additional professional learning/discussion will continue through the 2018-2019 school year.</td>
<td>Professiona</td>
<td>Tier 1 Implement</td>
<td>06/01/2018</td>
<td>06/17/2022</td>
<td>$0</td>
<td>Instructional Staff, Support Staff, Principal and others</td>
<td></td>
</tr>
<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>Professionala</td>
<td>Tier 1 Monitor</td>
<td>08/01/2013</td>
<td>06/30/2022</td>
<td>$0</td>
<td>Instructional Staff, Support Staff, Principal and others</td>
<td></td>
</tr>
<tr>
<td>Visible Thinking</td>
<td>Teachers will research and implement the use of visible thinking routines throughout all subject areas in order to promote higher level problem solving and strategic thinking.</td>
<td>Professionala</td>
<td>Tier 1 Getting Ready</td>
<td>09/05/2017</td>
<td>06/17/2022</td>
<td>$0</td>
<td>Instructional Staff, principal</td>
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</tr>
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</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>Progress Monitoring</td>
<td>Teachers will use grade level progress monitoring tools to address areas of need with at-risk students. They will also utilize the following data available through iReady: diagnostic assessments, instructional lessons and growth monitoring.</td>
<td>Evaluation, Direct Instruction Tier 1</td>
<td>Monitor</td>
<td></td>
<td>08/01/2013</td>
<td>06/30/2022</td>
<td>$100</td>
<td>Instructional Staff, Support Staff, Principal, an others</td>
</tr>
<tr>
<td>Visible Thinking</td>
<td>Teachers will research and implement the use of visible thinking routines throughout all subject areas in order to promote high level comprehension and deep thinking.</td>
<td>Professionala</td>
<td>Tier 1 Getting Ready</td>
<td>09/05/2017</td>
<td>06/17/2022</td>
<td>$200</td>
<td>Instructional Staff, support staff, Principal and others</td>
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