



School Improvement Plan

Daniel Axford Elementary School

Oxford Community Schools

Mr. Chadwick Boyd
74 Mechanic St
Oxford, MI 48371-4956

TABLE OF CONTENTS

Introduction	1
Improvement Plan Assurance	
Introduction	3
Improvement Plan Assurance	4
School Improvement Plan 2018-19	
Overview	6
Goals Summary	7
Goal 1: Students at Daniel Axford Elementary will improve their Reading performance	8
Goal 2: Students at Daniel Axford Elementary will improve their Writing performance	12
Goal 3: Students at Daniel Axford Elementary will improve their mathematical skills and knowledge	15
Goal 4: Students at Daniel Axford Elementary will improve their skills and knowledge within Social Studies	18
Goal 5: Students at Daniel Axford Elementary will improve their skills and knowledge within Science	21
Goal 6: Students at Daniel Axford Elementary will enhance their preparation for success in a global environment	24
Activity Summary by Funding Source	29

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

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

School Improvement Plan 2018-19

Overview

Plan Name

School Improvement Plan 2018-19

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Students at Daniel Axford Elementary will improve their Reading performance	Objectives: 3 Strategies: 6 Activities: 12	Academic	\$0
2	Students at Daniel Axford Elementary will improve their Writing performance	Objectives: 3 Strategies: 4 Activities: 7	Academic	\$0
3	Students at Daniel Axford Elementary will improve their mathematical skills and knowledge	Objectives: 3 Strategies: 4 Activities: 10	Academic	\$0
4	Students at Daniel Axford Elementary will improve their skills and knowledge within Social Studies	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$0
5	Students at Daniel Axford Elementary will improve their skills and knowledge within Science.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$0
6	Students at Daniel Axford Elementary will enhance their preparation for success in a global environment	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$0

Goal 1: Students at Daniel Axford Elementary will improve their Reading performance

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in all strands in Reading by 06/07/2019 as measured by the Spring Fountas and Pinnell Oral Reading Record.

Strategy 1:

Balanced Literacy - Shared Reading - Teachers will focus on Shared Reading as one aspect of a balanced literacy approach. Teachers will utilize shared reading to teach strategies for comprehending, text structures, build word knowledge, engage students in discussion, and to provide contexts for reading.

Category: English/Language Arts

Research Cited:

Bifulco, R., Duncombe, W., & Yinger, J. (2005). Does whole-school reform boost student performance? The case of New York City. *Journal of Policy Analysis and Management*, 24(1), 47-72.

-Frank, J. (2009). The Impact of the Primary Years Program of the International Baccalaureate Organization on the English Language Arts State Test Scores of Third, Fourth, and Fifth Grade Students in South Carolina. (Doctoral dissertation). Retrieved from:

http://www.eric.ed.gov/ERICIbPortal/search/detailmini.jsp?_nfpb=true&&ERICExtSearch_SearchValue_0=ED527071&ERICExtSearch_SearchType_0=no&accno=ED527071

-Hall J., Elder, T., et al. (2009). The primary years programme field study. Education Policy and Evaluation Center, University of Georgia. Access:

<http://www.ibo.org/research/policy/programmevalidation/pyp/documents/PYPFieldStudy 2009.pdf>

Tier: Tier 1

Activity - Weekly Shared Reading Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will work collaboratively to develop a weekly shared reading plan as part of their balanced approach to literacy.	Teacher Collaboration, Direct Instruction, Getting Ready	Tier 1	Getting Ready	08/21/2017	06/07/2019	\$0	General Fund	Classroom Teachers Literacy Coach Reading Specialist

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional learning opportunities with our district literacy coach and reading specialist. Learning will be focused on incorporating shared reading and word study as a part of a balanced literacy program. Teachers will have the opportunity to observe lessons in action through lab classrooms.	Professional Learning	Tier 1	Getting Ready	08/21/2017	06/07/2019	\$0	General Fund	Reading Specialist Literacy Coach

School Improvement Plan

Daniel Axford Elementary School

Strategy 2:

Inquiry - Teachers will implement the IB PYP. The PYP is focused on best practice instructional techniques and the delivery of curriculum through the creation of rigorous unit planners. Teachers will participate in professional learning focused on Inquiry. Students will engage in inquiry through classroom lessons as part of the reading curriculum and further developed in the grade level POI. Teachers will create an environment where students are engaged through questioning that allows students to share their thinking.

Category: English/Language Arts

Research Cited: Frank, J. (2009). The Impact of the Primary Years Program of the International Baccalaureate Organization on the English Language Arts State Test Scores of Third,

Fourth, and Fifth Grade Students in South Carolina. (Doctoral dissertation). Retrieved from:

http://www.eric.ed.gov/ERICIbPortal/search/detailmini.jsp?_nfpb=true&&ERICExtSearch_SearchValue_0=ED527071&ERICExtSearch_SearchType_0=no&accno=ED527071

-Hall J., Elder, T., et al. (2009). The primary years programme field study. Education Policy and Evaluation Center, University of Georgia. Access:

<http://www.ibo.org/research/policy/programmevalidation/pyp/documents/PYPFieldStudy2009.pdf>

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in the PYP will focus on best practice teaching strategies that focus on inquiry based teaching methods. Inquiry based learning will also be utilized as instructional strategies to implement the IB philosophy or approach to teaching. Teachers will engage in professional learning focused on inquiry.	Teacher Collaboration, Professional Learning	Tier 1		08/18/2017	06/07/2019	\$0	General Fund	IB Coordinator Building Principal
Activity - IB Unit Planners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PYP teachers will reflect on IB unit planners and work to enhance them through professional learning and collaboration. IB coordinators will lead staff through collaborative PD time to make units transdisciplinary.	Curriculum Development	Tier 1		08/25/2017	06/07/2019	\$0	Other	IB Coordinator Building Principal Teaching Staff

Strategy 3:

Balanced Literacy - Word Study - Word Study provides time for teaching phonics, spelling, and vocabulary. Teachers will devote approximately 20 minutes a day to word study activities as a part of their balanced literacy program.

Category: English/Language Arts

Research Cited: A Guide to Reading Workshop - Lucy Calkins

Tier: Tier 1

SY 2018-2019

© 2018 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School Improvement Plan

Daniel Axford Elementary School

Activity - Words Their Way	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the Words Their Way word study program. Teachers will assess and monitor student progress allowing for differentiation to help students progress at their individual level.	Direct Instruction, Monitor, Implementation, Academic Support Program	Tier 1	Implement	08/21/2017	06/07/2019	\$0	General Fund	Classroom Teachers Reading Specialist

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional learning opportunities with our district literacy coach and reading specialist. Learning will be focused on incorporating shared reading and word study as a part of a balanced literacy program. Teachers will have the opportunity to observe lessons in action through lab classrooms.	Teacher Collaboration, Getting Ready, Professional Learning	Tier 1		08/21/2017	06/07/2019	\$0	General Fund	Literacy Coach Reading Specialist

Activity - Student Learning Objective	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor students growth in word study through the district SLO process. Through this process will analyze word student data and set targets for individual student growth. Teachers will collaborate and further develop strategies and activities to help all students meet their individual growth goal.	Monitor	Tier 1	Implement	08/24/2018	06/07/2019	\$0	Other	Principal Classroom Teachers

Strategy 4:

Small Group Instruction - Teachers will meet with small groups of students to focus on reading.

Category: English/Language Arts

Tier: Tier 1

Activity - Strategy Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will meet with strategy groups to focus on particular skills in reading. Groups will be identified using current reading data. Students will participate in groups for various lengths of time depending on skill acquisition. Teachers will participate in professional learning with the district literacy coach to support small strategy group instruction as part of our balanced literacy program.	Implementation	Tier 1	Implement	08/24/2018	06/07/2019	\$0	Other	Classroom Teachers

School Improvement Plan

Daniel Axford Elementary School

Measurable Objective 2:

50% of Bottom 30% students will demonstrate a proficiency in all strands in Reading by 06/07/2019 as measured by the Spring Fountas and Pinnell Oral Reading Record.

Strategy 1:

Targeted Reading Instruction - Reading Specialist will identify students from the bottom 30% to participate in small group LLI instruction. Reading Recovery program will be utilized to address lowest readers in first grade. At-Risk Interventionists will work with at-risk students in LLI instruction.

Category: English/Language Arts

Research Cited: -Scammacca, Nancy K., Roberts, Greg, Vaughn, Sharon and Stuebing, Karla K. A Meta-Analysis of Interventions for Struggling Readers in Grades 4–12: 1980–2011 Journal of Learning Disabilities July/August 2015 48: 369-390, first published on October 3, 2013

-Wanzek, Jeanne, Vaughn, Sharon, Scammacca, Nancy K., Metz, Kristina, Murray, Christy S., Roberts, Greg, and Danielson, Louis Review of Educational Research, June 2013; vol. 83, 2: pp. 163-195., first published on February 22, 2013

Tier: Tier 2

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers, Reading Specialists, and At-Risk paraprofessionals will target the bottom 30% of each classroom and provide small group targeted instruction at least 4 times per week. This will be done using LLI groups, Guided Reading Groups, and/or targeted strategy groups.	Academic Support Program	Tier 2	Implement	08/21/2017	06/07/2019	\$0	Section 31a	Reading Specialists Classroom Teachers Principal

Activity - Individual Reading Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be identified as at-risk of performing below grade level expectations through a combination of assessments. These assessments will include MLPP, Fastbridge adaptive assessment, and Fountas and Pinnell reading assessment. A reading plan will be developed for all at risk students.	Monitor, Evaluation, Academic Support Program	Tier 2		08/21/2017	06/07/2019	\$0	General Fund	Principal Reading Specialist Classroom Teachers

Measurable Objective 3:

50% of First grade Bottom 30% students will demonstrate a proficiency in all strands in Reading by 06/07/2019 as measured by the end of the year Fountas and Pinnel Oral Reading Record.

Strategy 1:

One on One Reading Instruction - Reading Specialist will identify the lowest first grade students in reading. Targeted one on one instruction will be given to these students through the Reading Recovery program.

Category:

Tier: Tier 3

School Improvement Plan

Daniel Axford Elementary School

Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Specialist will identify the lowest first grade students in reading. Targeted one on one instruction will be given to these students through the Reading Recovery program.	Academic Support Program	Tier 3	Implement	08/21/2017	06/07/2019	\$0	Section 31a	Reading Specialist
Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Recovery teacher will attend monthly trainings and certification for Reading Recovery program.	Professional Learning	Tier 3	Implement	09/08/2015	06/07/2019	\$0	Section 31a	Reading Specialist

Goal 2: Students at Daniel Axford Elementary will improve their Writing performance

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in all strands in Writing by 06/07/2019 as measured by the district end of the year writing assessment.

Strategy 1:

Inquiry - Teachers will implement the IB PYP. The PYP is focused on best practice instructional techniques and the delivery of curriculum through the creation of rigorous unit planners. Teachers will participate in professional learning focused on Inquiry. Students will engage in inquiry through classroom lessons as part of the writing curriculum and further developed in the grade level POI. Teachers will create an environment where students are engaged through questioning that allows students to share their thinking

Category: English/Language Arts

Research Cited: Frank, J. (2009). The Impact of the Primary Years Program of the International Baccalaureate Organization on the English Language Arts State Test Scores of Third, Fourth, and Fifth Grade Students in South Carolina. (Doctoral dissertation). Retrieved from:

[http://www.eric.ed.gov/ERICIbPortal/search/detailmini.jsp?_nfpb=true&&ERICExtSea](http://www.eric.ed.gov/ERICIbPortal/search/detailmini.jsp?_nfpb=true&&ERICExtSearch_SearchValue_0=ED527071&ERICExtSearch_SearchType_0=no&accno=ED527071)

[rch_SearchValue_0=ED527071&ERICExtSearch_SearchType_0=no&accno=ED527071](http://www.eric.ed.gov/ERICIbPortal/search/detailmini.jsp?_nfpb=true&&ERICExtSearch_SearchValue_0=ED527071&ERICExtSearch_SearchType_0=no&accno=ED527071) -Hall J., Elder, T., et al. (2009). The primary years programme field study. Education Policy and Evaluation Center, University of Georgia. Access: <http://www.ibo.org/research/policy/programmevalidation/pyp/documents/PYPFieldStudy2009.pdf>

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Daniel Axford Elementary School

Teachers in the PYP will focus on best practice teaching strategies that focus on inquiry based teaching methods. Inquiry based learning will also be utilized as instructional strategies to implement the IB philosophy or approach to teaching. Teachers will engage in professional learning focused on inquiry.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/18/2017	06/07/2019	\$0	General Fund	Building Principal IB Coordinator
Activity - IB Unit Planners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PYP teachers will reflect on IB unit planners and work to enhance them through professional learning and collaboration. IB coordinators will lead staff through collaborative PD time to focus on making units transdisciplinary.	Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/07/2019	\$0	General Fund	IB Coordinator

Strategy 2:

Balanced Literacy - Interactive Writing - K-2 teachers will incorporate Interactive Writing as part of their balanced literacy instruction.

Category: English/Language Arts

Research Cited: ALLINGTON, R., & S. WALMSEY. 1995. No Quick Fix: Rethinking Literacy Programs in America's Elementary Schools. New York: Teachers College Press.

-ANDERSON, C. 2000. How's It Going?: A Practical Guide to Confering with Student Writers. Portsmouth, NH: Heinemann.

-ANDERSON, C. 2005. Assessing Writers. Portsmouth, NH: Heinemann.

-ATWELL, N. 1989. Coming to Know: Writing to Learn in the Intermediate Grades. Portsmouth, NH: Heinemann.

-ATWELL, N. 1998. In the Middle. 2nd ed. Portsmouth, NH: Heinemann.

-BRUNER, J. 1960. The Process of Education. Boston, MA: Harvard University Press.

-CALKINS, L. 1994. The Art of Teaching Writing. 2nd ed. Portsmouth, NH: Heinemann.

-EHRENWORTH M., & Vinton V. . 2005. The Power of Grammar: Unconventional Approaches to the Conventions of language. Portsmouth, NH: Heinemann.

ELBOW, P. 1989. Writing with Power. 2nd ed. New York: Oxford University Press.

FLETCHER, R. 1993. What a Writer Needs. Portsmouth, NH: Heinemann.

GRAVES, D. 1983. Writing: Teachers and Children at Work. Portsmouth, NH: Heinemann.

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	----------------------	-------------	--------------	-------------------	-----------------	--------------------------	--------------------------	--------------------------

School Improvement Plan

Daniel Axford Elementary School

Teachers will improve their implementation of writing curriculum through continued coaching from the literacy coach on interactive writing and word study through professional learning, coaching, and lab classrooms.	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	08/21/2017	06/07/2019	\$0	General Fund	Literacy Coach, Reading Specialist Building Principal
--	--	--------	---------------	------------	------------	-----	--------------	---

Measurable Objective 2:

A 5% increase of First and Second grade Bottom 30% students will demonstrate a proficiency in all strands in Writing by 06/07/2019 as measured by end of the year district on demand writing assessment.

Strategy 1:

Strategy Groups - Teachers will meet with students in small groups based on needs identified through conferring

Category: English/Language Arts

Tier: Tier 2

Activity - Conferring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will confer with students during Writer's Workshop. Students will receive individual learning goals to work on during writing	Academic Support Program	Tier 2	Implement	08/21/2017	06/07/2019	\$0	No Funding Required	Literacy Coach Classroom Teachers

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide small group strategy group instruction to bottom 30% students.	Implementation	Tier 2	Implement	08/21/2017	06/07/2019	\$0	No Funding Required	Classroom Teachers Literacy Coach

Measurable Objective 3:

100% of Students with Disabilities students will increase student growth within writing development by 2 points in Writing by 06/07/2019 as measured by the Lucy Calkins writing rubric.

Strategy 1:

Resource Room Support - Students with a disability in writing will receive support targeted on specific writing learning goals by our special education teacher.

Category: English/Language Arts

Tier: Tier 3

Activity - Orton Gillingham	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Daniel Axford Elementary School

Using your senses to learn phonics	Academic Support Program	Tier 3	Implement	08/21/2017	06/07/2019	\$0	No Funding Required	Special Education teacher
Activity - Sentence building	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Creating and organizing sentences. Sentence structure activities.	Academic Support Program	Tier 3	Implement	08/21/2017	06/07/2019	\$0	No Funding Required	Special education teacher

Goal 3: Students at Daniel Axford Elementary will improve their mathematical skills and knowledge

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in all strands in Mathematics by 06/07/2019 as measured by the end of the year math assessment.

Strategy 1:

Inquiry - Teachers will utilize an inquiry based approach in Mathematics.

Category: Mathematics

Research Cited: -Bifulco, R., Duncombe, W., & Yinger, J. (2005). Does whole-school reform boost student performance? The case of New York City. Journal of Policy Analysis and Management, 24(1), 47-72. -Frank, J. (2009).

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will attend professional learning focused on Inquiry. In addition, all teachers will participate in professional learning focused specifically on math inquiry and math talk.	Professional Learning	Tier 1	Getting Ready	08/25/2017	06/07/2019	\$0	General Fund	IB Coordinator Principal
Activity - Inquiry and Math Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A key component of our math curriculum resource, Math Expressions, is the students' frequent exchange of ideas and problem solving strategies. Math talk clarifies students' thinking, allows students to learn from one another, and provides an opportunity for the teacher to assess understanding. Teachers will intentionally focus on ensuring math talk is embedded in their daily math lessons.	Curriculum Development, Professional Learning	Tier 1		08/24/2018	06/07/2019	\$0	Head Start	Classroom Teachers Principal

School Improvement Plan

Daniel Axford Elementary School

Activity - Thinking Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use thinking routines to facilitate student thinking and learning throughout the curriculum. Staff will also shape and promote the 8 cultural forces (time, opportunities, routines and structures, language, modeling, interactions and relationships, physical environment, and expectations) noticing how these variables impact student thinking and learning in the school culture.	Implementation	Tier 1		08/24/2018	06/07/2019	\$0	Other	Teachers Principal

Strategy 2:

Daily Routines - Teachers will engage students in daily routines to provide opportunities for students to recall their prior understanding and to begin to build prerequisite skills for math topics to come later in the curriculum.

Category: Mathematics

Tier: Tier 1

Activity - Turn and Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use strategies in their classroom to encourage students to share their thinking. This will include turn and talk partnerships, think pair share, and other strategies that engage all students.	Curriculum Development, Getting Ready	Tier 1		08/25/2017	06/07/2019	\$0	No Funding Required	Teacher Leaders Classroom Teachers

Activity - Quick Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage students in daily routines to provide opportunities for students to recall their prior understanding and to begin to build prerequisite skills for math topics to come later in the curriculum.	Curriculum Development, Getting Ready	Tier 1	Implement	08/24/2018	06/07/2019	\$0	No Funding Required	Teacher Leaders Classroom Teachers

Measurable Objective 2:

A 10% increase of First and Second grade Bottom 30% students will demonstrate a proficiency in all strands in Mathematics by 06/07/2019 as measured by the District end of the year math assessment.

Strategy 1:

Math Intervention - All staff will receive professional development in MTSS strategies that incorporate mathematics and real-world problem solving. Assessment software will be purchased and used to identify bottom 30% of students and deficiencies on grade-level curriculum.

Category: Technology

Tier: Tier 2

School Improvement Plan

Daniel Axford Elementary School

Activity - Adaptive Math Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the Fastbridge math screening assessment at the K-2 level, students will be identified who may be at-risk of falling behind in math.	Technology , Academic Support Program	Tier 2	Implement	08/24/2018	06/07/2019	\$0	General Fund	Building Principal MTSS Team

Activity - Online Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eligible at risk students will participate in adaptive math intervention through SuccessMaker or Mobymax. Students will engage in the intervention at least 4 days/ week for 20 minutes each session.	Technology , Academic Support Program	Tier 2	Implement	08/24/2018	06/07/2019	\$0	General Fund	Building Principal MTSS Team

Activity - Expressions RTI and Reteaching Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At Risk students will receive push-in support by interventionists. Students will engage in tutoring and reteaching activities to support their learning in areas of difficulty identified by unit formative and summative assessments.	Monitor, Academic Support Program	Tier 2	Implement	08/24/2018	06/07/2019	\$0	Section 31a	Interventionist Classroom Teacher

Measurable Objective 3:

A 10% increase of Students with Disabilities students will demonstrate a proficiency in computation in Mathematics by 06/07/2019 as measured by end of the year math assessment.

Strategy 1:

Resource room - Students with a disability in math will receive support targeted on specific math learning goals by our special education teacher.

Category: Mathematics

Tier: Tier 3

Activity - Expressions RTI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student with a disability with math will receive math support using Expression's Math Response to Intervention materials.	Academic Support Program	Tier 3	Implement	08/24/2018	06/07/2019	\$0	Special Education	Special Education Teacher

Activity - Life skills math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn math skills that they will use in everyday life. For example: money and time	Academic Support Program	Tier 3	Implement	08/21/2017	06/07/2019	\$0	No Funding Required	Special Education Teacher

Goal 4: Students at Daniel Axford Elementary will improve their skills and knowledge within Social Studies

Measurable Objective 1:

85% of Second grade students will demonstrate a proficiency in all strands in Social Studies by 06/12/2020 as measured by the second grade communities common assessment.

Strategy 1:

IB Programme - Teachers will implement the IB PYP. The PYP is focused on best practice instructional techniques and the delivery of curriculum through the creation of rigorous unit planners. Students will be assessed through the use of IB criterion based rubrics on performance assessments. Administration and staff will continue to attend professional development that will be key in further establishing the International Baccalaureate Primary Years Programme. Staff will continue to develop the International Baccalaureate PYP POI at IB common planning time.

Category: Social Studies

Research Cited: Frank, J. (2009). The Impact of the Primary Years Program of the International Baccalaureate Organization on the English Language Arts State Test Scores of Third, Fourth, and Fifth Grade Students in South Carolina. (Doctoral dissertation). Retrieved from:

http://www.eric.ed.gov/ERICIbPortal/search/detailmini.jsp?_nfpb=true&&ERICExtSearch_SearchValue_0=ED527071&ERICExtSearch_SearchType_0=no&accno=ED527071 -Hall J., Elder, T., et al. (2009). The primary years programme field study.

Education Policy and Evaluation Center, University of Georgia. Access: <http://www.ibo.org/research/policy/programmevalidation/pyp/documents/PYPFieldStudy2009.pdf>

Tier: Tier 1

Activity - Performance Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All IB staff will receive professional development on implementing IB performance assessments within their PYP units. Second Grade teachers will explore options for the creation of an end of year Social Studies assessment.	Curriculum Development, Monitor, Academic Support Program	Tier 1	Getting Ready	08/24/2018	06/12/2020	\$0	General Fund	IB Coordinator Building Principal

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Daniel Axford Elementary School

Teachers in the PYP will focus on best practice teaching strategies that focus on inquiry based teaching methods. Inquiry based learning will also be utilized as instructional strategies to implement the IB philosophy or approach to teaching.	Curriculum Development, Direct Instruction, Professional Learning	Tier 1	Implement	08/24/2018	06/12/2020	\$0	General Fund	IB Coordinator Building Principal
Activity - IB Unit Planners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PYP teachers will reflect on IB unit planners and work to enhance them through professional learning and collaboration. IB coordinators will lead staff through collaborative PD time to improve the curriculum delivery for social studies, science, ELA, and math.	Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/24/2018	06/12/2020	\$0	General Fund	IB Coordinator Building Principal

Strategy 2:

Inquiry - Teachers will implement the IB PYP. The PYP is focused on best practice instructional techniques and the delivery of curriculum through the creation of rigorous unit planners. Teachers will participate in professional learning focused on Inquiry. Students will engage in inquiry through classroom lessons as part of the social studies curriculum and further developed in the grade level POI. Teachers will create an environment where students are engaged through questioning that allows students to share their thinking and investigate questions they have related to social studies content.

Category: Social Studies

Research Cited: Visible Thinking is a broad and flexible framework for enriching classroom learning in the content areas and fostering students' intellectual development at the same time. Here are some of its key goals:

Deeper understanding of content

Greater motivation for learning

Development of learners' thinking and learning abilities.

Development of learners' attitudes toward thinking and learning and their alertness to opportunities for thinking and learning (the "dispositional" side of thinking).

A shift in classroom culture toward a community of enthusiastically engaged thinkers and learners.

Visible Thinking is the product of a number of years of research concerning children's thinking and learning, along with a sustained research and development process in classrooms.

One important finding was that skills and abilities are not enough. They are important of course, but alertness to situations that call for thinking and positive attitudes toward thinking and learning are tremendously important as well. Often, we found, children (and adults) think in shallow ways not for lack of ability to think more deeply but because they simply do not notice the opportunity or do not care. To put it all together, we say that really good thinking involves abilities, attitudes, and alertness, all three at once. Technically this is called a dispositional view of thinking. Visible Thinking is designed to foster all three.

School Improvement Plan

Daniel Axford Elementary School

Another important result of this research concerns the practical functionality of the Visible Thinking approach -- the thinking routines, the thinking ideals, and other elements. All these were developed in classroom contexts and have been revised and revised again to ensure workability, accessibility, rich thinking results from the activities, and teacher and student engagement.

- "Making Thinking Visible" Ron Ritchhart and David Perkins. "Making Thinking Visible," Educational Leadership 65, no. 5 (February 2008): 57-61.

- "Uncovering Students' Thinking about Thinking Using Concept Maps" - a paper prepared for the AERA Conference, March 2008.

Cultivating a Culture of Thinking in Museums Ron Ritchhart, "Cultivating a Culture of Thinking in Museums," Journal of Museum Education 32, no. 2 (Summer 2007): 137-54.

- Schools Need to Pay More Attention to "Intelligence in the Wild" David N. Perkins, "Schools Need to Pay More Attention to "Intelligence in the Wild," Harvard Education Letter (May/June 2000)

- Intelligence in the Wild David N. Perkins and others, "Intelligence in the Wild: A Dispositional View of Intellectual Traits," Educational Psychology Review 12, no. 3 (2000): 269-93.

- Why Teach Habits of Mind? Shari Tishman, "Why Teach Habits of Mind?" in Discovering and Exploring Habits of Mind, ed. Arthur -L. Costa and Bena Kallick (Alexandria, VA: ASCD, 2000), 41-52.

- Life in the Mindful Classroom: Nurturing the Disposition of Mindfulness Ron Ritchhart and David N. Perkins, "Life in the Mindful Classroom: Nurturing the Disposition of Mindfulness," Journal of Social Issues 56, no. 1 (2000), 27-47.

- Making Thinking Visible David N. Perkins, "Making Thinking Visible," (2003)

- Visible Thinking Shari Tishman and Patricia Palmer, "Visible Thinking," Leadership Compass 2, no. 4 (Summer 2005).

- Works of art are a good thing to think about Shari Tishman & Patricia Palmer. "Works of art are a good thing to think about: A study of the impact of the Artful Thinking program on students' concepts of thinking. In Evaluating the Impact of Arts and Cultural Education. Paris: Centre Pompidou, 89-101.

- The object of their attention Shari Tishman. "The object of their attention". Education Leadership, February 2008. 65 (5) pp. 44-46

- Thinking about Thinking: Pre-service teachers strengthen their thinking artfully Susan Barahal. "Thinking about Thinking: Pre-service teachers strengthen their thinking artfully". Phi Delta Kappan, 90 (4). pp. 298-302

Tier: Tier 1

Activity - Turn and Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage all students by involving them in turn and talk partnerships to share their thinking.	Getting Ready	Tier 1		08/21/2017	06/12/2020	\$0	No Funding Required	Principal Classroom Teachers
Activity - Cultures of Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Daniel Axford Elementary School

Staff will use thinking routines to facilitate student thinking and learning throughout the curriculum. Staff will also shape and promote the 8 cultural forces (time, opportunities, routines and structures, language, modeling, interactions and relationships, physical environment, and expectations) noticing how these variables impact student thinking and learning in the school culture.	Getting Ready	Tier 1	Getting Ready	08/25/2017	06/12/2020	\$0	No Funding Required	Classroom Teachers
---	---------------	--------	---------------	------------	------------	-----	---------------------	--------------------

Goal 5: Students at Daniel Axford Elementary will improve their skills and knowledge within Science.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in all strands in Science by 06/12/2020 as measured by the first and second grade unit assessments.

Strategy 1:

Inquiry based science - Teachers will utilize inquiry based strategies to increase student engagement and understanding of science standards. Students will be engaged through labs and other hands on opportunities to learn science standards and explore their own questions regarding the content.

Category: Science

Research Cited: Foley, B. J. & McPhee, C. (2008). Students' attitudes towards science in classes using hands-on or textbook based curriculum.

Paper presented at the 2008 Annual Meeting of the American Educational Research Association, New York, NY

-O'Donnell, Carol. (2007) Research on the Effectiveness of Inquiry-based Science Programs: Changing the Course of Science

Education: National Leadership Development Symposium. Based on data from the NAEP Data Explorer

-Young, B. J., & Lee, S. K. (2005). The effects of a kit-based science curriculum and intensive science professional development on elementary student science achievement. Journal of Science Education and Technology, 14, 5/6, 471-481

Tier: Tier 1

Activity - Science Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 Teachers will use inquiry based science kits to deliver science curriculum. Teachers will utilize science journals, assessments and lessons provided by the program.	Curriculum Development, Direct Instruction, Academic Support Program, Professional Learning	Tier 1	Implement	08/21/2017	06/12/2020	\$0	General Fund	Building Principal

School Improvement Plan

Daniel Axford Elementary School

Activity - Kit Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional coach will lead a group of K-5 teachers to explore our use of the kits. Teachers will be surveyed for effective use of science kits. PD topics will be developed from surveys for after school volunteer PD opportunities. The use of the pre/post tests will be explored. Assessment data will be tracked for effective use of inquiry based teaching. Changes in science kits will be made as kits are updated to the new science standards.	Curriculum Development, Professional Learning		Getting Ready	08/24/2018	06/12/2020	\$0	Other	Instructional Coach
Activity - Science Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-8 will utilize science journals to have students write and reflect on their learning of science standards, skills, and practices.	Curriculum Development, Direct Instruction	Tier 1	Implement	08/21/2017	06/12/2020	\$0	No Funding Required	Building Principal

Strategy 2:

IB Program - Teachers will implement the IB PYP. The PYP is focused on best practice instructional techniques and the delivery of curriculum through the creation of rigorous unit planners. Teachers will participate in professional learning focused on Inquiry. Students will engage in inquiry through classroom lessons as part of the science curriculum and further developed in the grade level POI. Teachers will create an environment where students are engaged through questioning that allows students to share their thinking

Category: Science

Research Cited: Frank, J. (2009). The Impact of the Primary Years Program of the International Baccalaureate Organization on the English Language Arts State Test Scores of Third, Fourth, and Fifth Grade Students in South Carolina. (Doctoral dissertation). Retrieved from:

[http://www.eric.ed.gov/ERICIbPortal/search/detailmini.jsp?_nfpb=true&&ERICExtSea](http://www.eric.ed.gov/ERICIbPortal/search/detailmini.jsp?_nfpb=true&&ERICExtSearch_SearchValue_0=ED527071&ERICExtSearch_SearchType_0=no&accno=ED527071)

[rch_SearchValue_0=ED527071&ERICExtSearch_SearchType_0=no&accno=ED527071](http://www.eric.ed.gov/ERICIbPortal/search/detailmini.jsp?_nfpb=true&&ERICExtSearch_SearchValue_0=ED527071&ERICExtSearch_SearchType_0=no&accno=ED527071) -Hall J., Elder, T., et al. (2009). The primary years programme field study. Education Policy and Evaluation Center, University of Georgia. Access: <http://www.ibo.org/research/policy/programmevalidation/pyp/documents/PYPFieldStudy2009.pdf>

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in the PYP will focus on best practice teaching strategies that focus on inquiry based teaching methods. Inquiry based learning will also be utilized as instructional strategies to implement the IB philosophy or approach to teaching.	Curriculum Development, Professional Learning	Tier 1	Implement	08/25/2017	06/12/2020	\$0	General Fund	IB Coordinator Building Principal

School Improvement Plan

Daniel Axford Elementary School

Activity - IB Unit Planners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PYP teachers will reflect on IB unit planners and work to enhance them through professional learning and collaboration. IB coordinators will lead staff through collaborative PD time to improve the curriculum and delivery for social studies, science, ELA, and Math in a transdisciplinary unit.	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/25/2017	06/12/2020	\$0	General Fund	IB Coordinator Building Principal

Strategy 3:

Visible Thinking (COT) - Staff will use thinking routines to facilitate student thinking and learning throughout the curriculum. Staff will also shape and promote the 8 cultural forces (time, opportunities, routines and structures, language, modeling, interactions and relationships, physical environment, and expectations) noticing how these variables impact student thinking and learning in the school culture.

Category: School Culture

Research Cited: Visible Thinking is a broad and flexible framework for enriching classroom learning in the content areas and fostering students' intellectual development at the same time. Here are some of its key goals:

Deeper understanding of content

Greater motivation for learning

Development of learners' thinking and learning abilities.

Development of learners' attitudes toward thinking and learning and their alertness to opportunities for thinking and learning (the "dispositional" side of thinking).

A shift in classroom culture toward a community of enthusiastically engaged thinkers and learners.

Visible Thinking is the product of a number of years of research concerning children's thinking and learning, along with a sustained research and development process in classrooms.

One important finding was that skills and abilities are not enough. They are important of course, but alertness to situations that call for thinking and positive attitudes toward thinking and learning are tremendously important as well. Often, we found, children (and adults) think in shallow ways not for lack of ability to think more deeply but because they simply do not notice the opportunity or do not care. To put it all together, we say that really good thinking involves abilities, attitudes, and alertness, all three at once. Technically this is called a dispositional view of thinking. Visible Thinking is designed to foster all three.

Another important result of this research concerns the practical functionality of the Visible Thinking approach -- the thinking routines, the thinking ideals, and other elements. All these were developed in classroom contexts and have been revised and revised again to ensure workability, accessibility, rich thinking results from the activities, and teacher and student engagement.

School Improvement Plan

Daniel Axford Elementary School

- "Making Thinking Visible" Ron Ritchhart and David Perkins. "Making Thinking Visible," Educational Leadership 65, no. 5 (February 2008): 57-61.
- "Uncovering Students' Thinking about Thinking Using Concept Maps"- a paper prepared for the AERA Conference, March 2008.
- Cultivating a Culture of Thinking in Museums Ron Ritchhart, "Cultivating a Culture of Thinking in Museums," Journal of Museum Education 32, no. 2 (Summer 2007): 137-54.
- Schools Need to Pay More Attention to "Intelligence in the Wild" David N. Perkins, "Schools Need to Pay More Attention to "Intelligence in the Wild," Harvard Education Letter (May/June 2000)
- Intelligence in the Wild David N. Perkins and others, "Intelligence in the Wild: A Dispositional View of Intellectual Traits," Educational Psychology Review 12, no. 3 (2000): 269-93.
- Why Teach Habits of Mind? Shari Tishman, "Why Teach Habits of Mind?" in Discovering and Exploring Habits of Mind, ed. Arthur -L. Costa and Bena Kallick (Alexandria, VA: ASCD, 2000), 41-52.
- Life in the Mindful Classroom: Nurturing the Disposition of Mindfulness Ron Ritchhart and David N. Perkins, "Life in the Mindful Classroom: Nurturing the Disposition of Mindfulness," Journal of Social Issues 56, no. 1 (2000), 27-47.
- Making Thinking Visible David N. Perkins, "Making Thinking Visible," (2003)
- Visible Thinking Shari Tishman and Patricia Palmer, "Visible Thinking," Leadership Compass 2, no. 4 (Summer 2005).
- Works of art are a good thing to think about Shari Tishman & Patricia Palmer. "Works of art are a good thing to think about: A study of the impact of the Artful Thinking program on students' concepts of thinking. In Evaluating the Impact of Arts and Cultural Education. Paris: Centre Pompidou, 89-101.
- The object of their attention Shari Tishman. "The object of their attention". Education Leadership, February 2008. 65 (5) pp. 44-46
- Thinking about Thinking: Pre-service teachers strengthen their thinking artfully Susan Barahal. "Thinking about Thinking: Pre-service teachers strengthen their thinking artfully". Phi Delta Kappan, 90 (4). pp. 298-302

Tier: Tier 1

Activity - Turn and Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use strategies in their classroom that allow students to share their thinking. Turn and Talk is one example of a strategy.	Getting Ready	Tier 1		08/21/2017	06/12/2020	\$0	Other	Classroom Teachers Principal

Goal 6: Students at Daniel Axford Elementary will enhance their preparation for success in a global environment

Measurable Objective 1:

demonstrate a behavior for preparedness in an everchanging global society by 06/12/2020 as measured by as measured by Teacher/Student Perception data, IB Learner Profile self reflection, participation in IB PYP and IB Summative Assessments.

School Improvement Plan

Daniel Axford Elementary School

Strategy 1:

Global Connections - Grade Level teachers and Specialists will look for opportunities to make connections to and learn about communities and cultures outside of our local community. These connections will be documented in our IB Units of Inquiry.

Category: Social Studies

Tier: Tier 1

Activity - World Language Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in learning Spanish language and culture 30 minutes each day. Spanish teachers will also look for opportunities to make connections with classrooms in Spanish speaking countries.	Curriculum Development, Implementation, Technology	Tier 1	Implement	08/25/2017	06/12/2020	\$0	Other	Superintendent of Curriculum and Instruction Principal Spanish Teachers

Strategy 2:

Inquiry Based Instruction and 21st Century Skills - Staff will use thinking routines to facilitate student thinking and learning throughout the curriculum. Staff will also shape and promote the 8 cultural forces (time, opportunities, routines and structures, language, modeling, interactions and relationships, physical environment, and expectations) noticing how these variables impact student thinking and learning in the school culture.

Category: School Culture

Research Cited: Visible Thinking is a broad and flexible framework for enriching classroom learning in the content areas and fostering students' intellectual development at the same time. Here are some of its key goals:

Deeper understanding of content

Greater motivation for learning

Development of learners' thinking and learning abilities.

Development of learners' attitudes toward thinking and learning and their alertness to opportunities for thinking and learning (the "dispositional" side of thinking).

A shift in classroom culture toward a community of enthusiastically engaged thinkers and learners.

Visible Thinking is the product of a number of years of research concerning children's thinking and learning, along with a sustained research and development process in classrooms.

One important finding was that skills and abilities are not enough. They are important of course, but alertness to situations that call for thinking and positive attitudes toward thinking and learning are tremendously important as well. Often, we found, children (and adults) think in shallow ways not for lack of ability to think more deeply but because they simply do not notice the opportunity or do not care. To put it all together, we say that really good thinking involves abilities, attitudes, and alertness, all

School Improvement Plan

Daniel Axford Elementary School

three at once. Technically this is called a dispositional view of thinking. Visible Thinking is designed to foster all three.

Another important result of this research concerns the practical functionality of the Visible Thinking approach -- the thinking routines, the thinking ideals, and other elements. All these were developed in classroom contexts and have been revised and revised again to ensure workability, accessibility, rich thinking results from the activities, and teacher and student engagement.

-*"Making Thinking Visible"* Ron Ritchhart and David Perkins. "Making Thinking Visible," *Educational Leadership* 65, no. 5 (February 2008): 57-61.

-*"Uncovering Students' Thinking about Thinking Using Concept Maps"*- a paper prepared for the AERA Conference, March 2008.

Cultivating a Culture of Thinking in Museums Ron Ritchhart, "Cultivating a Culture of Thinking in Museums," *Journal of Museum Education* 32, no. 2 (Summer 2007): 137-54.

-*Schools Need to Pay More Attention to "Intelligence in the Wild"* David N. Perkins, "Schools Need to Pay More Attention to "Intelligence in the Wild," *Harvard Education Letter* (May/June 2000)

-*Intelligence in the Wild* David N. Perkins and others, "Intelligence in the Wild: A Dispositional View of Intellectual Traits," *Educational Psychology Review* 12, no. 3 (2000): 269–93.

-*Why Teach Habits of Mind?* Shari Tishman, "Why Teach Habits of Mind?" in *Discovering and Exploring Habits of Mind*, ed. Arthur -L. Costa and Bena Kallick (Alexandria, VA: ASCD, 2000), 41-52.

-*Life in the Mindful Classroom: Nurturing the Disposition of Mindfulness* Ron Ritchhart and David N. Perkins, "Life in the Mindful Classroom: Nurturing the Disposition of Mindfulness," *Journal of Social Issues* 56, no. 1 (2000), 27–47.

-*Making Thinking Visible* David N. Perkins, "Making Thinking Visible," (2003)

-*Visible Thinking* Shari Tishman and Patricia Palmer, "Visible Thinking," *Leadership Compass* 2, no. 4 (Summer 2005).

-*Works of art are a good thing to think about* Shari Tishman & Patricia Palmer. "Works of art are a good thing to think about: A study of the impact of the Artful Thinking program on students' concepts of thinking. In *Evaluating the Impact of Arts and Cultural Education*. Paris: Centre Pompidou, 89-101.

-*The object of their attention* Shari Tishman. "The object of their attention". *Education Leadership*, February 2008. 65 (5) pp. 44-46

-*Thinking about Thinking: Pre-service teachers strengthen their thinking artfully* Susan Barahal. "Thinking about Thinking: Pre-service teachers strengthen their thinking artfully". *Phi Delta Kappan*, 90 (4). pp. 298-302

Tier: Tier 1

Activity - IB Units of Inquiry	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Daniel Axford Elementary School

Teachers will implement the IB PYP. The PYP is focused on best practice instructional techniques and the delivery of curriculum through the creation of rigorous unit planners. Teachers will participate in professional learning focused on Inquiry. Students will engage in inquiry through classroom lessons as part of the curriculum and further developed in the grade level POI. Teachers will create an environment where students are engaged through questioning that allows students to share their thinking	Curriculum Development, Professional Learning	Tier 1	Implement	08/25/2017	06/12/2020	\$0	Other	IB Coordinator Building Principal
--	---	--------	-----------	------------	------------	-----	-------	--------------------------------------

Activity - Culture of Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The learning environment within the professional culture and the classrooms will focus on visible thinking and the 8 cultural forces.	Curriculum Development, Teacher Collaboration, Implementation, Professional Learning	Tier 1	Implement	08/25/2017	06/12/2020	\$0	Other	Building Leadership Team

Strategy 3:

Social and Emotional Needs of Students - Staff will implement programs to address students social and emotional needs.

Category: Other - Social Emotional

Tier: Tier 1

Activity - Olweus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement the Olweus Bully Prevention program in their classrooms.	Behavioral Support Program	Tier 1	Implement	08/24/2018	06/12/2020	\$0	Other	Olweus Committee Leader Building Principal

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

School Improvement Plan

Daniel Axford Elementary School

<p>A school-wide PBIS program will be developed to support students.</p>	<p>Getting Ready</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/24/2018</p>	<p>06/12/2020</p>	<p>\$0</p>	<p>Other</p>	<p>Principal Family School Liaison School Social Worker School Psychologist Classroom Teacher IB Coordinator</p>
--	----------------------	---------------	----------------------	-------------------	-------------------	------------	--------------	--

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Kit Review	The instructional coach will lead a group of K-5 teachers to explore our use of the kits. Teachers will be surveyed for effective use of science kits. PD topics will be developed from surveys for after school volunteer PD opportunities. The use of the pre/post tests will be explored. Assessment data will be tracked for effective use of inquiry based teaching. Changes in science kits will be made as kits are updated to the new science standards.	Curriculum Development, Professional Learning		Getting Ready	08/24/2018	06/12/2020	\$0	Instructional Coach
Student Learning Objective	Teachers will monitor students growth in word study through the district SLO process. Through this process will analyze word student data and set targets for individual student growth. Teachers will collaborate and further develop strategies and activities to help all students meet their individual growth goal.	Monitor	Tier 1	Implement	08/24/2018	06/07/2019	\$0	Principal Classroom Teachers
IB Units of Inquiry	Teachers will implement the IB PYP. The PYP is focused on best practice instructional techniques and the delivery of curriculum through the creation of rigorous unit planners. Teachers will participate in professional learning focused on Inquiry. Students will engage in inquiry through classroom lessons as part of the curriculum and further developed in the grade level POI. Teachers will create an environment where students are engaged through questioning that allows students to share their thinking	Curriculum Development, Professional Learning	Tier 1	Implement	08/25/2017	06/12/2020	\$0	IB Coordinator Building Principal

School Improvement Plan

Daniel Axford Elementary School

World Language Program	Students will engage in learning Spanish language and culture 30 minutes each day. Spanish teachers will also look for opportunities to make connections with classrooms in Spanish speaking countries.	Curriculum Development, Implementation, Technology	Tier 1	Implement	08/25/2017	06/12/2020	\$0	Superintendent of Curriculum and Instruction Principal Spanish Teachers
Turn and Talk	Teachers will use strategies in their classroom that allow students to share their thinking. Turn and Talk is one example of a strategy.	Getting Ready	Tier 1		08/21/2017	06/12/2020	\$0	Classroom Teachers Principal
Olweus	Staff will implement the Olweus Bully Prevention program in their classrooms.	Behavioral Support Program	Tier 1	Implement	08/24/2018	06/12/2020	\$0	Olweus Committee Leader Building Principal
IB Unit Planners	PYP teachers will reflect on IB unit planners and work to enhance them through professional learning and collaboration. IB coordinators will lead staff through collaborative PD time to make units transdisciplinary.	Curriculum Development	Tier 1		08/25/2017	06/07/2019	\$0	IB Coordinator Building Principal Teaching Staff
Thinking Routines	Teachers will use thinking routines to facilitate student thinking and learning throughout the curriculum. Staff will also shape and promote the 8 cultural forces (time, opportunities, routines and structures, language, modeling, interactions and relationships, physical environment, and expectations) noticing how these variables impact student thinking and learning in the school culture.	Implementation	Tier 1		08/24/2018	06/07/2019	\$0	Teachers Principal
PBIS	A school-wide PBIS program will be developed to support students.	Getting Ready	Tier 1	Getting Ready	08/24/2018	06/12/2020	\$0	Principal Family School Liaison School Social Worker School Psychologist Classroom Teacher IB Coordinator

School Improvement Plan

Daniel Axford Elementary School

Culture of Thinking	The learning environment within the professional culture and the classrooms will focus on visible thinking and the 8 cultural forces.	Curriculum Development, Teacher Collaboration, Implementation, Professional Learning	Tier 1	Implement	08/25/2017	06/12/2020	\$0	Building Leadership Team
Strategy Groups	Classroom teachers will meet with strategy groups to focus on particular skills in reading. Groups will be identified using current reading data. Students will participate in groups for various lengths of time depending on skill acquisition. Teachers will participate in professional learning with the district literacy coach to support small strategy group instruction as part of our balanced literacy program.	Implementation	Tier 1	Implement	08/24/2018	06/07/2019	\$0	Classroom Teachers

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Expressions RTI and Reteaching Support	At Risk students will receive push-in support by interventionists. Students will engage in tutoring and reteaching activities to support their learning in areas of difficulty identified by unit formative and summative assessments.	Monitor, Academic Support Program	Tier 2	Implement	08/24/2018	06/07/2019	\$0	Interventionist Classroom Teacher
Reading Recovery	Reading Specialist will identify the lowest first grade students in reading. Targeted one on one instruction will be given to these students through the Reading Recovery program.	Academic Support Program	Tier 3	Implement	08/21/2017	06/07/2019	\$0	Reading Specialist
Professional Learning	Reading Recovery teacher will attend monthly trainings and certification for Reading Recovery program.	Professional Learning	Tier 3	Implement	09/08/2015	06/07/2019	\$0	Reading Specialist
Small Group Instruction	Classroom teachers, Reading Specialists, and At-Risk paraprofessionals will target the bottom 30% of each classroom and provide small group targeted instruction at least 4 times per week. This will be done using LLI groups, Guided Reading Groups, and/or targeted strategy groups.	Academic Support Program	Tier 2	Implement	08/21/2017	06/07/2019	\$0	Reading Specialists Classroom Teachers Principal

Head Start

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

School Improvement Plan

Daniel Axford Elementary School

Inquiry and Math Talk	A key component of our math curriculum resource, Math Expressions, is the students' frequent exchange of ideas and problem solving strategies. Math talk clarifies students' thinking, allows students to learn from one another, and provides an opportunity for the teacher to assess understanding. Teachers will intentionally focus on ensuring math talk is embedded in their daily math lessons.	Curriculum Development, Professional Learning	Tier 1		08/24/2018	06/07/2019	\$0	Classroom Teachers Principal
-----------------------	---	---	--------	--	------------	------------	-----	---------------------------------

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Words Their Way	Teachers will implement the Words Their Way word study program. Teachers will assess and monitor student progress allowing for differentiation to help students progress at their individual level.	Direct Instruction, Monitor, Implementation, Academic Support Program	Tier 1	Implement	08/21/2017	06/07/2019	\$0	Classroom Teachers Reading Specialist
IB Unit Planners	PYP teachers will reflect on IB unit planners and work to enhance them through professional learning and collaboration. IB coordinators will lead staff through collaborative PD time to focus on making units transdisciplinary.	Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/07/2019	\$0	IB Coordinator
Adaptive Math Assessment	Using the Fastbridge math screening assessment at the K-2 level, students will be identified who may be at-risk of falling behind in math.	Technology, Academic Support Program	Tier 2	Implement	08/24/2018	06/07/2019	\$0	Building Principal MTSS Team
Performance Assessments	All IB staff will receive professional development on implementing IB performance assessments within their PYP units. Second Grade teachers will explore options for the creation of an end of year Social Studies assessment.	Curriculum Development, Monitor, Academic Support Program	Tier 1	Getting Ready	08/24/2018	06/12/2020	\$0	IB Coordinator Building Principal
IB Unit Planners	PYP teachers will reflect on IB unit planners and work to enhance them through professional learning and collaboration. IB coordinators will lead staff through collaborative PD time to improve the curriculum delivery for social studies, science, ELA, and math.	Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/24/2018	06/12/2020	\$0	IB Coordinator Building Principal

School Improvement Plan

Daniel Axford Elementary School

Professional Learning	Teachers in the PYP will focus on best practice teaching strategies that focus on inquiry based teaching methods. Inquiry based learning will also be utilized as instructional strategies to implement the IB philosophy or approach to teaching. Teachers will engage in professional learning focused on inquiry.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/18/2017	06/07/2019	\$0	Building Principal IB Coordinator
Professional Learning	All classroom teachers will attend professional learning focused on Inquiry. In addition, all teachers will participate in professional learning focused specifically on math inquiry and math talk.	Professional Learning	Tier 1	Getting Ready	08/25/2017	06/07/2019	\$0	IB Coordinator Principal
Individual Reading Plans	Students will be identified as at-risk of performing below grade level expectations through a combination of assessments. These assessments will include MLPP, Fastbridge adaptive assessment, and Fountas and Pinnell reading assessment. A reading plan will be developed for all at risk students.	Monitor, Evaluation, Academic Support Program	Tier 2		08/21/2017	06/07/2019	\$0	Principal Reading Specialist Classroom Teachers
IB Unit Planners	PYP teachers will reflect on IB unit planners and work to enhance them through professional learning and collaboration. IB coordinators will lead staff through collaborative PD time to improve the curriculum and delivery for social studies, science, ELA, and Math in a transdisciplinary unit.	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/25/2017	06/12/2020	\$0	IB Coordinator Building Principal
Professional Learning	Teachers will participate in professional learning opportunities with our district literacy coach and reading specialist. Learning will be focused on incorporating shared reading and word study as a part of a balanced literacy program. Teachers will have the opportunity to observe lessons in action through lab classrooms.	Teacher Collaboration, Getting Ready, Professional Learning	Tier 1		08/21/2017	06/07/2019	\$0	Literacy Coach Reading Specialist
Online Math Intervention	Eligible at risk students will participate in adaptive math intervention through SuccessMaker or Mobymax. Students will engage in the intervention at least 4 days/ week for 20 minutes each session.	Technology, Academic Support Program	Tier 2	Implement	08/24/2018	06/07/2019	\$0	Building Principal MTSS Team
Professional Learning	Teachers will participate in professional learning opportunities with our district literacy coach and reading specialist. Learning will be focused on incorporating shared reading and word study as a part of a balanced literacy program. Teachers will have the opportunity to observe lessons in action through lab classrooms.	Professional Learning	Tier 1	Getting Ready	08/21/2017	06/07/2019	\$0	Reading Specialist Literacy Coach

School Improvement Plan

Daniel Axford Elementary School

Professional Learning	Teachers will improve their implementation of writing curriculum through continued coaching from the literacy coach on interactive writing and word study through professional learning, coaching, and lab classrooms.	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	08/21/2017	06/07/2019	\$0	Literacy Coach, Reading Specialist Building Principal
Professional Learning	Teachers in the PYP will focus on best practice teaching strategies that focus on inquiry based teaching methods. Inquiry based learning will also be utilized as instructional strategies to implement the IB philosophy or approach to teaching.	Curriculum Development, Professional Learning	Tier 1	Implement	08/25/2017	06/12/2020	\$0	IB Coordinator Building Principal
Professional Learning	Teachers in the PYP will focus on best practice teaching strategies that focus on inquiry based teaching methods. Inquiry based learning will also be utilized as instructional strategies to implement the IB philosophy or approach to teaching.	Curriculum Development, Direct Instruction, Professional Learning	Tier 1	Implement	08/24/2018	06/12/2020	\$0	IB Coordinator Building Principal
Science Instruction	K-2 Teachers will use inquiry based science kits to deliver science curriculum. Teachers will utilize science journals, assessments and lessons provided by the program.	Curriculum Development, Direct Instruction, Academic Support Program, Professional Learning	Tier 1	Implement	08/21/2017	06/12/2020	\$0	Building Principal
Weekly Shared Reading Plan	Grade level teams will work collaboratively to develop a weekly shared reading plan as part of their balanced approach to literacy.	Teacher Collaboration, Direct Instruction, Getting Ready	Tier 1	Getting Ready	08/21/2017	06/07/2019	\$0	Classroom Teachers Literacy Coach Reading Specialist
Professional Development	Teachers in the PYP will focus on best practice teaching strategies that focus on inquiry based teaching methods. Inquiry based learning will also be utilized as instructional strategies to implement the IB philosophy or approach to teaching. Teachers will engage in professional learning focused on inquiry.	Teacher Collaboration, Professional Learning	Tier 1		08/18/2017	06/07/2019	\$0	IB Coordinator Building Principal

Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

School Improvement Plan

Daniel Axford Elementary School

Expressions RTI	Student with a disability with math will receive math support using Expression's Math Response to Intervention materials.	Academic Support Program	Tier 3	Implement	08/24/2018	06/07/2019	\$0	Special Education Teacher
-----------------	---	--------------------------	--------	-----------	------------	------------	-----	---------------------------

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Orton Gillingham	Using your senses to learn phonics	Academic Support Program	Tier 3	Implement	08/21/2017	06/07/2019	\$0	Special Education teacher
Life skills math	Students will learn math skills that they will use in everyday life. For example: money and time	Academic Support Program	Tier 3	Implement	08/21/2017	06/07/2019	\$0	Special Education Teacher
Sentence building	Creating and organizing sentences. Sentence structure activities.	Academic Support Program	Tier 3	Implement	08/21/2017	06/07/2019	\$0	Special education teacher
Science Reflection	Teachers in grades K-8 will utilize science journals to have students write and reflect on their learning of science standards, skills, and practices.	Curriculum Development, Direct Instruction	Tier 1	Implement	08/21/2017	06/12/2020	\$0	Building Principal
Turn and Talk	Teachers will engage all students by involving them in turn and talk partnerships to share their thinking.	Getting Ready	Tier 1		08/21/2017	06/12/2020	\$0	Principal Classroom Teachers
Quick Practice	Teachers will engage students in daily routines to provide opportunities for students to recall their prior understanding and to begin to build prerequisite skills for math topics to come later in the curriculum.	Curriculum Development, Getting Ready	Tier 1	Implement	08/24/2018	06/07/2019	\$0	Teacher Leaders Classroom Teachers
Turn and Talk	Teachers will use strategies in their classroom to encourage students to share their thinking. This will include turn and talk partnerships, think pair share, and other strategies that engage all students.	Curriculum Development, Getting Ready	Tier 1		08/25/2017	06/07/2019	\$0	Teacher Leaders Classroom Teachers
Cultures of Thinking	Staff will use thinking routines to facilitate student thinking and learning throughout the curriculum. Staff will also shape and promote the 8 cultural forces (time, opportunities, routines and structures, language, modeling, interactions and relationships, physical environment, and expectations) noticing how these variables impact student thinking and learning in the school culture.	Getting Ready	Tier 1	Getting Ready	08/25/2017	06/12/2020	\$0	Classroom Teachers
Small Group Instruction	Teachers will provide small group strategy group instruction to bottom 30% students.	Implementation	Tier 2	Implement	08/21/2017	06/07/2019	\$0	Classroom Teachers Literacy Coach

School Improvement Plan

Daniel Axford Elementary School

Conferring	Teachers will confer with students during Writer's Workshop. Students will receive individual learning goals to work on during writing	Academic Support Program	Tier 2	Implement	08/21/2017	06/07/2019	\$0	Literacy Coach Classroom Teachers
------------	--	--------------------------	--------	-----------	------------	------------	-----	--------------------------------------