

# **Mayfield School Improvement Plan**

## **2017-2018**

Mayfield Elementary School  
Lapeer Community Schools

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# TABLE OF CONTENTS

Overview .....	1
Goals Summary .....	2
Goal 1: All students at Mayfield Elementary will become proficient readers.....	3
Goal 2: All students at Mayfield Elementary will be proficient in mathematics.....	9
Goal 3: All students at Mayfield Elementary will become proficient writers.....	14
Goal 4: All students at Mayfield Elementary will demonstrate positive behavior throughout the school year. ....	17
Goal 5: All Mayfield students will become proficient in science.....	18
Activity Summary by Funding Source.....	20

## **Overview**

### **Plan Name**

Mayfield School Improvement Plan 2017-2018

### **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	All students at Mayfield Elementary will become proficient readers.	Objectives: 1 Strategies: 4 Activities: 14	Academic	\$0
2	All students at Mayfield Elementary will be proficient in mathematics.	Objectives: 1 Strategies: 4 Activities: 11	Academic	\$0
3	All students at Mayfield Elementary will become proficient writers.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0
4	All students at Mayfield Elementary will demonstrate positive behavior throughout the school year.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
5	All Mayfield students will become proficient in science.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0

# Goal 1: All students at Mayfield Elementary will become proficient readers.

## Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on grade level texts or make a year and a half growth in English Language Arts by 06/16/2017 as measured by DRA2 Assessment data..

## Strategy 1:

Student Engagement through Quality Instruction - All teachers will be trained in best practice strategies for increasing student engagement through quality instruction to improve student reading, literacy and comprehension. Professional development may include Lab classroom sessions, Lesson Study, and Visible Thinking Routines. Teachers will fully implement the best practices of Reader's Workshop into their daily classroom instruction and will utilize high quality questioning and discussion techniques. Components of content-relevant strategies will include whole group and small group instruction, guided reading, one-on-one conferring, and progress monitoring to meet the individual needs of all students.

Category: English/Language Arts

Research Cited: Hewitt, C., Niego, J., & Van Ryn, S. (1996). Improving Low Reading Skills Through the Use of Reader's Workshop. Saint Xavier.

Pinnell, G. S. & Fountas, I. (2008). When readers struggle: Teaching that works. Portsmouth, NH: Heinemann.

Burns, M. & Gibbons, K. (2012). Implementing response-to-intervention in elementary and secondary schools: Procedures to assure scientific based practices. New York, NY: Routledge

Bianco, S. D. (2010). Improving Student Outcomes: Data-driven Instruction and Fidelity of Implementation in a Response to Intervention ( RTI ) Model Improving Student Outcomes: Data-driven Instruction and Fi- Model, 6(5).

Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly, W. D. (2009). Assisting Students Struggling with Reading: Response to Intervention ( Rtl ) and Multi-Tier Intervention in the Primary Grades. What Works Clearinghouse (Vol. 190). Washington D.C. doi:10.1016/j.jhazmat.2011.04.026

Dorn, L. J, & Soffos, C. (2005). Teaching for deep comprehension: A reading workshop approach. Portland, ME: Stenhouse Publishers.

City, E. A., Elmore, R. F., Fiarman, S. E., & Teitel, L. (2010). Instructional rounds in education: A network approach to improving teaching and learning. Cambridge, MA: Harvard Education Press.

DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, IN: Solution Tree.

Boudett, K. P., City, E. A., & Murnane, R. J. (2014). Data wise: A step-by-step guide to using assessment results to improve teaching and learning. Cambridge, MA: Harvard Education Press.

Tier: Tier 2

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

**Mayfield School Improvement Plan 2017-2018**

Mayfield Elementary School

Staff will continue to implement reading workshop as a model of reading instruction for all students. Components will include mini lessons, independent/guided practice and conclude with sharing or reflection. Lessons include demonstrations and opportunities to apply comprehension strategies. Students will read books at their independent or instructional level with teacher providing quality conferring. Specific emphasis will be placed on navigating and using informational text, as well as cross- curricular reading.	Direct Instruction	Tier 1	Monitor	08/22/2016	06/22/2018	\$0	General Fund	Classroom and Special Education Teachers, Learning Coaches, Principal
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Activity - Teacher Training on Guided Reading Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize Dorn/Richardson Guided Reading model for their guided reading portions of Reading Workshop. Teachers may receive additional professional development and training on this model. Consistency and alignment will exist across grade levels with regard to format, progress monitoring (running records) and planning for future instruction.	Academic Support Program, Direct Instruction, Professional Learning, Technology	Tier 1	Monitor	08/22/2016	06/22/2018	\$0	Title II Part A	Classroom and Special Education Teachers, Learning Coaches, Principal

Activity - Learning Coach Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Coaches, as part of their coaching plan with a teacher, will set indicators of progress toward the coaching goal focused on Tier 1 quality instruction and Tier 2 and 3 interventions. Coaches have a coach goal focus as identified by building learning coach plans. Within that, the teachers being coached will set up a goal for themselves that helps them work toward that learning coach plan goal. Included in this activity are Lab classroom and/or Lesson Study facilitation, coaching utilizing the Cognitive Coaching model, and Making Thinking Visible strategies. Principals will monitor the impact of coaching.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/22/2016	06/23/2017	\$0	Section 31a	Learning Coaches, Classroom and Special Education Teachers, Principal

Activity - RtI/MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Mayfield School Improvement Plan 2017-2018

Mayfield Elementary School

Each classroom will have at least 30 minutes daily for intervention time (RtI) for Math or Reading. Staff will work with small group and individual students who have been identified for Tier 2 and 3 support. Students will have interventions adjusted as needed depending on progress monitoring and other forms of data. This will include any materials necessary to implement this activity, including but not limited to technological resources.	Academic Support Program, Direct Instruction, Professional Learning, Teacher Collaboration, Technology	Tier 2	Monitor	08/22/2016	06/22/2018	\$0	General Fund	Classroom and Special Education Teachers, Learning Coaches, Principal
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Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified staff will screen first grade students identified by teacher recommendation and kindergarten exit scores using the observation survey to identify Reading Recovery students. Reading Recovery teachers will deliver daily one-on-one thirty minute lessons to four students for a period of 12 to 20 weeks. Reading Recovery teachers will communicate with first grade classroom teachers on progress of Reading Recovery students. In addition, Reading Recovery trained teachers will provide professional development for kindergarten, 2nd and 3rd grade teachers on applying best practice reading recovery strategies in the classroom. This will also include any materials necessary to implement this activity, including but not limited to technology resources.	Academic Support Program, Professional Learning, Technology	Tier 3	Monitor	08/22/2016	06/22/2018	\$0	Section 31a	Reading Recovery trained teachers, Kdg-3rd grade classroom teachers, Special Education teachers, Learning Coaches, Principal

Activity - Cross-Curricular Reading Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide students with opportunities for reading across the curriculum outside of daily workshop and ELA instruction to include informational reading in other content areas aligned to common core. Emphasis will be placed on comprehension and reading with a purpose to find supporting evidence. This will also include materials necessary to implement this activity, including but not limited to technological resources.	Direct Instruction, Technology	Tier 1	Implement	08/22/2016	06/23/2017	\$0	General Fund	Classroom and Special Education Teachers, Principal

### Strategy 2:

Parent Involvement in Reading - All certified staff will support the application of Reading Workshop essential learnings to include key components of workshop, reading strategies, and resources to support readers at home.

Category: English/Language Arts

Research Cited: Research Cited: Slavin,R.E., Lake,C. Davis,S. Madden,N.(2009). Effective programs for struggling readers: A best evidence synthesis. Baltimore: John Hopkins University, Center for Data-Driven Reform in Education.

Herrena, C., Sipe, C. L., and McClanahan, W. S., (2000). Mentoring school-age children: Relationship development in community-based and school-based programs.

Harvey, S. & Goudvis, A. (2007). Strategies that work: Teaching comprehension for understanding and engagement.

Miller, D. (2002). Reading with meaning: Teaching comprehension in the primary grades.

Gove, A. and Cvelich, P. (2011). Early reading: Igniting education for all. A report by the Early Grade Learning Community of Practice. Revised Edition. Research Triangle Park, NC: Research Triangle Institute.

Crow, S. R. (2011). Exploring the experiences of upper elementary school children who are intrinsically motivated to seek information. School Library Media Research.

Lenters, K. (2007). From storybooks to games, comics, bands, and chapter books: A young boys appropriation of literary practices. Canadian Journal of Education. 30,1 p. 113-136.

Tier: Tier 1

Activity - Super Summer Success Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be invited to participate in Super Summer Success with priority given to non-proficient readers according to trimester 2 or 3 data. Super Summer Success Reading books will be given to go home over the summer to promote summer reading. There will be several opportunities over summer vacation within the community to exchange books and participate in events. Throughout the summer, family activities will be planned to support summer reading. These activities may include storytellers, authors, and reading presentations. This will also include any materials necessary to implement this activity.	Academic Support Program, Parent Involvement	Tier 3	Implement	09/08/2015	08/31/2017	\$0	Title I Schoolwide	Title I Learning Coach, Interventionist, Reading Recovery Teachers, Principal
Activity - Family Events Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families will be invited to participate in organized events that will provide resources, strategies, and/or information to support literacy at home. This will also include any materials necessary to implement these activities including, but not limited to technological resources.	Academic Support Program, Parent Involvement	Tier 2	Implement	08/24/2015	06/23/2017	\$0	Title I Schoolwide	Title I Learning Coach/Interventionist, General Education and Special Education Teachers, Principal



**Strategy 3:**

Setting Instructional Outcomes - Staff will develop focused outcomes based on curriculum standards and representing high expectations and rigor. Outcomes will be written in the form of student learning (KUDs), will be connected to a sequence of learning, and will permit viable methods of assessment, reflecting different types of learning.

Category: English/Language Arts

Research Cited: Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge.

Ames, C., & Archer, J. (1988). Achievement goals in the classroom: Students' learning strategies and motivation processes. Journal of Educational Psychology, 80, 260-267.

Bandura, A., & Schunk, D.H. (1981). Cultivating competence, self-efficacy, and intrinsic motivation through proximal self-motivation. Journal of Personality and Social Psychology, 41(3), 568-598

Darling-Hammond, L., Barron, B., Pearson, P.D., Schoenfeld, A.H., Stage, E.K., Zimmerman, T.D., Cervetti, G.N., & Tilson, J.L. (2008). Powerful learning: What we know about teaching for understanding. San Francisco: Jossey-Bass.

Locke, E.A., & Latham, G.P. (2006). New directions in goal-setting theory. Current Directions in Psychological Science, 15(5), 265-268.

Tier: Tier 1

Activity - Unit KUD Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work during collaboration to develop unit KUDs before each unit, where clear outcomes (aligned to standards) for what students will need to Know, Understand, and be able to Do will be established. Staff will also identify methods of formative assessment for the KUDs that were identified.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/01/2016	06/15/2018	\$0	General Fund	All teaching and administrative staff

Activity - Professional Development on Setting Instructional Outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided 1/2 day professional development to support setting of instructional outcomes for unit of study(KUDs) throughout the school year.	Professional Learning	Tier 1	Implement	08/22/2016	06/23/2017	\$0	Title II Part A	Teaching Staff, Principal

**Strategy 4:**

Formative Assessments and Feedback - Staff will incorporate consistent formative assessment strategies to gauge student learning at both the lesson and the unit level, and to foster student self-assessment. Based on formative assessment results, staff will provide quality feedback that moves learning forward and will adjust future learning experiences to meet the current needs of students.

Category: English/Language Arts

Research Cited: Ainsworth, L. (2007). Common formative assessments: The centerpiece of an integrated standards-based assessment system.

## Mayfield School Improvement Plan 2017-2018

Mayfield Elementary School

Boudett, K. P., City, E. A., & Murnane, R. J. (2014). *Data wise: A step-by-step guide to using assessment results to improve teaching and learning*. Cambridge, MA:Harvard Education Press.

Johnston, P. H. (2012). *Choice words: How our language affects children's learning*. Portland, Me: Stenhouse.

Fisher, D. & Frey, N. (2014). *Checking for understanding: Formative assessment techniques for your classroom*. Alexandria, VA: ASCD.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge.

Johnston, P. (2004). *Opening Minds: Using Language to Change Lives*. Portland, Me. Stenhouse.

Marzano, R. (2003). *What works in schools: Translating research into action*. Alexandria: Association for Supervision and Curriculum Development (ASCD).

Wiliam, D. (2007). *Content then process: Teacher learning communities in the service of formative assessment*.

Wiggins, G. P., McTighe, J., Kiernan, L. J., Frost, F., & Association for Supervision and Curriculum Development. (1998). *Understanding by design*. Alexandria, Va:Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Professional Development on Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided professional development on developing and using formative assessment, modifying instruction, and engaging students in the assessment process.	Academic Support Program, Direct Instruction, Professional Learning	Tier 1		08/22/2016	06/22/2018	\$0	Title II Part A	Classroom and Special Education teachers, Principal, Learning Coaches

Activity - Professional Development on Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive professional development on the uses of feedback to students based on formative assessment results. This professional development may include job-embedded PD such as Lesson Study or Lab classrooms.	Academic Support Program, Direct Instruction, Professional Learning	Tier 1	Implement	08/22/2016	06/22/2018	\$0	Title II Part A	Classroom and Special Education teachers, Principal, Learning Coaches

Activity - Data Analysis Days	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with data analysis days to involve teacher teams in analyzing formative assessment and/or progress monitoring data for all students, monitoring checklists of learning essentials (KUDs). Results will be used to adjust Tier 1 instruction and to determine next needs for Tier 2 and 3 students.	Teacher Collaboration	Tier 1	Implement	08/22/2016	06/22/2018	\$0	Title II Part A	Classroom and Special Education Teachers, Learning Coaches, Principal

## Mayfield School Improvement Plan 2017-2018

Mayfield Elementary School

Activity - Weekly Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to analyze data based on formative assessments aligned to units of study, adjust instruction based on these assessments, and tailor feedback to students to improve student learning.	Academic Support Program, Teacher Collaboration	Tier 1	Monitor	08/22/2016	06/22/2018	\$0	General Fund	Classroom and Special Education Teachers, Learning Coaches, Principal

## Goal 2: All students at Mayfield Elementary will be proficient in mathematics.

### Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of 80% or higher on an average of all unit assessments or make growth of 40 % from pre- to post-assessments in Mathematics by 06/30/2017 as measured by district unit assessments..

### Strategy 1:

Student Engagement Through Quality Instruction and Problem Solving - Students will be cognitively engaged in mathematical thinking by the use of high quality questioning and discussion techniques. Activities and assignments will support exploration of content to develop understanding, followed by practice to support fluency. Students will be exposed to multiple problem-solving strategies, including using visual representations in their work. Staff will assist students in monitoring and applying the 8 mathematical practices identified in the Common Core Standards for math.

Category: Mathematics

Research Cited: John Van de Walle, "Elementary and Middle School Mathematics: Teaching Developmentally"; National Council of Teachers of Mathematics (NCTM), numerous publications;

J.G. Brooks, M. Brooks, "In Search of Understanding: The Case for Constructivist Classrooms" Johnston, P. H. (2012). Choice words: How our language affects children's learning. Portland, Me: Stenhouse.

Johnston, P. (2004). Opening Minds: Using Language to Change Lives. Portland, Me. Stenhouse.

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge.

Smith, M. & Stein, M. K. (2011). 5 practices for orchestrating productive mathematics discussions. Reston, VA: The National Council of Teachers of Mathematics, Inc.

Chapin, S. H., O'Connor, C., & Anderson, N. C. (2003). The Tools of Classroom Talk. Classroom Discussions: Using Math Talk to Help Students Learn, Grades 1-6, 11-42.

Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.). (2012). Handbook of research on student engagement. New York, NY: Springer. doi:10.1007/978-1-4614-2018-7

Frederick, M. L., Courtney, S., & Caniglia, J. (2014). With a little help from my friends: Scaffolding techniques in problem solving. Investigations in Mathematics Learning2, 7(2), 21-32.

Marzano, R. J. The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: Association for Supervision and Curriculum

## Mayfield School Improvement Plan 2017-2018

Mayfield Elementary School

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Marzano, R. J. (2001). Classroom instruction that works. Research based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

National Research Council. (2001). "Adding it up: Helping children learn mathematics." J. Kilpatrick, J. Swafford, & B. Findell (Eds.). Washington,DC: National

Kramarski, B. (2003). "The effects of metacognitive training vs. worked-out examples on students' mathematical reasoning." British Journal of Educational Psychology, 73(4), 449-471.

Cardelle-Elawar, M. (1995). "Effects of metacognitive instruction on low achievers in mathematics problems." Teaching and Teacher Education, 11(1), 81-95.

Jitendra, A.K., Griffin, C.C., McGoey, K., Gardill, M.C., Bhat, P., & Riley, T. (1998). "Effects of mathematical word problem solving by students at risk or with mild disabilities." Journal of Educational Research, 91(6), 345-355.

Perels, F., Gurtler, T., & Schmitz, B. (2005). "Training of self-regulatory and problem-solving competence." Learning and Instruction, 15(2), 123-139.

Tier: Tier 1

Activity - Workshop/Exploration Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue quality instruction to engage students in critical thinking related to math through use of discussion strategies which may include Productive Talk Moves, Number Talks and 5 Practices for Orchestrating Productive Mathematics Discussions. Supplementary professional development on the previously listed strategies may be offered.	Academic Support Program, Direct Instruction, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/22/2016	06/22/2018	\$0	Title II Part A, General Fund	General and Special Education Teachers, Learning Coaches, Principal

Activity - Learning Coach Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Coaches, as part of their coaching plan with a teacher, will set indicators of progress toward the coaching goal focused on Tier 1 quality instruction and Tier 2 and 3 interventions. Coaches have a coach goal focus as identified by building learning coach plans. Within that, the teachers being coached will set up a goal for themselves that helps them work toward that learning coach plan goal. Included in this activity are Lab classroom and/or Lesson Study facilitation, coaching utilizing the Cognitive Coaching model, and Making Thinking Visible strategies. Principals will monitor the impact of coaching.	Academic Support Program, Professional Learning, Teacher Collaboration, Technology	Tier 1	Implement	08/22/2016	06/23/2017	\$0	Section 31a, Title II Part A	General and Special Education Teachers, Learning Coaches, Principal

Activity - RtI/MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Mayfield School Improvement Plan 2017-2018

Mayfield Elementary School

Staff will monitor student mathematical progress through assessments such as district and/or unit tests and other classroom assessments. Staff will meet regularly in grade-level teams to discuss student progress, analyze assessments and student work, and collaborate to increase student achievement. Students requiring additional assistance and interventions will be identified and plans will be formed for these students as necessary. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Academic Support Program, Professional Learning, Teacher Collaboration, Technology	Tier 2	Monitor	08/22/2016	06/22/2018	\$0	Section 31a	General and Special Education Teachers, Learning Coaches, Principal
<b>Activity - Professional Development on the CCSS 8 Mathematical Practices</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers and administrators will learn and implement effective collaboration practices in order to identify, teach with, and assess essential content based on the common core state standards 8 mathematical practices. These practices will be learned through ongoing professional development and collaboration, including collaborative planning, lab classroom observations/visits, lesson study, conference attendance, and embedded professional development opportunities such as Making Thinking Visible. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning	Tier 1	Implement	08/22/2016	06/23/2017	\$0	Title II Part A	General and Special Education Teachers, Learning Coaches, Principal
<b>Activity - Teacher Training on Math Interventions</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
A number of teachers will receive professional development in Math Recovery in order to train additional staff and to provide instructional interventions to tier 2 and tier 3 students in math. Learning Coaches and Interventionists will help facilitate team meetings to ensure interventions align with classroom instruction. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning	Tier 3	Implement	08/22/2016	06/23/2017	\$0	Title I Part A, Section 31a	General and Special Education teachers, Learning Coaches, Interventionist, Principal

### Strategy 2:

Parent Involvement in Math - All certified staff will support the application of problem solving skills, mental math, and computation strategies through supplies, training, and/or resources in order to deepen parent and student understanding of the link between math concepts and life.

Category: Mathematics

Research Cited: John Van de Walle, "Elementary and Middle School Mathematics: Teaching Developmentally"; National Council of Teachers of Mathematics (NCTM), numerous publications;

J.G. Brooks, M. Brooks, "In Search of Understanding: The Case for Constructivist Classrooms"

Schnee, E., Bose, E. (2010). Parents "don't" do nothing: Re-conceptualizing parental null actions as agency. *School Community Journal*. 20(2). 91-114.

Mayfield Elementary School

Page 11

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Kliman, M. (2006). Math out of school: Families' math game playing at home. School community journal. 16(2). 69-90.

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J.R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to intervention (RtI) for elementary and middle schools. National Center for Education Evaluation and Regional Assistance : 1-91.

Tier: Tier 1

Activity - Parent Math Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited during the school year for a presentation on the constructivist approach to learning mathematics and general discussions on how they can help their child in learning mathematics. This will include any materials necessary to encourage parent participation, and to implement this activity including but not limited to technological resources.	Parent Involvement	Tier 1	Implement	08/22/2016	06/23/2017	\$0	Title I Part A	Principal, Learning Coaches, General and Special Education Teachers

**Strategy 3:**

Setting Instructional Outcomes - Staff will develop focused outcomes based on curriculum standards and representing high expectations and rigor. Outcomes will be written in the form of student learning (KUDs), will be connected to a sequence of learning, and will permit viable methods of assessment, reflecting different types of learning.

Category: Mathematics

Research Cited: Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge.

Ames, C., & Archer, J. (1988). Achievement goals in the classroom: Students' learning strategies and motivation processes. Journal of Educational Psychology, 80, 260-267.

Bandura, A., & Schunk, D.H. (1981). Cultivating competence, self-efficacy, and intrinsic motivation through proximal self-motivation. Journal of Personality and Social Psychology, 41(3), 568-598

Darling-Hammond, L., Barron, B., Pearson, P.D., Schoenfeld, A.H., Stage, E.K., Zimmerman, T.D., Cervetti, G.N., & Tilson, J.L. (2008). Powerful learning: What we know about teaching for understanding. San Francisco: Jossey-Bass.

Locke, E.A., & Latham, G.P. (2006). New directions in goal-setting theory. Current Directions in Psychological Science, 15(5), 265-268.

Tier: Tier 1

Activity - Unit KUD Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Mayfield School Improvement Plan 2017-2018

Mayfield Elementary School

Staff will work during collaboration to develop unit KUDs before each unit, where clear outcomes (aligned to standards) for what students will need to Know, Understand, and be able to Do will be established. Staff will also identify methods of formative assessment for the KUDs that were identified.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/22/2016	06/22/2018	\$0	General Fund	All teaching and administrative staff
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Activity - Professional Development on Setting Instructional Outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided 1/2 day professional development to support setting of instructional outcomes for unit of study(KUDs) throughout the school year.	Professional Learning	Tier 1	Implement	08/22/2016	06/23/2017	\$0	Title II Part A	Teaching Staff, Principal

### Strategy 4:

Formative Assessments and Feedback - Staff will incorporate consistent formative assessment strategies to gauge student learning at both the lesson and the unit level, and to foster student self-assessment. Based on formative assessment results, staff will provide quality feedback that moves learning forward and will adjust future learning experiences to meet the current needs of students.

Category: Mathematics

Research Cited: Ainsworth, L. (2007). Common formative assessments: The centerpiece of an integrated standards-based assessment system.

Boudett, K. P., City, E. A., & Murnane, R. J. (2014). Data wise: A step-by-step guide to using assessment results to improve teaching and learning. Cambridge, MA:Harvard Education Press.

Johnston, P. H. (2012). Choice words: How our language affects children's learning. Portland, Me: Stenhouse.

Fisher, D. & Frey, N. (2014). Checking for understanding: Formative assessment techniques for your classroom. Alexandria, VA: ASCD.

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge.

Johnston, P. (2004). Opening Minds: Using Language to Change Lives. Portland, Me. Stenhouse.

Marzano, R. (2003). What works in schools: Translating research into action. Alexandria: Association for Supervision and Curriculum Development (ASCD).

William, D. (2007). Content then process: Teacher learning communities in the service of formative assessment.

Wiggins, G. P., McTighe, J., Kiernan, L. J., Frost, F., & Association for Supervision and Curriculum Development. (1998). Understanding by design. Alexandria, Va:Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Professional Development on Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided professional development on developing and using formative assessment, modifying instruction, and engaging students in the assessment process.	Professional Learning	Tier 1	Implement	08/22/2016	06/22/2018	\$0	Title II Part A	Classroom and Special Education Teachers, Learning Coaches, Principal

## Mayfield School Improvement Plan 2017-2018

Mayfield Elementary School

Activity - Professional Development on Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive professional development on the uses of feedback to students based on formative assessment results. This professional development may include job-embedded PD such as Lesson Study, Guided Studio, or Lab classrooms.	Professional Learning	Tier 1	Implement	08/22/2016	06/22/2018	\$0	Title II Part A	Classroom and Special Education Teachers, Learning Coaches, Principal
Activity - Weekly Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to analyze data based on formative assessments aligned to units of study, adjust instruction based on these assessments, and tailor feedback to students to improve student learning.	Teacher Collaboration	Tier 1	Monitor	08/22/2016	06/22/2018	\$0	General Fund	Classroom and Special Education Teachers, Learning Coaches, Principal

### Goal 3: All students at Mayfield Elementary will become proficient writers.

#### Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing in English Language Arts by 06/17/2016 as measured by a minimum score of 28 points based on a 44-point rubric, or demonstrate 10 points of improvement on the final post-assessment.

#### Strategy 1:

Student Engagement Through Quality Instruction - All teachers will implement best practices in writing instruction that include frequent opportunities to write, Writer's Workshop, and cross-curricular writing. Professional development opportunities will be provided which may include the use of Learning Coaches, Lab Classrooms, Guided Studio, or Lesson Study.

Category: English/Language Arts

Research Cited: Allington, R. & Johnston, P. H. (2002). Reading to learn: Lessons from exemplary fourth-grade classrooms. New York: Guilford.

Ivey, G. & Johnston, P. H. (2013). Engagement with young adult literature: Outcomes and processes." Reading Research Quarterly

Johnston, P. H. (2012). Choice words: How our language affects children's learning. Portland, Me: Stenhouse.

Johnston, P. (2004). Opening Minds: Using Language to Change Lives. Portland, Me. Stenhouse.

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge.

Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.). (2012). Handbook of research on student engagement. New York, NY: Springer. doi:10.1007/978-1-4614-2018-7

Marzano, R. J. (2001). Classroom instruction that works. Research based strategies for increasing student achievement. Alexandria, VA: Association for Supervision

Mayfield Elementary School

Page 14

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## Mayfield School Improvement Plan 2017-2018

Mayfield Elementary School

and Curriculum Development.

Anderson, C. (2005). *Assessing Writers*. Portsmouth, NH: Heinemann.

Calkins, L. M. (1994). *The art of teaching writing*. Portsmouth, NH: Heinemann.

Graves, D. H. (1994). *A fresh look at writing: A professional's guide*. Portsmouth, NH: Heinemann.

Spandel, V. (2001). *Creating writers through 6-trait writing assessment and instruction*. Boston, MA: Addison Wesley Longman.

Wood Ray, K. (1999). *Wondrous words: Writers and writing in the elementary classroom*

Tier: Tier 1

Activity - Writing Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to implement writing workshop as a model of writing instruction for all students. Components will include mini-lessons, independent/guided practice, and conclude with sharing or reflection. Lessons will include modeled writing, mentor texts or author study to increase student knowledge and understanding, and active engagement tasks. Specific emphasis will be placed on understanding and writing various forms of informational text, as well as cross-curricular applications at all grade levels. Through workshop, staff will offer differentiated writing instruction to students based on student need demonstrated in common assessments, daily work, and conferences. Materials needed include student notebooks, mentor texts, and technology.	Academic Support Program, Direct Instruction, Technology	Tier 1	Implement	08/22/2016	06/22/2018	\$0	Section 31a	General and Special Education Teachers, Learning Coaches
Activity - Collaboration on Student Progress Monitoring through Formative/Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to implement and apply MAISA writing units of study. Staff will analyze writing data throughout the course of the year to monitor student progress and ensure those students who are struggling will receive additional support. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Academic Support Program, Teacher Collaboration, Technology	Tier 1	Implement	08/24/2015	06/30/2016	\$0	Title I Schoolwide, Title II Part A	General Education and Special Education Teachers, Learning Coach/Interventionist, Principal
Activity - Professional Development on Writing Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**Mayfield School Improvement Plan 2017-2018**

Mayfield Elementary School

Professional development on best instructional practices, use of MAISA writing units, genres, and student engagement will be offered in order to meet the needs of all writers of all abilities and performance levels. In addition to professional development, opportunities for instructional round visits for staff to observe colleagues, set goals, and reflect on teaching practice will be offered. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Academic Support Program, Professional Learning, Teacher Collaboration, Technology	Tier 1	Implement	08/22/2016	06/23/2017	\$0	Title II Part A	General and Special Education Teachers, Learning Coaches, Principal
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Activity - Cross Curricular Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide students with opportunities for writing across the curriculum to include science and social studies concepts and utilizing varied modes of writing. This will include all necessary materials to support writing across content areas including informational texts and technological resources.	Academic Support Program, Teacher Collaboration, Technology	Tier 1	Implement	08/22/2016	06/22/2018	\$0	Title II Part A, General Fund, Title I Part A	General and Special Education Teachers, Learning Coaches, Principal

**Strategy 2:**

Setting Instructional Outcomes - Staff will develop focused outcomes based on curriculum standards and representing high expectations and rigor. Outcomes will be written in the form of student learning (KUDs), will be connected to a sequence of learning, and will permit viable methods of assessment, reflecting different types of learning.

Category: English/Language Arts

Research Cited: Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge.

Ames, C., & Archer, J. (1988). Achievement goals in the classroom: Students' learning strategies and motivation processes. Journal of Educational Psychology, 80, 260-267.

Bandura, A., & Schunk, D.H. (1981). Cultivating competence, self-efficacy, and intrinsic motivation through proximal self-motivation. Journal of Personality and Social Psychology, 41(3), 568-598

Darling-Hammond, L., Barron, B., Pearson, P.D., Schoenfeld, A.H., Stage, E.K., Zimmerman, T.D., Cervetti, G.N., & Tilson, J.L. (2008). Powerful learning: What we know about teaching for understanding. San Francisco: Jossey-Bass.

Locke, E.A., & Latham, G.P. (2006). New directions in goal-setting theory. Current Directions in Psychological Science, 15(5), 265-268.

Tier: Tier 1

Activity - Unit KUD Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Mayfield School Improvement Plan 2017-2018**

Mayfield Elementary School

Staff will work during collaboration to develop unit KUDs before each unit, where clear outcomes (aligned to standards) for what students will need to Know, Understand, and be able to Do will be established. Staff will also identify methods of formative assessment for the KUDs that were identified.	Academic Support Program, Direct Instruction, Curriculum Development	Tier 1	Implement	08/01/2016	06/15/2018	\$0	General Fund	All teaching and administrative staff
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Activity - Professional Development on Setting Instructional Outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided 1/2 day professional development to support setting of instructional outcomes for unit of study(KUDs) throughout the school year.	Professional Learning	Tier 1	Implement	08/22/2016	06/23/2017	\$0	Title II Part A	Teaching Staff, Principal

**Goal 4: All students at Mayfield Elementary will demonstrate positive behavior throughout the school year.**

**Measurable Objective 1:**

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior that is positive and respectful of others in Practical Living by 06/17/2016 as measured by school referral data, by staff, student, and parent perception data, and other measures..

**Strategy 1:**

Positive Behavior Supports - Positive behavior expectations will be established, taught and monitored through ongoing data collection. Student successes will be acknowledged, and students struggling to meet expectations will be given additional support as needed.

Category: Learning Support Systems

Research Cited: B. Bailey (2000). Conscious discipline. Oviedo, FL: Loving Guidance, Inc.

A. Kohn (1993). Punished by rewards. New York, NY: Houghton Mifflin Company.

J. Cameron, W.D. Pierce (2002). Rewards and intrinsic motivation. New York, NY: Bergin & Garvey Publishers.

S. Covey et al, (2014). The leader in me. New York, NY: Simon & Schuster.

Tier: Tier 1

Activity - Practice of School Procedures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Mayfield School Improvement Plan 2017-2018

Mayfield Elementary School

Staff will teach school procedures and expectations to all students at the beginning of the school year and will review them periodically with all students throughout the year.	Behavioral Support Program	Tier 1	Monitor	09/02/2014	06/23/2017	\$0	Title I Part A	Principal, Dean of Students, Staff
<b>Activity - Positive Choice Recognition</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All staff will submit behavior awards. Students who have been nominated will take part in a drawing to receive prizes for their positive behavior.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/23/2017	\$0	Title I Part A	Principal, General Education and Special Education Teachers, and other school staff
<b>Activity - Staff Review of Building Behavior Data</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Principal will provide behavior data on a trimester basis to staff for reflection, discussion, and program modification as needed. SWIS data system will be used to collect and analyze behavior data. Data will be entered by paraprofessional or other building staff on a weekly basis.	Behavioral Support Program	Tier 2	Implement	09/02/2014	06/23/2017	\$0	Title I Schoolwide	Principal, Paraprofessional, Dean of Students, School Staff

## Goal 5: All Mayfield students will become proficient in science.

### Measurable Objective 1:

85% of All Students will demonstrate a proficiency in critical thinking, application of concepts, and problem-solving in Science by 06/29/2018 as measured by local and state assessments in science.

### Strategy 1:

Student Engagement Through Quality Instruction - Students will be cognitively engaged in high-quality instruction in every classroom through a highly coherent, learner-centered

instructional model. Activities and assignments will support exploration of content and purpose of the lesson. Staff will assist students in monitoring and reflecting on applying new K-12 science standards and performance expectations.

Category: Science

Research Cited: Best Practice Third Edition, Zemelman, Daniels & Hyde (2005) Research illustrates a correlation between student achievement and the development of an achievable, rigorous, and aligned curriculum.

Ainsworth, L. (2007). Common formative assessments: The centerpiece of an integrated standards-based assessment system. In D. Reeves (Ed.), Ahead of the curve:

Mayfield Elementary School

Page 18

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## Mayfield School Improvement Plan 2017-2018

Mayfield Elementary School

The power of assessment to transform teaching and learning (pp 79-101). Bloomington, IN: Solution-Tree.

Buffam, A., et al. (2008). The collaborative administrator: Working together as a professional learning community. Bloomington IN: Solution-Tree.

Erkens, C., et al. (2008). The collaborative teacher: Working together as a professional learning community. Bloomington, IN: Solution-Tree.

Marzano, R. (2003). What works in schools: Translating research into action. Alexandria: Association for Supervision and Curriculum Development (ASCD).

Tier: Tier 1

Activity - Professional development on Next Generation Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in professional development related to the implementation of the Next Generation Science Standards. Staff will then participate in instructional rounds, lesson studies or lab classroom professional development with building learning coaches to support this implementation.	Professional Learning, Teacher Collaboration, Technology, Curriculum Development	Tier 1	Getting Ready	08/14/2017	06/29/2018	\$0	Title II Part A	Mayfield classroom and special education teachers, learning coaches, administrator

Activity - Cross-Curriculum Science integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement science content across multiple areas of the curriculum. Components will include purposeful planning and pacing to aligning NGSS science standards with CCSS ELA standards. Students will be provided opportunities for reading science concepts across the curriculum. Staff will be provided professional development time to collaborate on the alignment and pacing of the NGSS standards. Staff will also be provided professional development in the form of a lesson study or lab classroom to expand teaching knowledge related to the integration of Science across the curriculum.	Professional Learning, Technology, Curriculum Development	Tier 1	Getting Ready	08/14/2017	06/29/2018	\$0	Title II Part A	Mayfield classroom and special education teachers, learning coaches, and administrator

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development on the CCSS 8 Mathematical Practices	Teachers and administrators will learn and implement effective collaboration practices in order to identify, teach with, and assess essential content based on the common core state standards 8 mathematical practices. These practices will be learned through ongoing professional development and collaboration, including collaborative planning, lab classroom observations/visits, lesson study, conference attendance, and embedded professional development opportunities such as Making Thinking Visible. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning	Tier 1	Implement	08/22/2016	06/23/2017	\$0	General and Special Education Teachers, Learning Coaches, Principal
Learning Coach Support	Learning Coaches, as part of their coaching plan with a teacher, will set indicators of progress toward the coaching goal focused on Tier 1 quality instruction and Tier 2 and 3 interventions. Coaches have a coach goal focus as identified by building learning coach plans. Within that, the teachers being coached will set up a goal for themselves that helps them work toward that learning coach plan goal. Included in this activity are Lab classroom and/or Lesson Study facilitation, coaching utilizing the Cognitive Coaching model, and Making Thinking Visible strategies. Principals will monitor the impact of coaching.	Academic Support Program, Professional Learning, Teacher Collaboration, Technology	Tier 1	Implement	08/22/2016	06/23/2017	\$0	General and Special Education Teachers, Learning Coaches, Principal
Data Analysis Days	Teachers will be provided with data analysis days to involve teacher teams in analyzing formative assessment and/or progress monitoring data for all students, monitoring checklists of learning essentials (KUDs). Results will be used to adjust Tier 1 instruction and to determine next needs for Tier 2 and 3 students.	Teacher Collaboration	Tier 1	Implement	08/22/2016	06/22/2018	\$0	Classroom and Special Education Teachers, Learning Coaches, Principal

**Mayfield School Improvement Plan 2017-2018**

Mayfield Elementary School

Teacher Training on Guided Reading Model	Staff will utilize Dorn/Richardson Guided Reading model for their guided reading portions of Reading Workshop. Teachers may receive additional professional development and training on this model. Consistency and alignment will exist across grade levels with regard to format, progress monitoring (running records) and planning for future instruction.	Academic Support Program, Direct Instruction, Professional Learning, Technology	Tier 1	Monitor	08/22/2016	06/22/2018	\$0	Classroom and Special Education Teachers, Learning Coaches, Principal
Professional Development on Setting Instructional Outcomes	Staff will be provided 1/2 day professional development to support setting of instructional outcomes for unit of study(KUDs) throughout the school year.	Professional Learning	Tier 1	Implement	08/22/2016	06/23/2017	\$0	Teaching Staff, Principal
Professional Development on Setting Instructional Outcomes	Staff will be provided 1/2 day professional development to support setting of instructional outcomes for unit of study(KUDs) throughout the school year.	Professional Learning	Tier 1	Implement	08/22/2016	06/23/2017	\$0	Teaching Staff, Principal
Professional Development on Writing Best Practices	Professional development on best instructional practices, use of MAISA writing units, genres, and student engagement will be offered in order to meet the needs of all writers of all abilities and performance levels. In addition to professional development, opportunities for instructional round visits for staff to observe colleagues, set goals, and reflect on teaching practice will be offered. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Academic Support Program, Professional Learning, Teacher Collaboration, Technology	Tier 1	Implement	08/22/2016	06/23/2017	\$0	General and Special Education Teachers, Learning Coaches, Principal
Cross-Curriculum Science integration	Staff will implement science content across multiple areas of the curriculum. Components will include purposeful planning and pacing to aligning NGSS science standards with CCSS ELA standards. Students will be provided opportunities for reading science concepts across the curriculum. Staff will be provided professional development time to collaborate on the alignment and pacing of the NGSS standards. Staff will also be provided professional development in the form of a lesson study or lab classroom to expand teaching knowledge related to the integration of Science across the curriculum.	Professional Learning, Technology, Curriculum Development	Tier 1	Getting Ready	08/14/2017	06/29/2018	\$0	Mayfield classroom and special education teachers, learning coaches, and administrator
Workshop/Exploration Model	Staff will continue quality instruction to engage students in critical thinking related to math through use of discussion strategies which may include Productive Talk Moves, Number Talks and 5 Practices for Orchestrating Productive Mathematics Discussions. Supplementary professional development on the previously listed strategies may be offered.	Academic Support Program, Direct Instruction, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/22/2016	06/22/2018	\$0	General and Special Education Teachers, Learning Coaches, Principal

**Mayfield School Improvement Plan 2017-2018**

Mayfield Elementary School

Professional development on Next Generation Science Standards	All staff will participate in professional development related to the implementation of the Next Generation Science Standards. Staff will then participate in instructional rounds, lesson studies or lab classroom professional development with building learning coaches to support this implementation.	Professional Learning, Teacher Collaboration, Technology, Curriculum Development	Tier 1	Getting Ready	08/14/2017	06/29/2018	\$0	Mayfield classroom and special education teachers, learning coaches, administrator
Professional Development on Feedback	Staff will receive professional development on the uses of feedback to students based on formative assessment results. This professional development may include job-embedded PD such as Lesson Study, Guided Studio, or Lab classrooms.	Professional Learning	Tier 1	Implement	08/22/2016	06/22/2018	\$0	Classroom and Special Education Teachers, Learning Coaches, Principal
Collaboration on Student Progress Monitoring through Formative/Summative Assessments	Staff will collaborate to implement and apply MAISA writing units of study. Staff will analyze writing data throughout the course of the year to monitor student progress and ensure those students who are struggling will receive additional support. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Academic Support Program, Teacher Collaboration, Technology	Tier 1	Implement	08/24/2015	06/30/2016	\$0	General Education and Special Education Teachers, Learning Coach/Interventionist, Principal
Professional Development on Feedback	Staff will receive professional development on the uses of feedback to students based on formative assessment results. This professional development may include job-embedded PD such as Lesson Study or Lab classrooms.	Academic Support Program, Direct Instruction, Professional Learning	Tier 1	Implement	08/22/2016	06/22/2018	\$0	Classroom and Special Education teachers, Principal, Learning Coaches
Professional Development on Formative Assessment	Staff will be provided professional development on developing and using formative assessment, modifying instruction, and engaging students in the assessment process.	Academic Support Program, Direct Instruction, Professional Learning	Tier 1		08/22/2016	06/22/2018	\$0	Classroom and Special Education teachers, Principal, Learning Coaches
Professional Development on Formative Assessment	Staff will be provided professional development on developing and using formative assessment, modifying instruction, and engaging students in the assessment process.	Professional Learning	Tier 1	Implement	08/22/2016	06/22/2018	\$0	Classroom and Special Education Teachers, Learning Coaches, Principal



## Mayfield School Improvement Plan 2017-2018

Mayfield Elementary School

Professional Development on Setting Instructional Outcomes	Staff will be provided 1/2 day professional development to support setting of instructional outcomes for unit of study(KUDs) throughout the school year.	Professional Learning	Tier 1	Implement	08/22/2016	06/23/2017	\$0	Teaching Staff, Principal
Cross Curricular Writing	Staff will provide students with opportunities for writing across the curriculum to include science and social studies concepts and utilizing varied modes of writing. This will include all necessary materials to support writing across content areas including informational texts and technological resources.	Academic Support Program, Teacher Collaboration, Technology	Tier 1	Implement	08/22/2016	06/22/2018	\$0	General and Special Education Teachers, Learning Coaches, Principal

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on Math Interventions	A number of teachers will receive professional development in Math Recovery in order to train additional staff and to provide instructional interventions to tier 2 and tier 3 students in math. Learning Coaches and Interventionists will help facilitate team meetings to ensure interventions align with classroom instruction. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning	Tier 3	Implement	08/22/2016	06/23/2017	\$0	General and Special Education teachers, Learning Coaches, Interventionist, Principal
Practice of School Procedures	Staff will teach school procedures and expectations to all students at the beginning of the school year and will review them periodically with all students throughout the year.	Behavioral Support Program	Tier 1	Monitor	09/02/2014	06/23/2017	\$0	Principal, Dean of Students, Staff
Cross Curricular Writing	Staff will provide students with opportunities for writing across the curriculum to include science and social studies concepts and utilizing varied modes of writing. This will include all necessary materials to support writing across content areas including informational texts and technological resources.	Academic Support Program, Teacher Collaboration, Technology	Tier 1	Implement	08/22/2016	06/22/2018	\$0	General and Special Education Teachers, Learning Coaches, Principal
Positive Choice Recognition	All staff will submit behavior awards. Students who have been nominated will take part in a drawing to receive prizes for their positive behavior.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/23/2017	\$0	Principal, General Education and Special Education Teachers, and other school staff

# Mayfield School Improvement Plan 2017-2018

Mayfield Elementary School

Parent Math Night	Parents will be invited during the school year for a presentation on the constructivist approach to learning mathematics and general discussions on how they can help their child in learning mathematics. This will include any materials necessary to encourage parent participation, and to implement this activity including but not limited to technological resources.	Parent Involvement	Tier 1	Implement	08/22/2016	06/23/2017	\$0	Principal, Learning Coaches, General and Special Education Teachers
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## General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Unit KUD Development	Staff will work during collaboration to develop unit KUDs before each unit, where clear outcomes (aligned to standards) for what students will need to Know, Understand, and be able to Do will be established. Staff will also identify methods of formative assessment for the KUDs that were identified.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/01/2016	06/15/2018	\$0	All teaching and administrative staff
Workshop/Exploration Model	Staff will continue quality instruction to engage students in critical thinking related to math through use of discussion strategies which may include Productive Talk Moves, Number Talks and 5 Practices for Orchestrating Productive Mathematics Discussions. Supplementary professional development on the previously listed strategies may be offered.	Academic Support Program, Direct Instruction, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/22/2016	06/22/2018	\$0	General and Special Education Teachers, Learning Coaches, Principal
Unit KUD Development	Staff will work during collaboration to develop unit KUDs before each unit, where clear outcomes (aligned to standards) for what students will need to Know, Understand, and be able to Do will be established. Staff will also identify methods of formative assessment for the KUDs that were identified.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/22/2016	06/22/2018	\$0	All teaching and administrative staff
RtI/MTSS	Each classroom will have at least 30 minutes daily for intervention time (RtI) for Math or Reading. Staff will work with small group and individual students who have been identified for Tier 2 and 3 support. Students will have interventions adjusted as needed depending on progress monitoring and other forms of data. This will include any materials necessary to implement this activity, including but not limited to technological resources.	Academic Support Program, Direct Instruction, Professional Learning, Teacher Collaboration, Technology	Tier 2	Monitor	08/22/2016	06/22/2018	\$0	Classroom and Special Education Teachers, Learning Coaches, Principal

**Mayfield School Improvement Plan 2017-2018**

Mayfield Elementary School

Cross Curricular Writing	Staff will provide students with opportunities for writing across the curriculum to include science and social studies concepts and utilizing varied modes of writing. This will include all necessary materials to support writing across content areas including informational texts and technological resources.	Academic Support Program, Teacher Collaboration, Technology	Tier 1	Implement	08/22/2016	06/22/2018	\$0	General and Special Education Teachers, Learning Coaches, Principal
Unit KUD Development	Staff will work during collaboration to develop unit KUDs before each unit, where clear outcomes (aligned to standards) for what students will need to Know, Understand, and be able to Do will be established. Staff will also identify methods of formative assessment for the KUDs that were identified.	Academic Support Program, Direct Instruction, Curriculum Development	Tier 1	Implement	08/01/2016	06/15/2018	\$0	All teaching and administrative staff
Workshop Model	Staff will continue to implement reading workshop as a model of reading instruction for all students. Components will include mini lessons, independent/guided practice and conclude with sharing or reflection. Lessons include demonstrations and opportunities to apply comprehension strategies. Students will read books at their independent or instructional level with teacher providing quality conferring. Specific emphasis will be placed on navigating and using informational text, as well as cross-curricular reading.	Direct Instruction	Tier 1	Monitor	08/22/2016	06/22/2018	\$0	Classroom and Special Education Teachers, Learning Coaches, Principal
Cross-Curricular Reading Opportunities	Staff will provide students with opportunities for reading across the curriculum outside of daily workshop and ELA instruction to include informational reading in other content areas aligned to common core. Emphasis will be placed on comprehension and reading with a purpose to find supporting evidence. This will also include materials necessary to implement this activity, including but not limited to technological resources.	Direct Instruction, Technology	Tier 1	Implement	08/22/2016	06/23/2017	\$0	Classroom and Special Education Teachers, Principal
Weekly Collaboration	Teachers will meet weekly to analyze data based on formative assessments aligned to units of study, adjust instruction based on these assessments, and tailor feedback to students to improve student learning.	Academic Support Program, Teacher Collaboration	Tier 1	Monitor	08/22/2016	06/22/2018	\$0	Classroom and Special Education Teachers, Learning Coaches, Principal

**Mayfield School Improvement Plan 2017-2018**

Mayfield Elementary School

Weekly Collaboration	Teachers will meet weekly to analyze data based on formative assessments aligned to units of study, adjust instruction based on these assessments, and tailor feedback to students to improve student learning.	Teacher Collaboration	Tier 1	Monitor	08/22/2016	06/22/2018	\$0	Classroom and Special Education Teachers, Learning Coaches, Principal
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**Section 31a**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Coach Support	Learning Coaches, as part of their coaching plan with a teacher, will set indicators of progress toward the coaching goal focused on Tier 1 quality instruction and Tier 2 and 3 interventions. Coaches have a coach goal focus as identified by building learning coach plans. Within that, the teachers being coached will set up a goal for themselves that helps them work toward that learning coach plan goal. Included in this activity are Lab classroom and/or Lesson Study facilitation, coaching utilizing the Cognitive Coaching model, and Making Thinking Visible strategies. Principals will monitor the impact of coaching.	Academic Support Program, Professional Learning, Teacher Collaboration, Technology	Tier 1	Implement	08/22/2016	06/23/2017	\$0	General and Special Education Teachers, Learning Coaches, Principal
Writing Workshop	Staff will continue to implement writing workshop as a model of writing instruction for all students. Components will include mini-lessons, independent/guided practice, and conclude with sharing or reflection. Lessons will include modeled writing, mentor texts or author study to increase student knowledge and understanding, and active engagement tasks. Specific emphasis will be placed on understanding and writing various forms of informational text, as well as cross-curricular applications at all grade levels. Through workshop, staff will offer differentiated writing instruction to students based on student need demonstrated in common assessments, daily work, and conferences. Materials needed include student notebooks, mentor texts, and technology.	Academic Support Program, Direct Instruction, Technology	Tier 1	Implement	08/22/2016	06/22/2018	\$0	General and Special Education Teachers, Learning Coaches

**Mayfield School Improvement Plan 2017-2018**

Mayfield Elementary School

RtI/MTSS	Staff will monitor student mathematical progress through assessments such as district and/or unit tests and other classroom assessments. Staff will meet regularly in grade-level teams to discuss student progress, analyze assessments and student work, and collaborate to increase student achievement. Students requiring additional assistance and interventions will be identified and plans will be formed for these students as necessary. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Academic Support Program, Professional Learning, Teacher Collaboration, Technology	Tier 2	Monitor	08/22/2016	06/22/2018	\$0	General and Special Education Teachers, Learning Coaches, Principal
Teacher Training on Math Interventions	A number of teachers will receive professional development in Math Recovery in order to train additional staff and to provide instructional interventions to tier 2 and tier 3 students in math. Learning Coaches and Interventionists will help facilitate team meetings to ensure interventions align with classroom instruction. This will also include any materials necessary to implement this activity, including but not limited to technological resources.	Professional Learning	Tier 3	Implement	08/22/2016	06/23/2017	\$0	General and Special Education teachers, Learning Coaches, Interventionist, Principal
Learning Coach Support	Learning Coaches, as part of their coaching plan with a teacher, will set indicators of progress toward the coaching goal focused on Tier 1 quality instruction and Tier 2 and 3 interventions. Coaches have a coach goal focus as identified by building learning coach plans. Within that, the teachers being coached will set up a goal for themselves that helps them work toward that learning coach plan goal. Included in this activity are Lab classroom and/or Lesson Study facilitation, coaching utilizing the Cognitive Coaching model, and Making Thinking Visible strategies. Principals will monitor the impact of coaching.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/22/2016	06/23/2017	\$0	Learning Coaches, Classroom and Special Education Teachers, Principal

## Mayfield School Improvement Plan 2017-2018

Mayfield Elementary School

Reading Recovery	Certified staff will screen first grade students identified by teacher recommendation and kindergarten exit scores using the observation survey to identify Reading Recovery students. Reading Recovery teachers will deliver daily one-on-one thirty minute lessons to four students for a period of 12 to 20 weeks. Reading Recovery teachers will communicate with first grade classroom teachers on progress of Reading Recovery students. In addition, Reading Recovery trained teachers will provide professional development for kindergarten, 2nd and 3rd grade teachers on applying best practice reading recovery strategies in the classroom. This will also include any materials necessary to implement this activity, including but not limited to technology resources.	Academic Support Program, Professional Learning, Technology	Tier 3	Monitor	08/22/2016	06/22/2018	\$0	Reading Recovery trained teachers, Kdg-3rd grade classroom teachers, Special Education teachers, Learning Coaches, Principal
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### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Events Activity	Families will be invited to participate in organized events that will provide resources, strategies, and/or information to support literacy at home. This will also include any materials necessary to implement these activities including, but not limited to technological resources.	Academic Support Program, Parent Involvement	Tier 2	Implement	08/24/2015	06/23/2017	\$0	Title I Learning Coach/Interventionist, General Education and Special Education Teachers, Principal
Staff Review of Building Behavior Data	Principal will provide behavior data on a trimester basis to staff for reflection, discussion, and program modification as needed. SWIS data system will be used to collect and analyze behavior data. Data will be entered by paraprofessional or other building staff on a weekly basis.	Behavioral Support Program	Tier 2	Implement	09/02/2014	06/23/2017	\$0	Principal, Paraprofessional, Dean of Students, School Staff

**Mayfield School Improvement Plan 2017-2018**

Mayfield Elementary School

<p>Super Summer Success Books</p>	<p>All students will be invited to participate in Super Summer Success with priority given to non-proficient readers according to trimester 2 or 3 data. Super Summer Success Reading books will be given to go home over the summer to promote summer reading. There will be several opportunities over summer vacation within the community to exchange books and participate in events. Throughout the summer, family activities will be planned to support summer reading. These activities may include storytellers, authors, and reading presentations. This will also include any materials necessary to implement this activity.</p>	<p>Academic Support Program, Parent Involvement</p>	<p>Tier 3</p>	<p>Implement</p>	<p>09/08/2015</p>	<p>08/31/2017</p>	<p>\$0</p>	<p>Title I Learning Coach, Interventionist, Reading Recovery Teachers, Principal</p>
<p>Collaboration on Student Progress Monitoring through Formative/Summative Assessments</p>	<p>Staff will collaborate to implement and apply MAISA writing units of study. Staff will analyze writing data throughout the course of the year to monitor student progress and ensure those students who are struggling will receive additional support. This will also include any materials necessary to implement this activity, including but not limited to technological resources.</p>	<p>Academic Support Program, Teacher Collaboration, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/24/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>General Education and Special Education Teachers, Learning Coach/Interventionist, Principal</p>