

2017-2020 School Improvement Plan

Winchester Elementary

Northville Public Schools

Mrs. Kelly I. Lindsay, Principal
16141 Winchester Drive
Northville, MI 48168

TABLE OF CONTENTS

Overview	1
Goals Summary	2
Goal 1: All students at Winchester Elementary will increase proficiency in grade level state reading expectations.....	3
Goal 2: All students at Winchester Elementary will increase proficiency in writing.....	9
Goal 3: All students at Winchester Elementary will increase proficiency in grade level state science expectations....	15
Goal 4: The Winchester learning community will develop lifelong leadership tools to contribute to a 21st Century Community.....	21
Goal 5: All students at Winchester Elementary will increase proficiency in grade level state mathematics expectations... 23	

Overview

Plan Name

2017-2020 School Improvement Plan

Plan Description

Winchester Elementary's School Improvement Plan for the 2017-2020 school year.

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 Winchester Elementary will increase proficiency in grade level state reading expectations.	Objectives: 2 Strategies: 3 Activities: 12	Organizational	\$300
2	All students at Winchester Elementary will increase proficiency in writing.	Objectives: 2 Strategies: 3 Activities: 10	Academic	\$50
3	All students at Winchester Elementary will increase proficiency in grade level state science expectations.	Objectives: 2 Strategies: 3 Activities: 10	Organizational	\$8000
4	The Winchester learning community will develop lifelong leadership tools to contribute to a 21st Century Community.	Objectives: 1 Strategies: 1 Activities: 7	Organizational	\$300
5	All students at Winchester Elementary will increase proficiency in grade level state mathematics expectations.	Objectives: 2 Strategies: 3 Activities: 12	Organizational	\$5000

Goal 1: All students at Winchester Elementary will increase proficiency in grade level state reading expectations.

Measurable Objective 1:

increase student growth to 67% of all students meeting or exceeding targeted growth in reading by 06/19/2020 as measured by the NWEA Reading Assessment and/or state and local assessments.

(shared) Strategy 1:

Best Practices - All staff will study research based best practices in reading instruction and implement instruction that exemplifies these best practices.

Category: English/Language Arts

Research Cited: Fountas, I. C. & Pinnell, G. S. Guiding Readers and Writers. Heineman. Portsmouth, NH. 2001.

Richardson, J. Next Step to Guided Reading in Action. Scholastic Professional. New York, NY. 2007

Rollins, S. Learning in the Fast Lane. ASCD. Alexandria, Va. 2014.

Brookhart, S., Moss, C. Advancing Formative Assessment in Every Classroom. ASCD. Alexandria, VA. 2009.

Brookhart, S., Moss, C. Learning Targets: Helping Students Aim for Understanding in Today's Lesson. ASCD. Alexandria, VA. 2012.

Marzano, R. Classroom Instruction that Works. ASCD. Alexandria, VA 2005.

Marzano, R., Pickering, D. Building Academic Vocabulary. ASCD. Alexandria, VA, 2005.

Tier: Tier 1

Activity - Reader's Workshop Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the Reader's Workshop Model as a framework for teaching reading three to five days a week. Whole group and small group instruction will be differentiated to focus on student strengths and needs through guided reading groups and independent/instructional level books.	Direct Instruction, Implementation, Academic Support Program	Tier 1	Implement	09/03/2018	06/14/2019	\$0	No Funding Required	Principal and staff.
Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

2017-2020 School Improvement Plan

Winchester Elementary

Teachers will post and share verbally and visually student friendly learning targets related to the standards. They will also share the criteria for success to enable students to monitor their own progress.	Direct Instruction	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Staff.
Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of formative assessment methods during reading instruction to modify future lessons, make in the moment instructional adjustments based on student understanding.	Monitor	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	All staff.
Activity - Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give targeted feedback aligned with the learning target to individual students.	Direct Instruction	Tier 1	Implement	09/03/2018	06/14/2019	\$0	No Funding Required	All staff
Activity - Student Self-Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide opportunities for students to assess their own learning in relation to the success criteria for the learning target(s).	Monitor	Tier 1	Implement	09/03/2018	06/14/2019	\$0	No Funding Required	All teaching staff including support staff

(shared) Strategy 2:

Professional Learning Communities - Staff will collaborate in professional learning communities and staff development sessions, to analyze student data including formative and summative assessment, share and learn best practices, and plan research-based best practice instruction to meet the needs of all learners at Winchester.

Category: English/Language Arts

Research Cited: Andrews, D. & Lewis, M. (2007). Transforming practice from within: the power of professional learning community. In L. Stoll & K.S. Louis (eds)

Professional learning communities: Divergence, depth and dilemmas. Maidenhead: Open University Press.

Butler, D. L. & Schnellert, L. (2012). Collaborative inquiry in teacher professional development. Teaching and Teacher Education, 28 (2012), 1206-1220.

DuFour, R., DuFour, R., & Eaker, R. (Originally Published 2008; Updated 2015).

In Revisiting Professional Learning Communities at Work (pp. 1–9). Bloomington, IN: Solution Tree.

Tier: Tier 1

2017-2020 School Improvement Plan

Winchester Elementary

Activity - Collegial Teams/Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet twice per week with their grade level team. Instructional Learning Cycles will provide a framework for professional conversations about instructional practice and learning.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Principal and Staff

Activity - Extended Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet each month to receive professional development in the areas of School Improvement, Curriculum and Instruction, and Technology.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/03/2018	06/14/2019	\$100	General Fund	Principal and Staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development on: implementation of the components of the Reader's Workshop Model including guided reading instruction and how to plan, develop, and implement guided reading and/or strategy lessons to meet the needs of all learners based on formative assessment data.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/03/2018	06/14/2019	\$200	General Fund	Principal and Staff

(shared) Strategy 3:

Intervention and Enrichment - Students will be provided in-school targeted supplemental support and/or enrichment based on meeting grade level specific eligibility.

Category: English/Language Arts

Research Cited: Buffum, A., Mattos, M. & Weber, C. Pyramid Response to Intervention. Solution Tree Press. Bloomington, IN. 2009.

Buffum, A., Mattos, M. & Weber, C. Simplifying Response to Intervention: Four Essential Guiding Principles. Solution Tree Press. Bloomington, IN. 2009.

Echevarria, J. Vogt, M., & Short, D. The SIOP Model for Teaching English-Language Arts to English Learners. Pearson. Boston, MA. 2010.

Tier: Tier 2

Activity - Multi-Tiered Systems of Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental tiered support will be provided to students meeting grade level specific criteria by highly qualified teachers and paraprofessionals.	Academic Support Program	Tier 2	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Principal, Learning Consultant, and Support Staff.

2017-2020 School Improvement Plan

Winchester Elementary

Activity - Common Intervention Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level will establish a common intervention time to be used for implementing tiered intervention and/or enrichment.	Academic Support Program	Tier 2	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Principal, Learning Consultant, Support Staff, and Classroom Teachers.
Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students Identified by the MTSS team will be monitored regularly to assess their response to intervention.	Academic Support Program, Monitor	Tier 2	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Principal and Support Staff
Activity - SIOP Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SIOP strategies will be implemented to support English Learners in their classrooms.	Academic Support Program	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Staff

Measurable Objective 2:

increase student growth with a 1% increase of the bottom 30% of students meeting or exceeding targeted growth in reading by 06/19/2020 as measured by the NWEA Reading Assessment and/or state and local assessments.

(shared) Strategy 1:

Best Practices - All staff will study research based best practices in reading instruction and implement instruction that exemplifies these best practices.

Category: English/Language Arts

Research Cited: Fountas, I. C. & Pinnell, G. S. Guiding Readers and Writers. Heineman. Portsmouth, NH. 2001.

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2017-2020 School Improvement Plan

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Tier: Tier 1

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Activity - Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will provide opportunities for students to assess their own learning in relation to the success criteria for the learning target(s).	Monitor	Tier 1	Implement	09/03/2018	06/14/2019	\$0	No Funding Required	All teaching staff including support staff

(shared) Strategy 2:

Professional Learning Communities - Staff will collaborate in professional learning communities and staff development sessions, to analyze student data including

2017-2020 School Improvement Plan

Winchester Elementary

formative and summative assessment, share and learn best practices, and plan research-based best practice instruction to meet the needs of all learners at Winchester.

Category: English/Language Arts

Research Cited: Andrews, D. & Lewis, M. (2007). Transforming practice from within: the power of professional learning community. In L. Stoll & K.S. Louis (eds) Professional learning communities: Divergence, depth and dilemmas. Maidenhead: Open University Press.

Butler, D. L. & Schnellert, L. (2012). Collaborative inquiry in teacher professional development. Teaching and Teacher Education, 28 (2012), 1206-1220.

DuFour, R., DuFour, R., & Eaker, R. (Originally Published 2008; Updated 2015).

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Tier: Tier 1

Activity - Collegial Teams/Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Activity - Extended Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet each month to receive professional development in the areas of School Improvement, Curriculum and Instruction, and Technology.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/03/2018	06/14/2019	\$100	General Fund	Principal and Staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development on: implementation of the components of the Reader's Workshop Model including guided reading instruction and how to plan, develop, and implement guided reading and/or strategy lessons to meet the needs of all learners based on formative assessment data.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/03/2018	06/14/2019	\$200	General Fund	Principal and Staff

(shared) Strategy 3:

Intervention and Enrichment - Students will be provided in-school targeted supplemental support and/or enrichment based on meeting grade level specific eligibility.

Category: English/Language Arts

Research Cited: Buffum, A., Mattos, M. & Weber, C. Pyramid Response to Intervention. Solution Tree Press. Bloomington, IN. 2009.

2017-2020 School Improvement Plan

Winchester Elementary

Buffum, A., Mattos, M. & Weber, C. Simplifying Response to Intervention: Four Essential Guiding Principles. Solution Tree Press. Bloomington, IN. 2009.

Echevarria, J. Vogt, M., & Short, D. The SIOP Model for Teaching English-Language Arts to English Learners. Pearson. Boston, MA. 2010.

Tier: Tier 2

Activity - Multi-Tiered Systems of Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental tiered support will be provided to students meeting grade level specific criteria by highly qualified teachers and paraprofessionals.	Academic Support Program	Tier 2	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Principal, Learning Consultant, and Support Staff.

Activity - Common Intervention Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level will establish a common intervention time to be used for implementing tiered intervention and/or enrichment.	Academic Support Program	Tier 2	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Principal, Learning Consultant, Support Staff, and Classroom Teachers.

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students Identified by the MTSS team will be monitored regularly to assess their response to intervention.	Academic Support Program, Monitor	Tier 2	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Principal and Support Staff

Activity - SIOP Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SIOP strategies will be implemented to support English Learners in their classrooms.	Academic Support Program	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Staff

Goal 2: All students at Winchester Elementary will increase proficiency in writing.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in each unit of study in Writing by 06/19/2020 as measured by state and/or local assessment.

2017-2020 School Improvement Plan

Winchester Elementary

(shared) Strategy 1:

Best Practices - All staff will study research based best practices in writing instruction and implement instruction that exemplifies these best practices.

Category: English/Language Arts

Research Cited: Marzano, R. Classroom Instruction that Works. ASCD. Alexandria, VA 2005.

Marzano, R., Pickering, D. Building Academic Vocabulary. ASCD. Alexandria, VA, 2005.

Brookhart, S., Moss, C. Advancing Formative Assessment in Every Classroom. ASCD. Alexandria, VA. 2009.

Brookhart, S., Moss, C. Learning Targets: Helping Students Aim for Understanding in Today's Lesson. ASCD. Alexandria, VA. 2012.

Tier: Tier 1

Activity - Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the Writer's Workshop Model 3-5 times per week. Instruction will be differentiated through small group instruction and individual conferring.	Implementation	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	All Staff
Activity - Pre and Post Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer a pre and post assessment for each unit of study in writing.	Monitor	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Staff
Activity - Common Writing Tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades Kindergarten through 5th grade will use common writing rubric, organizer, and vocabulary within the narrative, opinion, and informational writing units.	Curriculum Development, Implementation, Materials	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Staff
Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post and share verbally and visually student-friendly learning targets related to the standards. They will also share the criteria for success to enable students to monitor their own progress.	Direct Instruction	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Staff

2017-2020 School Improvement Plan

Winchester Elementary

Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of formative assessment methods during instruction to modify future lessons, make in the moment instructional adjustments based on student understanding.	Monitor	Tier 1	Implement	09/03/2018	06/14/2019	\$0	No Funding Required	Staff

Activity - Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give targeted feedback aligned with the learning target to individual students.	Direct Instruction	Tier 1	Implement	09/03/2018	06/14/2019	\$0	No Funding Required	Staff

(shared) Strategy 2:

Professional Learning Communities - Staff will collaborate in professional learning communities and staff development sessions, to analyze student data including formative and summative assessment, share and learn best practices, and plan research-based best practice instruction to meet the needs of all learners at Winchester.

Category: English/Language Arts

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Butler, D. L. & Schnellert, L. (2012). Collaborative inquiry in teacher professional development. Teaching and Teacher Education, 28 (2012), 1206-1220.

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Tier: Tier 1

Activity - Collegial Teams/Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet twice a week with their grade level teams. Instructional Learning Cycles provide a framework for professional conversations about instructional practice and learning.	Professional Learning, Teacher Collaboration	Tier 1		09/03/2018	06/14/2019	\$0	No Funding Required	Principal and Staff

Activity - Extended Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2017-2020 School Improvement Plan

Winchester Elementary

Teachers meet monthly to receive professional development in the areas of School Improvement, Curriculum and Instruction, and Technology.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/03/2018	06/14/2019	\$50	General Fund	Principal and Staff
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development on horizontal alignment and cross scoring writing with common rubric.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Principal and Staff

(shared) Strategy 3:

Intervention and Enrichment - Students will be provided in-school targeted supplemental support and/or enrichment based on meeting grade level specific eligibility.

Category: English/Language Arts

Research Cited: Buffum, A., Mattos, M. & Weber, C. Pyramid Response to Intervention. Solution Tree Press. Bloomington, IN. 2009.

Buffum, A., Mattos, M. & Weber, C. Simplifying Response to Intervention: Four Essential Guiding Principles. Solution Tree Press. Bloomington, IN. 2009.

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Tier: Tier 1

Activity - SIOP Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate with District EL staff to implement SIOP strategies to support the English Learners in classrooms.	Academic Support Program	Tier 2	Implement	09/03/2018	06/14/2019	\$0	No Funding Required	Staff

Measurable Objective 2:

A 1% increase of Bottom 30% students will demonstrate a proficiency in each writing unit of study in Writing by 06/19/2020 as measured by state and/or local assessment.

(shared) Strategy 1:

Best Practices - All staff will study research based best practices in writing instruction and implement instruction that exemplifies these best practices.

Category: English/Language Arts

Research Cited: Marzano, R. Classroom Instruction that Works. ASCD. Alexandria, VA 2005.

Marzano, R., Pickering, D. Building Academic Vocabulary. ASCD. Alexandria, VA, 2005.

Brookhart, S., Moss, C. Advancing Formative Assessment in Every Classroom. ASCD. Alexandria, VA. 2009.

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2017-2020 School Improvement Plan

Winchester Elementary

Tier: Tier 1

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(shared) Strategy 2:

Professional Learning Communities - Staff will collaborate in professional learning communities and staff development sessions, to analyze student data including formative and summative assessment, share and learn best practices, and plan research-based best practice instruction to meet the needs of all learners at Winchester.

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Staff will collaborate with District EL staff to implement SIOP strategies to support the English Learners in classrooms.	Academic Support Program	Tier 2	Implement	09/03/2018	06/14/2019	\$0	No Funding Required	Staff

Goal 3: All students at Winchester Elementary will increase proficiency in grade level state science expectations.

Measurable Objective 1:

increase student growth to 66% of all students meeting or exceeding targeted growth in science by 06/19/2020 as measured by the NWEA Science Assessment and/or state and local assessments..

(shared) Strategy 1:

Best Practices - All staff will study research based best practices in science instruction and implement instruction that exemplifies these best practices.

Category: Science

Research Cited: Marzano, R. Classroom Instruction that Works. ASCD. Alexandria, VA 2005.

Marzano, R., Pickering, D. Building Academic Vocabulary. ASCD. Alexandria, VA, 2005.

Rollins, S. Learning in the Fast Lane. ASCD. Alexandria, Va. 2014.

Brookhart, S., Moss, C. Advancing Formative Assessment in Every Classroom. ASCD. Alexandria, VA. 2009.

Brookhart, S., Moss, C. Learning Targets: Helping Students Aim for Understanding in Today's Lesson. ASCD. Alexandria, VA. 2012.

Tier: Tier 1

Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2017-2020 School Improvement Plan

Winchester Elementary

Teachers will incorporate explicit vocabulary instruction using the district provide science curriculum.	Direct Instruction	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Staff
Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post and share verbally and visually student-friendly learning targets related to the standards. They will also share the criteria for success to enable students to monitor their own progress.	Direct Instruction	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Staff.
Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of formative assessment methods during science instruction to modify future lessons, make in the moment instructional adjustments based on student understanding.	Monitor	Tier 1	Implement	09/03/2018	06/14/2019	\$0	No Funding Required	Staff
Activity - Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give targeted feedback aligned with the learning target to individual students.	Communication, Direct Instruction	Tier 1	Implement	09/03/2018	06/14/2019	\$0	No Funding Required	Staff

(shared) Strategy 2:

Professional Learning Communities - Staff will collaborate in professional learning communities and staff development sessions, to analyze student data including formative and summative assessment, share and learn best practices, and plan research-based best practice instruction to meet the needs of all learners at Winchester.

Category: Science

Research Cited: Andrews, D. & Lewis, M. (2007). Transforming practice from within: the power of professional learning community. In L. Stoll & K.S. Louis (eds) Professional learning communities: Divergence, depth and dilemmas. Maidenhead: Open University Press.

Butler, D. L. & Schnellert, L. (2012). Collaborative inquiry in teacher professional development. Teaching and Teacher Education, 28 (2012), 1206-1220.

DuFour, R., DuFour, R., & Eaker, R. (Originally Published 2008; Updated 2015).

In Revisiting Professional Learning Communities at Work (pp. 1–9). Bloomington, IN: Solution Tree.

Darling-Hammond, L., Chung Wei, R., Andree, A., & Richardson, N. (2009). Professional learning in the learning profession: A status report on teacher development in the United States and abroad. Oxford, OH: National Staff Development Council.

Tier: Tier 1

2017-2020 School Improvement Plan

Winchester Elementary

Activity - Collegial Teams/Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet twice per week with their grade level team. Instructional Learning Cycles will provide a framework for professional conversations about instructional practice and learning.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Principal and Staff
Activity - Extended Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet each month to receive professional development in the areas of School Improvement, Curriculum and Instruction, and Technology.	Professional Learning	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Principal and Staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided professional development in: Unpacking the new Michigan Science Standards (NGSS) and implementing the Foss Curriculum with fidelity with emphasis on pacing and planning units to best meet the needs of our students.	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/03/2018	06/14/2019	\$0	No Funding Required	Principal and Staff

(shared) Strategy 3:

Intervention and Enrichment - Students will be provided in-school targeted supplemental support and/or enrichment based on grade level curriculum and student need.

Category: Science

Research Cited: Buffum, A., Mattos, M. & Weber, C. Pyramid Response to Intervention. Solution Tree Press. Bloomington, IN. 2009.

Buffum, A., Mattos, M. & Weber, C. Simplifying Response to Intervention: Four Essential Guiding Principles. Solution Tree Press. Bloomington, IN. 2009.

Echevarria, J. Vogt, M., & Short, D. The SIOP Model for Teaching Science to English Learners. Pearson. Boston, MA. 2010.

shernoff, D. J., Sinha, S., Bressler, D., & Ginsburg, L. Assessing teacher education and professional development needs for the implementation of integrated approaches to STEM education. International Journal of STEM Education. 2017 4:13.

Tier: Tier 1

Activity - Junior Enrichment Series Assemblies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Kindergarten through 5th grade will be provided a variety of enrichment activities related to their grade level specific science standards.	Supplemental Materials, Field Trip	Tier 1	Monitor	09/03/2018	06/14/2019	\$8000	Other	Principal and Staff

2017-2020 School Improvement Plan

Winchester Elementary

Activity - SIOP Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate with District EL staff to implement SIOP strategies to support the English Learners in classrooms.	Academic Support Program	Tier 1	Implement	09/03/2018	06/14/2019	\$0	No Funding Required	All staff.

Activity - STEAM Fair	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 4th grade students will be offered the opportunity to participate and attend the District sponsored Annual STEAM (Science, Technology, Engineering, Art, and Math) Event in April.	Field Trip	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Principal and 4th Grade Teaching Staff

Measurable Objective 2:

increase student growth with a 1% increase of the bottom 30% of students meeting or exceeding targeted growth in science by 06/19/2020 as measured by the NWEA Science Assessment and/or state and local assessments.

(shared) Strategy 1:

Best Practices - All staff will study research based best practices in science instruction and implement instruction that exemplifies these best practices.

Category: Science

Research Cited: Marzano, R. Classroom Instruction that Works. ASCD. Alexandria, VA 2005.

Marzano, R., Pickering, D. Building Academic Vocabulary. ASCD. Alexandria, VA, 2005.

Rollins, S. Learning in the Fast Lane. ASCD. Alexandria, Va. 2014.

Brookhart, S., Moss, C. Advancing Formative Assessment in Every Classroom. ASCD. Alexandria, VA. 2009.

Brookhart, S., Moss, C. Learning Targets: Helping Students Aim for Understanding in Today's Lesson. ASCD. Alexandria, VA. 2012.

Tier: Tier 1

Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate explicit vocabulary instruction using the district provide science curriculum.	Direct Instruction	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Staff

Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2017-2020 School Improvement Plan

Winchester Elementary

Teachers will post and share verbally and visually student-friendly learning targets related to the standards. They will also share the criteria for success to enable students to monitor their own progress.	Direct Instruction	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Staff.
Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of formative assessment methods during science instruction to modify future lessons, make in the moment instructional adjustments based on student understanding.	Monitor	Tier 1	Implement	09/03/2018	06/14/2019	\$0	No Funding Required	Staff
Activity - Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give targeted feedback aligned with the learning target to individual students.	Communication, Direct Instruction	Tier 1	Implement	09/03/2018	06/14/2019	\$0	No Funding Required	Staff

(shared) Strategy 2:

Professional Learning Communities - Staff will collaborate in professional learning communities and staff development sessions, to analyze student data including formative and summative assessment, share and learn best practices, and plan research-based best practice instruction to meet the needs of all learners at Winchester.

Category: Science

Research Cited: Andrews, D. & Lewis, M. (2007). Transforming practice from within: the power of professional learning community. In L. Stoll & K.S. Louis (eds) Professional learning communities: Divergence, depth and dilemmas. Maidenhead: Open University Press.

Butler, D. L. & Schnellert, L. (2012). Collaborative inquiry in teacher professional development. Teaching and Teacher Education, 28 (2012), 1206-1220.

DuFour, R., DuFour, R., & Eaker, R. (Originally Published 2008; Updated 2015).

In Revisiting Professional Learning Communities at Work (pp. 1–9). Bloomington, IN: Solution Tree.

Darling-Hammond, L., Chung Wei, R., Andree, A., & Richardson, N. (2009). Professional learning in the learning profession: A status report on teacher development in the United States and abroad. Oxford, OH: National Staff Development Council.

Tier: Tier 1

Activity - Collegial Teams/Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2017-2020 School Improvement Plan

Winchester Elementary

Teachers will meet twice per week with their grade level team. Instructional Learning Cycles will provide a framework for professional conversations about instructional practice and learning.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Principal and Staff
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Activity - Extended Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet each month to receive professional development in the areas of School Improvement, Curriculum and Instruction, and Technology.	Professional Learning	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Principal and Staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided professional development in: Unpacking the new Michigan Science Standards (NGSS) and implementing the Foss Curriculum with fidelity with emphasis on pacing and planning units to best meet the needs of our students.	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/03/2018	06/14/2019	\$0	No Funding Required	Principal and Staff

(shared) Strategy 3:

Intervention and Enrichment - Students will be provided in-school targeted supplemental support and/or enrichment based on grade level curriculum and student need.

Category: Science

Research Cited: Buffum, A., Mattos, M. & Weber, C. Pyramid Response to Intervention. Solution Tree Press. Bloomington, IN. 2009.

Buffum, A., Mattos, M. & Weber, C. Simplifying Response to Intervention: Four Essential Guiding Principles. Solution Tree Press. Bloomington, IN. 2009.

Echevarria, J. Vogt, M., & Short, D. The SIOP Model for Teaching Science to English Learners. Pearson. Boston, MA. 2010.

shernoff, D. J., Sinha, S., Bressler, D., & Ginsburg, L. Assessing teacher education and professional development needs for the implementation of integrated approaches to STEM education. International Journal of STEM Education. 2017 4:13.

Tier: Tier 1

Activity - Junior Enrichment Series Assemblies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Kindergarten through 5th grade will be provided a variety of enrichment activities related to their grade level specific science standards.	Supplemental Materials, Field Trip	Tier 1	Monitor	09/03/2018	06/14/2019	\$8000	Other	Principal and Staff

2017-2020 School Improvement Plan

Winchester Elementary

Activity - SIOP Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate with District EL staff to implement SIOP strategies to support the English Learners in classrooms.	Academic Support Program	Tier 1	Implement	09/03/2018	06/14/2019	\$0	No Funding Required	All staff.

Activity - STEAM Fair	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 4th grade students will be offered the opportunity to participate and attend the District sponsored Annual STEAM (Science, Technology, Engineering, Art, and Math) Event in April.	Field Trip	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Principal and 4th Grade Teaching Staff

Goal 4: The Winchester learning community will develop lifelong leadership tools to contribute to a 21st Century Community.

Measurable Objective 1:

collaborate to achieve 100% of the goals outlined on the GANTT chart established by the Lighthouse Team with all staff by 06/19/2020 as measured by successful completion of goals.

Strategy 1:

7 Habits - The Winchester Community will continue to learn and live the 7 Habits of Highly Effective Kids/People.

Category: School Culture

Research Cited: Leader in Me and the 7 Habits of Highly Effective People by Dr. Stephen R. Covey

Tier: Tier 1

Activity - GANTT Chart	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Lighthouse Team will develop a GANTT Chart that identifies the Leader in Me goals for the current school year.	Implementation, Monitor	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Principal and the Staff/Parent Lighthouse Team

Activity - Leadership Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2017-2020 School Improvement Plan

Winchester Elementary

The Winchester community will plan and host a Leadership Day to showcase how we are using the 7 Habits.	Community Engagement, Parent Involvement, Other	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Principal, Staff, and Parent Lighthouse Members
Activity - Mission Statements	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Winchester students and staff will write and share classroom and personal mission statements. Mission statements will be posted in each classroom. Personal mission statements will be placed in each student's leadership notebook.	Behavioral Support Program	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	All staff
Activity - Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will model and implement goal setting and tracking by displaying personal, classroom, and building goals and visibly tracking lead measures and data. Goals will be written in an x to y by when format. Lead measures for each goal will be tracked weekly.	Community Engagement, Behavioral Support Program, Academic Support Program, Monitor	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	All staff
Activity - Leadership Assemblies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and students will plan monthly leadership assemblies to demonstrate the 7 Habits and celebrate progress toward our Wildly Important Goal (WIG).	Communication, Behavioral Support Program, Monitor	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Principal and School-wide Assembly Action Team
Activity - Multi-Age Cohort	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be assigned to a Kindergarten through 2nd grade or third through fifth grade Multi-age Cohorts or "Dragon Dens". The Dragon Team action team will develop lesson plans that reinforce desired behaviors and school-wide culture.	Behavioral Support Program	Tier 1	Monitor	09/03/2018	06/14/2019	\$300	General Fund	Principal and Dragon Team Action Team

2017-2020 School Improvement Plan

Winchester Elementary

Activity - Student Led Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will share their goals, progress, celebrations, and leadership notebooks during student-led conferences.	Communication, Behavioral Support Program, Parent Involvement, Monitor	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	All Staff

Goal 5: All students at Winchester Elementary will increase proficiency in grade level state mathematics expectations.

Measurable Objective 1:

increase student growth to 70% of all students meeting or exceeding targeted growth in mathematics by 06/14/2019 as measured by the NWEA Mathematics Assessment and/or state and local assessments..

(shared) Strategy 1:

Professional Learning Communities - Professional Learning Communities (PLCs) will be utilized as an extended learning opportunity for staff members to foster collaboration. Staff will be provided with two common planning sessions each week to conduct PLC work.

Category: Learning Support Systems

Tier: Tier 1

Activity - Collegial Teams/Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers meet twice per week with their grade level team. Instructional Learning cycles provide a framework for professional conversations about instructional practice and learning.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Principal and all staff.

Activity - Extended Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet each month to receive professional development in the areas of School Improvement, Curriculum and Instruction, and Technology.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/03/2018	06/14/2019	\$500	General Fund	Principal, and all staff.

2017-2020 School Improvement Plan

Winchester Elementary

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development on: Implementation of the components of math workshop model including but not limited to the mini-lesson, launch, independent work, guided instruction, and reflection, best practice strategies for vocabulary instruction, Standards for Mathematical Practice.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/03/2018	06/14/2019	\$500	General Fund	Principal and teaching staff.

(shared) Strategy 2:

Best Practices - All staff will study research based best practices in mathematics instruction and implement instruction that exemplifies these best practices.

Category: Mathematics

Research Cited: Hoffer, W. (2012). Minds on math: Using math workshop to develop deep understanding in grades 4-8. Portsmouth, NH: Heinemann.

Marzano, R. Classroom Instruction that Works. ASCD. Alexandria, VA 2005.

Marzano, R., Pickering, D. Building Academic Vocabulary. ASCD. Alexandria, VA, 2005.

National Council of Teachers of Mathematics. (2000). Principles and Standards for School Mathematics. Washington, D.C.

Rollins, S. Learning in the Fast Lane. ASCD. Alexandria, Va. 2014.

Brookhart, S., Moss, C. Advancing Formative Assessment in Every Classroom. ASCD. Alexandria, VA. 2009.

Brookhart, S., Moss, C. Learning Targets: Helping Students Aim for Understanding in Today's Lesson. ASCD. Alexandria, VA. 2012.

Tier: Tier 1

Activity - Math Workshop Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the math workshop model as a framework for teaching mathematics 3-5 days a week. Whole group and small group instruction will focus on student strengths and needs.	Implementation	Tier 1	Implement	09/03/2018	06/14/2019	\$0	No Funding Required	All classroom teachers in grades 3-5.
Activity - Mathematics Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

2017-2020 School Improvement Plan

Winchester Elementary

Teachers will incorporate use of explicit vocabulary instruction of math academic vocabulary throughout each unit.	Direct Instruction	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	All teaching staff.
Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post and share verbally and visually student-friendly learning targets related to the standards. They will also share the criteria for success to enable students to monitor their own progress.	Direct Instruction	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	All teaching staff including support staff.
Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of formative assessment methods during daily math instruction to modify future lessons, make in the moment instructional adjustments based on student understanding.	Monitor	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	All teaching staff including support staff.
Activity - Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give targeted feedback aligned with the learning target to individual students.	Communication	Tier 1	Implement	09/03/2018	06/14/2019	\$0	No Funding Required	All teaching staff including support staff.
Activity - Student Self-Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide opportunities for students to assess their own learning in relation to the success criteria for the learning target(s).	Monitor	Tier 1	Implement	09/03/2018	06/14/2019	\$0	No Funding Required	All teaching staff including support staff.

(shared) Strategy 3:

Intervention and Enrichment - Students will be provided in-school targeted supplemental support and/or enrichment based on meeting grade level specific eligibility.

Category: Mathematics

Research Cited: Buffum, A., Mattos, M. & Weber, C. Pyramid Response to Intervention. Solution Tree Press. Bloomington, IN. 2009.

Buffum, A., Mattos, M. & Weber, C. Simplifying Response to Intervention: Four Essential Guiding Principles. Solution Tree Press. Bloomington, IN. 2009.

Echevarria, J. Vogt, M., & Short, D. The SIOP Model for Teaching Mathematics to English Learners. Pearson. Boston, MA. 2010.

2017-2020 School Improvement Plan

Winchester Elementary

Tier: Tier 2

Activity - Multi-Tiered Systems of Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental tiered support will be provided to students meeting grade level specific criteria by highly qualified teachers and paraprofessionals.	Academic Support Program	Tier 2	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Principal, Learning Consultant, and Support Staff.

Activity - Common Intervention Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level will establish a common intervention time to be used for implementing tiered intervention and/or enrichment.	Academic Support Program	Tier 2	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Principal, Learning Consultant, Support Staff, and Classroom Teachers.

Activity - Online Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and staff will have access to online resources, including Moby Max to support student learning.	Academic Support Program, Technology	Tier 1	Monitor	09/03/2018	06/14/2019	\$4000	General Fund	Principal and classroom teachers.

Measurable Objective 2:

increase student growth with a 1% increase of the bottom 30% of students meeting or exceeding targeted growth in mathematics by 06/19/2020 as measured by NWEA Mathematics Assessment and/or state and local assessments.

(shared) Strategy 1:

Professional Learning Communities - Professional Learning Communities (PLCs) will be utilized as an extended learning opportunity for staff members to foster collaboration. Staff will be provided with two common planning sessions each week to conduct PLC work.

Category: Learning Support Systems

Tier: Tier 1

Activity - Collegial Teams/Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2017-2020 School Improvement Plan

Winchester Elementary

Teachers meet twice per week with their grade level team. Instructional Learning cycles provide a framework for professional conversations about instructional practice and learning.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Principal and all staff.
Activity - Extended Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet each month to receive professional development in the areas of School Improvement, Curriculum and Instruction, and Technology.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/03/2018	06/14/2019	\$500	General Fund	Principal, and all staff.
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development on: Implementation of the components of math workshop model including but not limited to the mini-lesson, launch, independent work, guided instruction, and reflection, best practice strategies for vocabulary instruction, Standards for Mathematical Practice.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/03/2018	06/14/2019	\$500	General Fund	Principal and teaching staff.

(shared) Strategy 2:

Best Practices - All staff will study research based best practices in mathematics instruction and implement instruction that exemplifies these best practices.

Category: Mathematics

Research Cited: Hoffer, W. (2012). Minds on math: Using math workshop to develop deep understanding in grades 4-8. Portsmouth, NH: Heinemann.

Marzano, R. Classroom Instruction that Works. ASCD. Alexandria, VA 2005.

Marzano, R., Pickering, D. Building Academic Vocabulary. ASCD. Alexandria, VA, 2005.

National Council of Teachers of Mathematics. (2000). Principles and Standards for School Mathematics. Washington, D.C.

Rollins, S. Learning in the Fast Lane. ASCD. Alexandria, Va. 2014.

Brookhart, S., Moss, C. Advancing Formative Assessment in Every Classroom. ASCD. Alexandria, VA. 2009.

Brookhart, S., Moss, C. Learning Targets: Helping Students Aim for Understanding in Today's Lesson. ASCD. Alexandria, VA. 2012.

2017-2020 School Improvement Plan

Winchester Elementary

Tier: Tier 1

Activity - Math Workshop Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the math workshop model as a framework for teaching mathematics 3-5 days a week. Whole group and small group instruction will focus on student strengths and needs.	Implementation	Tier 1	Implement	09/03/2018	06/14/2019	\$0	No Funding Required	All classroom teachers in grades 3-5.
Activity - Mathematics Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate use of explicit vocabulary instruction of math academic vocabulary throughout each unit.	Direct Instruction	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	All teaching staff.
Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post and share verbally and visually student-friendly learning targets related to the standards. They will also share the criteria for success to enable students to monitor their own progress.	Direct Instruction	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	All teaching staff including support staff.
Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of formative assessment methods during daily math instruction to modify future lessons, make in the moment instructional adjustments based on student understanding.	Monitor	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	All teaching staff including support staff.
Activity - Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give targeted feedback aligned with the learning target to individual students.	Communication	Tier 1	Implement	09/03/2018	06/14/2019	\$0	No Funding Required	All teaching staff including support staff.
Activity - Student Self-Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

2017-2020 School Improvement Plan

Winchester Elementary

Teachers will provide opportunities for students to assess their own learning in relation to the success criteria for the learning target(s).	Monitor	Tier 1	Implement	09/03/2018	06/14/2019	\$0	No Funding Required	All teaching staff including support staff.
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(shared) Strategy 3:

Intervention and Enrichment - Students will be provided in-school targeted supplemental support and/or enrichment based on meeting grade level specific eligibility.

Category: Mathematics

Research Cited: Buffum, A., Mattos, M. & Weber, C. Pyramid Response to Intervention. Solution Tree Press. Bloomington, IN. 2009.

Buffum, A., Mattos, M. & Weber, C. Simplifying Response to Intervention: Four Essential Guiding Principles. Solution Tree Press. Bloomington, IN. 2009.

Echevarria, J. Vogt, M., & Short, D. The SIOP Model for Teaching Mathematics to English Learners. Pearson. Boston, MA. 2010.

Tier: Tier 2

Activity - Multi-Tiered Systems of Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental tiered support will be provided to students meeting grade level specific criteria by highly qualified teachers and paraprofessionals.	Academic Support Program	Tier 2	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Principal, Learning Consultant, and Support Staff.

Activity - Common Intervention Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level will establish a common intervention time to be used for implementing tiered intervention and/or enrichment.	Academic Support Program	Tier 2	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Principal, Learning Consultant, Support Staff, and Classroom Teachers.

Activity - Online Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and staff will have access to online resources, including Moby Max to support student learning.	Academic Support Program, Technology	Tier 1	Monitor	09/03/2018	06/14/2019	\$4000	General Fund	Principal and classroom teachers.