

2018-19 TC School Improvement Plan

Thornton Creek Elementary School

Northville Public Schools

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Overview

Plan Name

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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 Thornton Creek Elementary will demonstrate growth in literacy skills	Objectives: 1 Strategies: 5 Activities: 10	Academic	\$25000
2	All students at Thornton Creek Elementary School will show growth in mathematics.	Objectives: 2 Strategies: 6 Activities: 14	Academic	\$26400
3	All students at Thornton Creek Elementary will improve in the area of science.	Objectives: 3 Strategies: 7 Activities: 19	Academic	\$0
4	All students at Thornton Creek Elementary will demonstrate leadership skills and positive behaviors.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$25000

Goal 1: All Students at Thornton Creek Elementary will demonstrate growth in literacy skills

Measurable Objective 1:

63% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will increase student growth in literacy skills in English Language Arts by 06/30/2018 as measured by NWEA Reading Assessment.

Strategy 1:

Students will take ownership of their learning to develop, test and refine their thinking. - Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning. SE 4:Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline-specific meaning making. Meaning making is often student led.

Category: English/Language Arts

Research Cited: -

Tier: Tier 1

Activity - Implement TLIM goal setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student goal setting in academic areas	Monitor, Implementation	Tier 1	Monitor	07/01/2017	06/30/2020	\$0	No Funding Required	-classroom teachers

Strategy 2:

Classroom systems and routines facilitate student responsibility, ownership and independence. - Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for completing their work and for learning. Students support the learning of others. CE 4: Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teacher creates opportunities for student status to be elevated.

Category: English/Language Arts

Research Cited: -PBIS.org (Michigan Department of Education)

-Dr. Jane Nelsen

Tier: Tier 1

Activity - Implement TLIM 7 Habits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Implement TLIM 7 Habits	Monitor	Tier 1	Monitor	07/01/2017	06/30/2020	\$0	Other	-All professional staff
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Strategy 3:

Learning targets will be clearly articulated, linked to standards, embedded in instruction and understood by students. - P1: Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important. P4: Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of the learning target(s), and references the target(s) throughout instruction.

Category: English/Language Arts

Research Cited: -5 Dimensions of Teaching and Learning

-John Hattie

Tier: Tier 1

Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct instructional rounds with teachers and principals to model learning targets in the classroom and impact on student achievement	Academic Support Program	Tier 1	Getting Ready	07/01/2017	06/30/2020	\$0	No Funding Required	-principals and teachers

Activity - Formative Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement formative feedback cycles with teachers and principals	Academic Support Program	Tier 1	Getting Ready	07/01/2017	06/30/2020	\$0	Other	-principals and teachers

Activity - Extended Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fall and Spring professional development days, as well as Extended Time building professional development, will be devoted to building capacity around standards alignment.	Professional Learning	Tier 1	Monitor	07/01/2017	06/30/2020	\$0	Other	-principals and professional staff

Strategy 4:

Formative Assessments - Students will use formative assessments to assess their own learning, determine learning goals, and monitor progress over time. Instructional adjustments will be made based on student learning and targeted feedback will be given. A2: Students use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning goals, and monitor progress over time. A4:Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives targeted feedback aligned with the

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learning target(s) to individual students.

Category: English/Language Arts

Research Cited: --5 Dimensions of Teaching and Learning

-John Hattie

Tier: Tier 1

Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct instructional rounds with teachers and principals to model targeted feedback in the classroom	Academic Support Program	Tier 1	Getting Ready	07/01/2017	06/30/2020	\$0	Other	-principals and teachers

Strategy 5:

Differentiated Instruction - Teachers will use multiple instructional strategies to differentiate for individual learning strengths and needs, including targeted supports. CP4: Teacher uses multiple strategies-such as time, space, structure and materials-to differentiate for individual learning strengths and needs. Teacher provides targeted and flexible supports within the strategies. CP5: Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.

Category: English/Language Arts

Research Cited: --5 Dimensions of Teaching and Learning

-John Hattie

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in district-wide professional development in literacy instruction and implementing MTSS. K-1 teachers will be supported in addition with a district literacy coach.	Professional Learning	Tier 1	Monitor	07/01/2017	06/30/2020	\$25000	Other, Title II Part A	-principals and literacy coach

Activity - SIOP Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity to participate in SIOP training during the 17-18 school year	Professional Learning	Tier 1	Implement	07/01/2017	06/30/2020	\$0	Other	-District ELL staff

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Activity - Unit Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue with curriculum map revisions and unit design creation in Atlas Rubicon to insure fidelity in implementation	Curriculum Development	Tier 1	Implement	07/01/2017	06/30/2020	\$0	Other	-teachers and principals
Activity - ELL Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Language Learners will receive Tier II and Tier III interventions to support their learning.	Academic Support Program	Tier 2	Monitor	07/01/2017	06/30/2020	\$0	Other	-District ELL staff

Goal 2: All students at Thornton Creek Elementary School will show growth in mathematics.

Measurable Objective 1:

A 1% increase of Bottom 30% students will demonstrate a proficiency for each of the next 3 years in mathematics in Mathematics by 06/30/2019 as measured by state and/or local assessments.

Strategy 1:

*Differentiated Instruction - Teachers will use data to make informed decisions regarding instructional strategies and interventions for Tier II and Tier III students.

Category: Mathematics

Research Cited: RTI/MTSS

Tier: Tier 2

Activity - Best Instructional Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn the best practices associated with Multi-Tiered Systems of Support to assist students not meeting or at risk of not meeting grade level expectations in mathematics.	Professional Learning	Tier 2	Implement	09/02/2014	06/30/2019	\$900	Title II Part A	Teachers, support staff, interventionists
Activity - AIMS Web	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assess students using AIMS web to identify specific skills for targeted intervention for Tier II and Tier III students in mathematics.	Other	Tier 2		09/02/2014	06/30/2019	\$500	Section 31a	Teachers, interventionists, support staff

Measurable Objective 2:

63% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will increase student growth in math practice standards in Mathematics by 06/30/2020 as measured by NWEA Mathematics Assessment.

Strategy 1:

Students will take ownership of their learning to develop, test and refine their thinking. - Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning. SE 4:Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline-specific meaning making. Meaning making is often student led.

Category: Mathematics

Research Cited: --5 Dimensions of Teaching and Learning

-John Hattie

Tier: Tier 1

Activity - TLIM Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TLIM goal setting	Behavioral Support Program	Tier 1	Monitor	07/01/2017	06/30/2020	\$0	Other	-teachers

Strategy 2:

Classroom systems and routines facilitate student responsibility, ownership and independence. - Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for completing their work and for learning. Students support the learning of others. CE 4:Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teacher creates opportunities for student status to be elevated.

Category: Mathematics

Research Cited: --5 Dimensions of Teaching and Learning

Tier: Tier 1

Activity - Implement TLIM 7 Habits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Implement TLIM 7 Habits	Academic Support Program, Behavioral Support Program	Tier 1	Monitor	07/01/2017	06/30/2020	\$0	Other	-teachers
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Strategy 3:

Learning Targets - Learning targets will be clearly articulated, linked to standards, embedded in instruction and understood by students. P1: Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain how lessons build on each other in a logical progression. P4: Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of the learning target(s), and references the target(s) throughout instruction.

Category: Mathematics

Research Cited: -5 Dimensions of Teaching and Learning

-John Hattie

Tier: Tier 1

Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct instructional rounds with teachers and principals to model learning targets in the classroom and impact on student achievement	Academic Support Program	Tier 1	Implement	07/01/2017	06/30/2020	\$0	No Funding Required	-principals and teachers

Activity - Formative Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement formative feedback cycles with teachers.	Academic Support Program	Tier 1	Implement	07/01/2017	06/30/2020	\$0	Other	-principals and teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Best practices in math instruction.	Professional Learning	Tier 1	Implement	07/01/2017	06/30/2020	\$0	Other	-principal, district math coach and professional staff

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Strategy 4:

Formative Assessments - Students will use formative assessments to assess their own learning, determine learning goals, and monitor progress over time. Instructional adjustments will be made based on student learning and targeted feedback will be given. A2: Students use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning goals, and monitor progress over time. A4: Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives targeted feedback aligned with the learning target(s) to individual students.

Category: Mathematics

Research Cited: -5 Dimensions of Teaching and Learning

-John Hattie

Tier: Tier 1

Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct instructional rounds with teachers and principals to model targeted feedback in the classroom	Academic Support Program	Tier 1	Implement	07/01/2017	06/30/2020	\$0	No Funding Required	-principals and teachers
Activity - Curriculum Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement Curriculum Camp professional development opportunity for all regarding best practices in math instruction.	Professional Learning	Tier 1	Implement	07/01/2017	06/30/2020	\$0	Other	-district staff
Activity - MTSS Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement consistent MTSS framework K-5, including consistent Tier II and Tier III interventions, progress monitoring and data collection.	Academic Support Program	Tier 1	Monitor	07/01/2017	06/30/2020	\$0	Other	- professional staff
Activity - Math Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will work with the district math instructional coach to grow their capacity around differentiated math instruction, formative and summative assessments and progress monitoring	Academic Support Program	Tier 1	Getting Ready	07/01/2017	06/30/2020	\$25000	Title II Part A, Other	-district math coach, teachers and principals

Strategy 5:

Differentiated Instruction - Teachers will use multiple instructional strategies to differentiate for individual learning strengths and needs, including targeted supports. CP4: Teacher uses multiple strategies-such as time, space, structure and materials-differentiate for individual learning strengths and needs. Teacher provides targeted and flexible supports within the strategies. CP5: Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.

Category: Mathematics

Research Cited: -5 Dimensions of Teaching and Learning

- John Hattie

Tier: Tier 1

Activity - Unit Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue with curriculum map revisions and unit design creation in Atlas Rubicon to insure fidelity in implementation.	Academic Support Program	Tier 1	Monitor	07/01/2017	06/30/2020	\$0	Other	-teachers, math coach and central office

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity to participate in professional development with around math workshop, math talk and extension/intervention resources.	Academic Support Program	Tier 1	Monitor	07/01/2017	06/30/2020	\$0	Other	-teachers, principal and district math coach

Activity - ELL Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Language Learners will receive Tier II and Tier III interventions in their respective buildings to support their learning.	Academic Support Program	Tier 2	Monitor	07/01/2017	06/30/2020	\$0	Other	-district ELL staff

Goal 3: All students at Thornton Creek Elementary will improve in the area of science.

Measurable Objective 1:

A 3% increase of 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 for each of the next 3 years in Science by 06/30/2019 as measured by state and/or local assessments.

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Strategy 1:

Align Curriculum with State Standards - Teachers will use best practice instructional strategies and will fully incorporate and extend the expectations for literacy learning put forward in the Common Core Standards for ELA/Literacy.

Category:

Research Cited: Next Generation Science website: <http://www.nextgenscience.org> shows recent foundational science education research and reports on which the standards are based.

Tier: Tier 1

Activity - Summarizing and note-taking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide direct instruction to help students fill in missing information and translate information into a synthesized, brief form. Teachers will provide direct instruction to help students understand the process of using their note taking and using those notes as a work in progress to guide learning.	Direct Instruction	Tier 1	Getting Ready	09/02/2013	06/30/2019	\$0	No Funding Required	Teachers and support staff
Activity - Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify key vocabulary focused on specific words important to what students are learning in science.	Direct Instruction	Tier 1	Implement	09/02/2014	06/30/2019	\$0	No Funding Required	Teachers and support staff
Activity - Generating and Testing Hypotheses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific focus on the scientific process and involving students directly in applying knowledge to a specific situation. Teachers will engage students in deductive thinking or making a prediction about a future action or event.	Other	Tier 1	Implement	09/02/2014	06/30/2019	\$0	No Funding Required	Teachers and support staff
Activity - Informational Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate expository reading and writing as an important part of the scientific process.	Other	Tier 1	Implement	09/02/2014	06/30/2019	\$0	No Funding Required	Teachers and support staff

Measurable Objective 2:

A 1% increase of Bottom 30% students will demonstrate a proficiency for each of the next 3 years in Science by 06/30/2019 as measured by state and/or local assessments.

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Strategy 1:

Differentiated Instruction - Teachers will use data to guide instruction for Tier II and Tier III students.

Category:

Tier: Tier 2

Activity - Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional learning to increase understanding of using cooperative groups, particularly for the benefit of Tier II and Tier III students.	Professional Learning	Tier 2	Getting Ready	09/02/2014	06/30/2019	\$0	No Funding Required	Teachers and support staff

Activity - Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental instruction will focus on strategies for developing scientific vocabulary.	Direct Instruction	Tier 2	Implement	09/02/2014	06/30/2019	\$0	No Funding Required	Teachers and support staff

Activity - Reinforcing Effort and Giving Praise	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Simply teaching many students that added effort will pay off in terms of achievement actually increases student achievement more than techniques for time management and comprehension of new material. Teachers will give praise when recognizing students for legitimate achievements.	Direct Instruction	Tier 2	Getting Ready	09/02/2014	06/30/2019	\$0	No Funding Required	Teachers and support staff

Activity - Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through professional learning, teachers will have a greater understanding of close reading and will use appropriate close reading strategies for informational text.	Professional Learning	Tier 2	Getting Ready	09/02/2014	06/30/2019	\$0	No Funding Required	Teachers and support staff

Measurable Objective 3:

63% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will increase student growth growth targets in Science by 06/30/2020 as measured by NWEA Science growth targets.

Strategy 1:

Students will take ownership of their learning to develop, test and refine their thinking. - Students will take ownership of their learning to develop, test and refine their thinking. SE 2: Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning. SE 4: Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline-specific meaning making. Meaning making is often student led.

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Category: Science

Research Cited: -5 Dimensions of Teaching and Learning

-John Hattie

Tier: Tier 1

Activity - TLIM Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement TLIM goal setting	Academic Support Program	Tier 1	Monitor	07/01/2017	06/30/2020	\$0	Other	-teachers

Strategy 2:

Classroom systems and routines facilitate student responsibility, ownership and independence. - Classroom systems and routines facilitate student responsibility, ownership and independence. CE 2: Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for completing their work and for learning. Students support the learning of others. CE 4: Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teacher creates opportunities for student status to be elevated.

Category: Science

Research Cited: -5 Dimensions of Teaching and Learning

-John Hattie

Tier: Tier 1

Activity - Implement TLIM 7 Habits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TLIM 7 Habits	Academic Support Program	Tier 1	Monitor	07/01/2017	06/30/2020	\$0	Other	-teachers

Strategy 3:

Learning Targets - Learning targets will be clearly articulated, linked to standards, embedded in instruction and understood by students. P1: Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important. P4: Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of the learning target(s), and references the target(s) throughout instruction.

Category: Science

Research Cited: -5 Dimensions of Teaching and Learning

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-John Hattie

Tier: Tier 1

Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct instructional rounds with teachers and principals to model learning targets in the classroom and impact on student achievement	Academic Support Program	Tier 1	Implement	07/01/2017	06/30/2020	\$0	Other	-principals and teachers
Activity - Formative Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement formative feedback cycles with teachers.	Academic Support Program	Tier 1	Getting Ready	07/01/2017	06/30/2020	\$0	Other	-principals and teachers
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development around best practices	Professional Learning	Tier 1	Implement	07/01/2017	06/30/2020	\$0	Other	--5 Dimensions of Teaching and Learning -John Hattie

Strategy 4:

Formative Assessments - Teachers and students will use formative assessments to assess student learning, determine learning goals, and monitor progress over time. Instructional adjustments will be made based on student learning and targeted feedback will be given. A2: Students use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning goals, and monitor progress over time. A4: Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives targeted feedback aligned with the learning target(s) to individual students.

Category: Science

Research Cited: --5 Dimensions of Teaching and Learning

-John Hattie

Tier: Tier 1

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Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct instructional rounds with teachers and principals to model targeted feedback in the classroom	Academic Support Program	Tier 1	Getting Ready	07/01/2017	06/30/2020	\$0	Other	--5 Dimensions of Teaching and Learning -John Hattie

Activity - MTSS Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement consistent MTSS framework K-5, including consistent Tier II and Tier III interventions, progress monitoring and data collection	Academic Support Program	Tier 2	Monitor	07/01/2017	06/30/2020	\$0	Other	-principals and professional staff

Activity - Science Standards Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cohort of teachers in grades K-12 will participate in Michigan Science Standards professional development throughout the school year	Curriculum Development	Tier 1	Getting Ready	07/01/2017	06/30/2020	\$0	Other	-district staff

Strategy 5:

Differentiated Instruction - Teachers will use multiple instructional strategies to differentiate for individual learning strengths and needs, including targeted supports. CP4: Teacher uses multiple strategies-such as time, space, structure and materials-differentiate for individual learning strengths and needs. Teacher provides targeted and flexible supports within the strategies. CP5: Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.

Category: Science

Research Cited: --5 Dimensions of Teaching and Learning

-John Hattie

Tier: Tier 1

Activity - Science Standards Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Cohort of teachers in grades K-12 will participate in Michigan Science Standards professional development throughout the school year.	Curriculum Development, Academic Support Program	Tier 1	Getting Ready	07/01/2017	06/30/2018	\$0	Other	- Sandra Brock
Activity - SIOP Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity to participate in SIOP training.	Academic Support Program	Tier 1	Monitor	07/01/2017	06/30/2020	\$0	Other	-District ELL staff
Activity - Unit Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue with curriculum map revisions and unit design creation in Atlas Rubicon to insure fidelity in implementation	Academic Support Program	Tier 1	Monitor	06/30/2017	06/30/2020	\$0	Other	-teachers and principal

Goal 4: All students at Thornton Creek Elementary will demonstrate leadership skills and positive behaviors.

Measurable Objective 1:

100% of 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 collaborate to increase personal leadership capacity and decrease negative behaviors in Art & Humanities by 06/30/2019 as measured by School wide surveys.

Strategy 1:

Multi-Tiered System of Support - Staff and students will create and participate in a shared understanding of Thornton Creek behavior expectations as expressed in our PBIS matrix as part of our MTSS/Rtl plan.

Category:

Research Cited:

Research Cited: Bradley, M. R. (2001). Special issue - Positive behavior supports: Research to practice. *Beyond Behavior*, 11(1), 3-26.

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Brooks, A., Todd, A. W., Tofflemoyer, S., & Horner, R. H. (2003). Use of functional assessment and a self-management system to increase academic engagement and work completion. *Journal of Positive Behavior Intervention*, 5, 144-152.

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Crone, D. A., Horner, R. H., & Hawken, L. S. (2004). Responding to problem behavior in schools: The behavior education program. New York: Guilford Press.

Darch, C. B., & Kameenui, E. J. (2003). Instructional classroom management: A proactive approach to behavior management. (2nd ed.). White Plains, NY: Longman.

Dragow, E., & Yell, M. L. (2002). School-Wide Behavior Support: Legal Implications and Requirements. Child and Family Behavior Therapy, 24(1-2), 129-145.

Tier: Tier 1

Activity - PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Positive Behavior Intervention and Supports will be implemented with three tiers of intervention as part of our RtI/MTSS intervention plan.	Behavioral Support Program	Tier 2	Implement	09/02/2014	06/30/2019	\$25000	Other	All staff

Strategy 2:

Implementation of 7 Habits - All students will learn valuable leadership skills.

Category:

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

Tier: Tier 1

Activity - 7 Habits Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use their training and knowledge of the 7 Habits to support student learning and increase personal leadership capacity.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/30/2019	\$0	No Funding Required	All staff

Activity - Staff Lighthouse Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff Lighthouse Team members and action committees will collaborate to identify a process and system for increasing and expanding student leadership opportunities.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/30/2019	\$0	No Funding Required	All staff