



School Improvement Plan

Erickson Elementary School

Ypsilanti Community Schools

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

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

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Based on a review of data, including both survey data and student achievement data via the Collaborative Learning Cycle.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

After conducting CLCs with perception, achievement and demographic data, we found that overall; staff, students and parents are generally satisfied with our school and the education that their child is receiving. The perception data shows that positive relationships are the foundation for student success. The CLCs that were conducted with achievement data shows that we must continue to focus on improving instruction to address low achievement in both reading and math. It was found that our reading achievement data demonstrates that students are performing only slightly higher in math which we contribute to being in our 3rd year implementing Everyday Math.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

The school goals are directly connected to the data reviewed in the needs assessment process. They are specific to increasing reading and math proficiency by 3% as measured on the NWEA. Meeting minutes and CLC documents reflect the data demonstrating a need to focus specifically on increasing reading and math achievement through the implementation of instructional strategies and specific interventions.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

The goals apply to all students and a classrooms in our school. Addressing the disparities in reading and math achievement is necessary for all Erickson students. For our at-risk students, Title 1 intervention services in math and reading are provided in a one on one or small group setting. Students are identified for these intervention services based on NWEA scores.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

Title 1 academic intervention services are provided to students who are achieving, less than one grade level or more behind on the NWEA. Additionally, in the classroom at the Tier 1 level, teachers provide individualized and small group instruction via guided reading and math groups. Our school also benefits from Instructional Coaching supports to provide teachers resources and support in meeting students' individual academic and social/emotional needs.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Erickson implemented instruction around the 7 Habits of Happy Kids as a first year Leader in Me school. There is recent research that supports the implementation of The Leader in Me as an effective means for establishing a positive school culture and climate, meeting the social and emotional needs of students and increasing academic achievement.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

As a result of conducting CLCs to complete the CNA, The Leader in Me is the school wide reform strategy to address culture and climate while Lexia is the literacy academic intervention implemented this school year to address literacy skills and Reflex math remains a supplemental program to support development of student math skills.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

The Title 1 reading and math teachers provide targeted interventions for students through individual and small group instruction. Students who receive Title 1 services are identified by NWEA and DRA scores, as well as the factors that indicate our at-risk students. An additional intervention teacher will provide supports for all students requiring intervention or enrichment. These intervention teachers will utilize instructional strategies that support classroom initiatives and students on an individualized level. Intervention supports will also include the use of Lexia and guided reading and math.

5. Describe how the school determines if these needs of students are being met.

Students are assessed with DRA, NWEA, MSTEP and grade level common assessments. Data is reviewed on a regular basis in grade level meetings and through the Collaborative Learning Cycle process.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

Erickson retained 96% of staff for the 17-18 school year.

2. What is the experience level of key teaching and learning personnel?

8 teachers have taught for 12-20 years

5 teachers have taught for 6-11 years

5 teachers have taught for 1-5 years

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

Erickson became an official Leader in Me school in the 17-18 school year which has contributed to increasing staff morale and has had an overall positive impact on the school culture and climate. Building leadership utilizes the Danielson Framework for Teaching as a coaching tool to improve teacher effectiveness and provide supports for teacher development and growth.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

The district has provided specific professional development opportunities for new teachers through the mentor program, has provided instructional coaches to support student learning and teacher development and growth, as well as targeted professional development for building administrators on the Danielson Framework for Teaching, for use in evaluation and as a coaching tool.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

This is the first year at Erickson that the teacher turnover rate has decreased and it is due to an improved school culture and climate which can be contributed to the implementation of The Leader in Me.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

For the 2018-2019 school year, staff will receive professional development in Aligning Academics through The Leader in Me, as well as ongoing professional development in the use and implementation of Lexia, Conscious Discipline, and Restorative Practices.

2. Describe how this professional learning is "sustained and ongoing."

Professional learning is embedded into weekly staff meetings and designated days are included in the district calendar to provided opportunities for more in depth professional development.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		2018-2019 Professional Development Plan

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Parent input is valued and highly sought out. Parent surveys are sent out three times per year, including the parent surveys as required by AdvancEd but also the Leader in Me parent survey. This data is used to inform school level decisions. All parents are invited to monthly PLT meetings and all building level issues and decisions are discussed and addressed. The Erickson Parent Leadership Team has grown and membership increased by 50% in the 17-18 school year and we anticipate more parents involved during the 18-19 school year. The principal sends out weekly phone and email communications to inform and involve parents, as well as frequent updates via the school Facebook page.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

All parents are invited to monthly PLT meetings and all building level issues and decisions are discussed and addressed. The principal sends out weekly phone and email communications to inform and involve parents, as well as frequent updates and requests for parent help/support via the school Facebook page. Parents are required to sign in and provide accurate contact information at every family event, allowing us to keep parents involved in the implementation of our school wide plan.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Parents are asked to provide feedback on a regular basis, through formal surveys as provided by AdvancED and Leader in Me, as well as evaluations of family or school events. Parent work schedules often interfere with a large number of parents being able to participate in all events and school activities so electronic surveys as well as paper and pencil surveys are provided to parents to ensure their voice is heard and feedback is received. The principal also always extends an open door policy for parents to share feedback and insight.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		2018-2019 ERI Parent Involvement Plan

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

Parents receive communications on a weekly basis and all communications are sent in parent-friendly language to ensure that our school is accessible to all parents. Communications are provided in languages other than english as needed and when appropriate, translators are provided to ensure parental access to all aspects and components of our school.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

We will continue to evaluate the parent involvement component through surveys and a review of parent attendance at our family involvement events as well as parent-teacher conferences.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

Parent survey results and parent attendance data will be reviewed regularly to inform our planning for future parent involvement activities and input to the school wide program. The school improvement team as well as the building turnaround network/lighthouse team and student leadership team will consider the results of evaluation to guide decisions and adjustments made to the school wide program.

8. Describe how the school-parent compact is developed.

The school-parent compact was previously developed independently of students and parents. The 17-18 school year offered an opportunity to revise the compact with input from both students and parents. The compact involves key commitments by teachers, parents and students and all stakeholder input is crucial for carrying out the school-parent compact to ensure every child is receiving the highest quality educational experience.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

During the fall parent-teacher conferences, teachers review the compact with students and parents before all parties sign. It is at this time that the compact outlines all parties commitment and responsibilities for ensuring a successful school experience for every child.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

N/A

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		ERI School-Parent Compact

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Teachers communicate with parents on a regular basis about student academic progress and assessment results, through ClassDojo and other similar programs that are designed to be parent friendly. The standards based report cards were redesigned to help parents understand student progress on achievement of standards and when NWEA and MSTEP results are available, they are first reviewed with parents during conferences to ensure understanding, as well as being sent home in a printed format that explains the results using parent-friendly language.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

Erickson grades range from 1st - 5th. In addition to visiting the YCS Early Learning Centers that feed into our elementary schools, we hold two district open house events each year to connect pre-school/kindergarten age students to the elementary options our district provides.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

Erickson does not have pre-school or kindergarten but does clearly communicate with all parents, all of the skills a student needs to develop prior to first grade to be successful at our school. We intentionally connect parents to the resources that our district's Early Learning Centers offer as well as provide research based information and strategies parents can use to help students develop the necessary skills at home and beyond the classroom.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Teachers work together in grade level teams to discuss school-based academic assessments. This collaboration time is used to identify assessments and analyze data which is then shared out at whole staff meetings and data digs.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

On a monthly basis, all staff look at data using the Collaborative Learning Cycle to review the data and identify areas for improvement, target next steps and make school level decisions around instruction and assessment.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Students are assessed with an on going process looking at DRA scores, NWEA scores and in class teacher designed assessments. When a student is performing one or more year behind grade level in reading, an Individualized Reading Intervention Plan is developed for that student which includes specific strategies and interventions for the student to be implemented both at school and at home. Targeted intervention and support is provided by our Reading and Math Intervention Teachers on both a push in and pull out basis, providing individualized and small group instruction. Ongoing monitoring and assessment is done by both the teacher and any intervention or support staff to ensure students are progressing toward mastery of the State's academic standards.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

As students are identified, plans are created for that student which includes specific strategies and interventions for the student to be implemented both at school and at home. Targeted intervention and support is provided by our Reading and Math Intervention Teachers on both a push in and pull out basis, providing individualized and small group instruction. Ongoing monitoring and assessment is done by both the teacher and any intervention or support staff to ensure students are progressing toward mastery of the State's academic standards.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Erickson teachers utilize guided reading and the workshop model to provide individualized instruction that allows teachers to differentiate based on student needs. With the use of technology, students who are not working directly with a teacher are able to access programming such as Lexia that offers instruction, intervention and practice at the students' levels. Individual student needs are being addressed by the teacher, supplementary programs and interventionists that differentiate to provided targeted supports for individual students.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

General Fund

Title I

31a

The listed programs and resources are coordinated and integrated to support the school wide program by paying for salaries, curriculum materials and instructional resources as well as necessities for parent involvement and enrichment opportunities.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

Title 1 and other State, local and Federal resources are used to implement the ten required school wide components, covering all associated costs from salaries to curriculum and instructional resources and supports for increasing student achievement and parent involvement.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

All funding sources are used to support meeting the individual needs of all students as our focus is to educate the whole child.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

On an annual basis, a Comprehensive Needs Assessment is completed to evaluate the implementation of the school wide program. This include utilizing the Collaborative Learning Cycle to review perception, attendance, discipline and achievement data to determine program strengths and areas for improvement.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

Our school conducts the NWEA three times per year and 3rd - 5th grade students participate in the MSTEP assessment in the spring of each year. NWEA data is analyzed throughout the year to determine results achieved by the school wide program and MSTEP data is analyzed in the fall of the following year to determine student progress and areas of focus for the school wide program. Data is analyzed using the Collaborative Learning Cycle.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

NWEA data is analyzed and is the basis of consideration in determining additional supports, resources and interventions provided to students who are furthest from achieving the standards. Reading and math intervention teachers review this data regularly, as well as other forms of progress monitoring, such as DRA to determine effectiveness of the school wide program in increasing the achievement of these students. As students progress toward achieving the standards, additional students are added as the data identifies the need for the resources and supports our school wide program offers.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Data is monitored on an ongoing basis, and is reviewed using the Collaborative Learning Cycle as a whole staff every 1-2 months and at grade level team meetings on a bi-monthly basis. The Comprehensive Needs Assessment is completed mid year to revise the plan as necessary based on the data and again at the end of the year in planning for the continuous improvement of the school wide program.

Erickson 2018

Overview

Plan Name

Erickson 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	By June 29, 2019 all students at Erickson will increase proficiency performance level on the NWEA district assessment and on the by 3% each year in reading.	Objectives: 2 Strategies: 4 Activities: 13	Academic	\$0
2	Culture and climate	Objectives: 1 Strategies: 4 Activities: 8	Organizational	\$9500

Goal 1: By June 29, 2019 all students at Erickson will increase proficiency performance level on the NWEA district assessment and on the by 3% each year in reading.

Measurable Objective 1:

100% of All Students will increase student growth by a 3% increase in Mathematics by 06/28/2019 as measured by NWEA Math Scores.

(shared) Strategy 1:

Performance Management 18 - As the district begins to move forward at a rapid pace, it is important that everyone within the organization have a specific process for facilitating effective data conversations that establishes a spirit of inquiry and positions the analysis of multiple measures of data at the heart of the exploration and action plan development. The Problem-Solving Driver System is the first of three district drivers systems that will support rapid improvement in student and teacher performance in a short amount of time. The Performance Management tool is utilized in this Driver System.

Category: Mathematics

Research Cited: Bernhardt, V.L.,(2013). Data analysis for continuous school improvement, 3d edition. Larchmont, NY: Eye on Education.

Sharratt, L. & Fullan, M. (2012). Putting faces on the data: What great leaders do. Thousand Oaks, CA: Corwin Press.

Sharratt, L. & Fullan, M. (2009). Realization: The change imperative for deepening district wide reform. Thousand Oaks, CA: Corwin Press.

Welman, B. & Lipton, L., (2012). Got data? Now what? Creating and leading cultures of inquiry. Bloomington, IN: Solution Tree.

Patterson,K., Grenny, J., McMillan, R., & Switzler, A.(2012). Crucial conversations: Tools for talking when stakes are high .New York: McGraw-Hill.

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2013). Crucial accountability: Tools for resolving violated expectations, broken commitments, and bad behavior (2nd ed.). McGraw-Hill.

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2013). Influencer: The New Science of Leading Change (2nd ed.). New York: McGraw-Hill.

Tier: Tier 1

Activity - Illuminate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize Illuminate to monitor Annual Performance Goals and local assessment data.	Monitor	Tier 1	Getting Ready	09/01/2018	06/28/2019	\$0	General Fund	Principal Teachers

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Activity - Collaborative Learning Cycles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the Collaborative Learning Cycle (CLC) process to identify and monitor academic and non-academic needs of students. The CLC process will provide a common tool for data conversations. Data conversations may focus on student data (formative, summative and/or benchmark) or student work samples.	Teacher Collaboration, Communication, Evaluation	Tier 1	Implement	09/01/2018	06/28/2019	\$0	General Fund	Principal Teachers
Activity - DTN Tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the performance management template (DTN tool) to record and use multiple sources of data to problem solve; Data sources should include the following: Demographic Performance Goals Non-Instructional Indicators Achievement Data	Monitor, Evaluation	Tier 1	Implement	09/01/2018	06/28/2019	\$0	General Fund	Principal Teachers
Activity - Ambitious Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the high quality data collection tool (DTN tool) to record and monitor the implementation of the ambitious teaching strategies.	Monitor, Professional Learning, Evaluation	Tier 1		09/01/2018	06/28/2019	\$0	General Fund	Principal

(shared) Strategy 2:

Instructional Infrastructure 18 - The Instructional Infrastructure is the second district system that the District Turnaround Network (DTN) begins to develop. The first phase of the development of this system involved describing and communicating explicit high quality subject-specific instructional practices for all core content areas. This was done in 2016-17 and the visions were adopted by the DTN. The district will measure the extent to which the current classroom instruction across the entire district is aligned to the visions.

Category: Mathematics

Research Cited: Barnes, C., Camburn, E., Kim, J., & Rowan, B. (2004, April). School leadership and instructional improvement in CSR schools Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Camburn, E., Rowan, B., & Taylor, J. (2003). Distributed leadership in schools: The case of elementary schools adopting comprehensive school reform models. Educational Evaluation and Policy Analysis, 25(4), 347-343.

Cobb, P., & Jackson, K. (2011). Towards an empirically grounded theory of action for improving the quality of mathematics teaching at scale. Mathematics Teacher

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Education and Development, 13(1), 6-33.

Cobb, P., Jackson, K. , Smith, T., Sorum, M., & Henrick, E. (2013). Design research with educational systems: Investigating and supporting improvements in the quality of mathematics teaching and learning at scale. In B. J. Fishman, W. R. Penuel, A.-R. Allen & B. H. Cheng (Eds.), Design based implementation research: Theories, methods, and exemplars. National Society for the Study of Education Yearbook (Vol. 112, Issue 2, pp. 320-349). New York: Teachers College.

Tier: Tier 1

Activity - High Quality Instructional Models	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Strengthen the implementation of high quality instruction as measured by increased student achievement. The district will focus on the following high quality instructional models: Ambitious Teaching Strategies SIOF instruction for ELL students IB - PYP and MYP Inquiry Based	Direct Instruction, Professional Learning	Tier 1	Getting Ready	09/01/2018	06/28/2019	\$0	General Fund	Principal Teachers
Activity - Common Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Align district curriculum and assessments as evidenced by the identification of power standards, pacing guides, common assessments, common grading practices and reporting tools.	Monitor, Evaluation	Tier 1		09/01/2018	06/28/2019	\$0	General Fund	Principal Teachers
Activity - Professional Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the following professional learning opportunities to deepen the knowledge of academic and non-academic needs of students Professional Learning Series Teacher Mentoring Program Instructional Rounds Instructional Coaching	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1		09/01/2018	06/28/2019	\$0	General Fund	Principal Instructional Coaches Teachers
Activity - MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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(MTSS) to meet the academic of students and to coordinate general and special education programming: Title I and 31a instructional support Additional materials ESL teachers and paraeducators Additional materials After school and summer school instruction Stipends and materials	Behavioral Support Program, Academic Support Program	Tier 1	Getting Ready	09/01/2018	06/28/2019	\$0	Section 31a	Principal Teachers
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Strategy 3:

Talent Management 18 - As the district moves forward in its turnaround efforts, the DTN must ask itself whether or not the current structure of the central office lends itself to focusing on instructional improvement. This was done in 2015-16. The final step of the Talent Management district system is in the installation phase. Retention and Removal is he part of the Talent Management system that is concerned with how the district will provide effective incentives to attract and retain the appropriately skilled teachers and principals along with defining the process in which the district will respond with they are faced with removing low-performing teachers and principals.

Category: Mathematics

Research Cited: Education Resource Strategies, Breaking the Cycle of Failure: Strategic Staffing in Charlotte-Mecklenburg Schools, case study 2009, http://www.erstrategies.org/library/breaking_the_cycle_of_failure_in_cms.

Lane, B.(2012).Emerging practices in rapid achievement schools: Analysis of 2010-2011 level 4 schools to identify organizational and institutional practices that accelerate students' academic achievement . Retrieved from <http://www.instill.com>.

Lane, B.(2014).Turnaround practices in action: An analysis of school and district practices,systems, policies, and use of resources contributing to successful turnaround in Massachusetts' level 4 schools. Retrieved from <http://www.instill.com>.

Player, D.,Hambrick Hitt, D., & Robinson, W. (n.d.). District readiness to support school turnaround: A users' guide to inform the work of state education agencies and districts. Retrieved from http://www.darden.virginia.edu/uploadedFiles/Darden_Web/Content/Faculty_Research/Research_Centers_and_Initiatives/Darden_Curry_PLE/district-readiness-tosupport-school-turnaround.pdf.

Zavadsky,H.(2012). School turnarounds: The essential role of districts. Cambridge, MA: Harvard Education Press.

Tier: Tier 1

Activity - Evaluation System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Implement an evaluation system that has clearly defined standards that combines qualitative and quantitative data from a variety of sources including school and student performance.	Evaluation	Tier 1		09/01/2018	06/28/2019	\$0	General Fund	Principal
Activity - Professional Learning Series	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide a data-driven professional learning series aligned to the vision for high quality instruction and the district guaranteed curriculum, materials and assessments Teacher and Principal Professional Development Teacher and Principal Mentoring	Professional Learning	Tier 1		09/01/2018	06/28/2019	\$0	General Fund	Principal Teachers

(shared) Strategy 4:

Leadership 18 - The last component of the Blueprint to be developed and installed during this phase of installation is the Instructional Leadership Routines - Monitoring. The DTN will develop a plan to implement a consistent monitoring protocol for classroom observations that aligns to the district's vision for subject-specific teaching and learning. This will include setting timelines for instructional improvement, developing consistent processes for monitoring curriculum planning and implementation, along with determining how all instructional leaders will assist teachers to track the process of all students. As central office administrators are entrenched in their partnerships with building leaders, it will be apparent that the district must intentionally develop policies and structures that will support these partnerships.

Category: English/Language Arts

Research Cited: Baroody, K. (2011). Turning around the nation's lowest performing schools: Five steps districts can take to improve their chances of success.

Washington, D.C.: Center for American Progress. Retrieved from http://cdn.americanprogress.org/wpcontent/uploads/issues/2011/02/pdf/five_steps.pdf

Duke, D. (2008). Keys to sustaining successful school turnarounds. Retrieved from University of Virginia, Darden/Curry Partnership for Leaders in Education website: http://www.darden.virginia.edu/web/uploadedFiles/Darden/Darden_Curry_PLE/UVA_School_Turnaround/KeysToSuccess.pdf.

Honig, M., Copland, M.A., Rainey, L., Lorton, J.A., Newton, M. (2010). Central Office transformation for district-wide teaching and learning improvement. Center for the Study of Teaching and Policy (CTP) at the University of Washington. Retrieved from http://depts.washington.edu/uwcel/news/ctp_cotdtli.pdf.

Knapp, M.S., Copland, M.A., Honig, M., Plecki, M.L., Portin, B.S. (2012). Learning-focused leadership and leadership support: Meaning and practice in urban systems. Center for the Study of Teaching and Policy (CTP) at the University of Washington. Retrieved from <http://www.wallacefoundation.org/knowledge-center/schoolleadership/key-research/Documents/Focused-Leadership-and-Support-in-UrbanSystems.pdf>.

Tier: Tier 1

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Activity - Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Establish partnership roster that identifies each specific partnership in the district, i.e., principal name and central office administrator who are collaborating. This message along with the urgency for instructional improvement is regularly communicated at all levels of the organization and becomes a driving force behind the work of all building level instructional leaders. Further, the central office leader's monthly use of the Performance Management Driver System keeps the focus of all instructional leaders on instructional improvement and student performance.</p> <p>Successful partnerships will have measureable results in the following areas: (1) increased turnaround competencies in building-level administrators; (2) higher rates of high quality subject-specific instruction; (3) evidence of success in the coaching record; (4) data from the Performance Management Driver System.</p>	Communication, Evaluation	Tier 1		09/01/2018	06/28/2019	\$0	General Fund	Principal
Activity - Resources Aligned to Student Needs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Allocation of Resources Aligned to Student Needs</p> <p>Because rapid turnaround is different than continuous improvement, districts are faced with the challenge to "seize this incredible moment of rapid change to transform the way they use resources (time, people, money) so that every school succeeds for every child." (ERS, 2013) With district systems completely installed and operational, it is now time for districts to take this opportunity to remake the very foundation of their organization and cost structure to support these systems effectively.</p> <p>Strategic School Design –</p> <p>Allocation of Resources Education Resource Strategies (ERS) has been researching strategic resource use in schools for over a decade. Through this research, they found that the most successful schools start with a strong vision for student and teacher success, and have deliberate efforts to reorganize resources (time, people, money) around that vision. Through the installation of the Blueprint, the installing district has positioned itself to change the game by transforming the way each building allocates its resources.</p>	Policy and Process, Communication	Tier 1		09/01/2018	06/28/2019	\$0	General Fund	Principal
Activity - Building and District Administrator PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Principals and district administration will receive professional leadership coaching around improving instructional leadership capacity. Training will be done around creating a climate for success, implementing curriculum change, and habit, building a framework for success. The training will focus on creating instructional leaders for academic improvement, not just building managers. Additionally, the building administrators will form a PLC specifically to train for critical conversations, instructional leadership, and evaluation competencies.	Professional Learning	Tier 1		09/01/2018	06/28/2019	\$0	General Fund	Principal
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Measurable Objective 2:

100% of All Students will demonstrate a proficiency of 3% increase student growth in Reading by 06/28/2019 as measured by NWEA Reading Scores.

(shared) Strategy 1:

Performance Management 18 - As the district begins to move forward at a rapid pace, it is important that everyone within the organization have a specific process for facilitating effective data conversations that establishes a spirit of inquiry and positions the analysis of multiple measures of data at the heart of the exploration and action plan development. The Problem-Solving Driver System is the first of three district drivers systems that will support rapid improvement in student and teacher performance in a short amount of time. The Performance Management tool is utilized in this Driver System.

Category: Mathematics

Research Cited: Bernhardt, V.L.,(2013). Data analysis for continuous school improvement, 3d edition. Larchmont, NY: Eye on Education.

Sharratt, L. & Fullan, M. (2012). Putting faces on the data: What great leaders do. Thousand Oaks, CA: Corwin Press.

Sharratt, L. & Fullan, M. (2009). Realization: The change imperative for deepening district wide reform. Thousand Oaks, CA: Corwin Press.

Welman, B. & Lipton, L., (2012). Got data? Now what? Creating and leading cultures of inquiry. Bloomington, IN: Solution Tree.

Patterson,K., Grenny, J., McMillan, R., & Switzler, A.(2012). Crucial conversations: Tools for talking when stakes are high .New York: McGraw-Hill.

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2013). Crucial accountability: Tools for resolving violated expectations, broken commitments, and bad behavior (2nd ed.). McGraw-Hill.

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2013). Influencer: The New Science of Leading Change (2nd ed.). New York: McGraw-Hill.

Tier: Tier 1

Activity - Illuminate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize Illuminate to monitor Annual Performance Goals and local assessment data.	Monitor	Tier 1	Getting Ready	09/01/2018	06/28/2019	\$0	General Fund	Principal Teachers

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Activity - Collaborative Learning Cycles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the Collaborative Learning Cycle (CLC) process to identify and monitor academic and non-academic needs of students. The CLC process will provide a common tool for data conversations. Data conversations may focus on student data (formative, summative and/or benchmark) or student work samples.	Teacher Collaboration, Communication, Evaluation	Tier 1	Implement	09/01/2018	06/28/2019	\$0	General Fund	Principal Teachers
Activity - DTN Tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the performance management template (DTN tool) to record and use multiple sources of data to problem solve; Data sources should include the following: Demographic Performance Goals Non-Instructional Indicators Achievement Data	Monitor, Evaluation	Tier 1	Implement	09/01/2018	06/28/2019	\$0	General Fund	Principal Teachers
Activity - Ambitious Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the high quality data collection tool (DTN tool) to record and monitor the implementation of the ambitious teaching strategies.	Monitor, Professional Learning, Evaluation	Tier 1		09/01/2018	06/28/2019	\$0	General Fund	Principal

(shared) Strategy 2:

Instructional Infrastructure 18 - The Instructional Infrastructure is the second district system that the District Turnaround Network (DTN) begins to develop. The first phase of the development of this system involved describing and communicating explicit high quality subject-specific instructional practices for all core content areas. This was done in 2016-17 and the visions were adopted by the DTN. The district will measure the extent to which the current classroom instruction across the entire district is aligned to the visions.

Category: Mathematics

Research Cited: Barnes, C., Camburn, E., Kim, J., & Rowan, B. (2004, April). School leadership and instructional improvement in CSR schools Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Camburn, E., Rowan, B., & Taylor, J. (2003). Distributed leadership in schools: The case of elementary schools adopting comprehensive school reform models. Educational Evaluation and Policy Analysis, 25(4), 347-343.

Cobb, P., & Jackson, K. (2011). Towards an empirically grounded theory of action for improving the quality of mathematics teaching at scale. Mathematics Teacher

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Erickson Elementary School

Education and Development, 13(1), 6-33.

Cobb, P., Jackson, K. , Smith, T., Sorum, M., & Henrick, E. (2013). Design research with educational systems: Investigating and supporting improvements in the quality of mathematics teaching and learning at scale. In B. J. Fishman, W. R. Penuel, A.-R. Allen & B. H. Cheng (Eds.), Design based implementation research: Theories, methods, and exemplars. National Society for the Study of Education Yearbook (Vol. 112, Issue 2, pp. 320-349). New York: Teachers College.

Tier: Tier 1

Activity - High Quality Instructional Models	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Strengthen the implementation of high quality instruction as measured by increased student achievement. The district will focus on the following high quality instructional models: Ambitious Teaching Strategies SIOB instruction for ELL students IB - PYP and MYP Inquiry Based	Direct Instruction, Professional Learning	Tier 1	Getting Ready	09/01/2018	06/28/2019	\$0	General Fund	Principal Teachers
Activity - Common Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Align district curriculum and assessments as evidenced by the identification of power standards, pacing guides, common assessments, common grading practices and reporting tools.	Monitor, Evaluation	Tier 1		09/01/2018	06/28/2019	\$0	General Fund	Principal Teachers
Activity - Professional Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the following professional learning opportunities to deepen the knowledge of academic and non-academic needs of students Professional Learning Series Teacher Mentoring Program Instructional Rounds Instructional Coaching	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1		09/01/2018	06/28/2019	\$0	General Fund	Principal Instructional Coaches Teachers
Activity - MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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(MTSS) to meet the academic of students and to coordinate general and special education programming: Title I and 31a instructional support Additional materials ESL teachers and paraeducators Additional materials After school and summer school instruction Stipends and materials	Behavioral Support Program, Academic Support Program	Tier 1	Getting Ready	09/01/2018	06/28/2019	\$0	Section 31a	Principal Teachers
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(shared) Strategy 3:

Leadership 18 - The last component of the Blueprint to be developed and installed during this phase of installation is the Instructional Leadership Routines - Monitoring. The DTN will develop a plan to implement a consistent monitoring protocol for classroom observations that aligns to the district's vision for subject-specific teaching and learning. This will include setting timelines for instructional improvement, developing consistent processes for monitoring curriculum planning and implementation, along with determining how all instructional leaders will assist teachers to track the process of all students. As central office administrators are entrenched in their partnerships with building leaders, it will be apparent that the district must intentionally develop policies and structures that will support these partnerships.

Category: English/Language Arts

Research Cited: Baroody,K.(2011). Turning around the nation's lowest performing schools: Five steps districts can take to improve their chances of success.

Washington, D.C.: Center for American Progress. Retrieved from http://cdn.americanprogress.org/wpcontent/uploads/issues/2011/02/pdf/five_steps.pdf

Duke,D. (2008). Keys to sustaining successful school turnarounds. Retrieved from University of Virginia, Darden/Curry Partnership for Leaders in Education website: http://www.darden.virginia.edu/web/uploadedFiles/Darden/Darden_Curry_PLE/UVA_School_Turnaround/KeysToSuccess.pd.

Honig, M., Copland, M.A.,Rainey, L.,Lorton, J.A., Newton, M. (2010). Central Office transformation for district-wide teaching and learning improvement. Center for the Study of Teaching and Policy (CTP) at the University of Washington. Retrieved from http://depts.washington.edu/uwcel/news/ctp_cotdtli.pdf.

Knapp, M.S.,Copland, M.A.,Honig,M., Plecki, M.L., Portin, B.S. (2012). Learning-focused leadership and leadership support: Meaning and practice in urban systems. Center for the Study of Teaching and Policy (CTP) at the University of Washington. Retrieved from <http://www.wallacefoundation.org/knowledge-center/schoolleadership/key-research/Documents/Focused-Leadership-and-Support-in-UrbanSystems.pdf>.

Tier: Tier 1

Activity - Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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Establish partnership roster that identifies each specific partnership in the district, i.e., principal name and central office administrator who are collaborating. This message along with the urgency for instructional improvement is regularly communicated at all levels of the organization and becomes a driving force behind the work of all building level instructional leaders. Further, the central office leader's monthly use of the Performance Management Driver System keeps the focus of all instructional leaders on instructional improvement and student performance. Successful partnerships will have measureable results in the following areas: (1) increased turnaround competencies in building-level administrators; (2) higher rates of high quality subject-specific instruction; (3) evidence of success in the coaching record; (4) data from the Performance Management Driver System.	Communication, Evaluation	Tier 1		09/01/2018	06/28/2019	\$0	General Fund	Principal
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Activity - Resources Aligned to Student Needs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Allocation of Resources Aligned to Student Needs Because rapid turnaround is different than continuous improvement, districts are faced with the challenge to "seize this incredible moment of rapid change to transform the way they use resources (time, people, money) so that every school succeeds for every child." (ERS, 2013) With district systems completely installed and operational, it is now time for districts to take this opportunity to remake the very foundation of their organization and cost structure to support these systems effectively. Strategic School Design – Allocation of Resources Education Resource Strategies (ERS) has been researching strategic resource use in schools for over a decade. Through this research, they found that the most successful schools start with a strong vision for student and teacher success, and have deliberate efforts to reorganize resources (time, people, money) around that vision. Through the installation of the Blueprint, the installing district has positioned itself to change the game by transforming the way each building allocates its resources.	Policy and Process, Communication	Tier 1		09/01/2018	06/28/2019	\$0	General Fund	Principal

Activity - Building and District Administrator PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Principals and district administration will receive professional leadership coaching around improving instructional leadership capacity. Training will be done around creating a climate for success, implementing curriculum change, and habit, building a framework for success. The training will focus on creating instructional leaders for academic improvement, not just building managers. Additionally, the building administrators will form a PLC specifically to train for critical conversations, instructional leadership, and evaluation competencies.	Professional Learning	Tier 1		09/01/2018	06/28/2019	\$0	General Fund	Principal
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Goal 2: Culture and climate

Measurable Objective 1:

demonstrate a behavior that reflects a decrease in referrals and suspensions by 10% by 06/28/2019 as measured by and an increase resulting in an overall 90% attendance rate by 06/30/2019 as measured by attendance data, discipline data..

Strategy 1:

Conscious Discipline - Conscious Discipline builds resilient classrooms, addresses student trauma and provides teachers with skills to support a safe learning environment.

Category: School Culture

Research Cited: Dr. Becky Bailey- Concious Discipline: Building Resilient Classrooms

Training Teachers in Classroom Management: Evidence of Positive Effects on the Behavior of Difficult Children by Dr. Lorrie Hoffman, Dr. Cynthia Hutchinson, and Dr. Elayne Reiss

Tier: Tier 1

Activity - Conscious Discipline	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional learning opportunities in conscious discipline.	Professional Learning	Tier 1	Implement	09/01/2018	06/28/2019	\$0	General Fund	All Erickson staff

Strategy 2:

Intense Student Support Network - Intense Student Support - Ypsilanti Community Schools believe that every student has the right to a safe, supportive school in which we respect each student's values, beliefs, individual backgrounds, and identity. We believe that every student has the right to an equitable educational experience and that it is the district's responsibility to provide a system of delivery from which each student has the potential for high levels of success. We believe that each student reaches his/her potential as result of an equitable but not equal system of delivery, i.e., a system that responds to the unique and individual academic and non-academic needs of each student within its charge.

As a result of these beliefs, the district embraces the opportunity to engage with every student to maximize both his/her academic and social learning. The student

support network establishes a delivery system that responds to the unique and individual academic and non-academic needs of each student.

The district recognizes that the key person in the learning equation is the student (Murphy, 2014) and further recognizes that it is critical to develop a meaningful, positive relationship with each student in order to exercise academic press and influence. Using Joseph Murphy's work with pastoral care as a guide, the district's Intense Student Support Network ensures that the norms of pastoral care positively impact every student for whom we as a district have the privilege of serving. Those norms and identifying characteristics are:

Care/Relationships

Support

Safely

Membership

Category: School Culture

Research Cited:

Anchorage School District. (2005). Social and Emotional Learning Standards and Benchmarks for the Anchorage School District. Retrieved from http://smhp.psych.ucla.edu/pdfdocs/sel%20standards%20and%20benchmarks%20_anchorage%20school%20dist_.pdf.

Collaborative for Academic, Social, and Emotional Learning. (2012). 2013 CASEL Guide: Effective Social and Emotional Learning Programs- Preschool and Elementary Edition. Retrieved from <http://static1.squarespace.com/static/513f79f9e4b05ce7b70e9673/t/526a220de4b00a92c90436ba/1382687245993/2013-casel-guide.pdf>.

Campbell Jones, F. L., Campbell Jones, B., and Lindsey, R.B. (2010). The culturally proficient journey. Thousand Oaks, CA: Corwin Press.

Lindsey, R.B., Roberts, L. M., & Campbell Jones, F. L. (2013). The culturally proficient school. Thousand Oaks, CA: Corwin Press.

Murphy, J. & Torre, D. (2014). Creating productive cultures in schools. Thousand Oaks, CA: Corwin Press.

Murphy, J. (2010). The educator's handbook for understanding and closing the achievement gap. Thousand Oaks, CA: Corwin Press.

Parrett, W H., & Budge, K. M. (2012). How high poverty schools become high performing schools. Alexandria, VA: ASCD.

Tier: Tier 1

School Improvement Plan

Erickson Elementary School

Activity - Membership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ownership, involvement, accomplishment, belonging Truancy Alternative Education Programs McKinney Vento eligible student support Co-curriculars, extra-curriculars, and student organizations	Behavioral Support Program	Tier 1	Getting Ready	09/01/2018	06/28/2019	\$0	General Fund	Principal
Activity - Safety	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-personalization, prevention, systematic action, climate of positivity, shared development and ownership Restorative Practices Structures and Routines (Teach Like a Champion, Consistent Discipline) Non Violent Crisis Intervention Crisis Response Team	Behavioral Support Program	Tier 1	Getting Ready	09/01/2018	06/28/2019	\$0	General Fund	Principal Social Workers
Activity - Care/Relationships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establishing trustworthiness, treating students fairly and with respect, valuing all students as individuals and expressing concern for what is happening in their lives, taking interest and investing in students, challenging students, knowing students well, sharing oneself as a person, being accessible, seeing through the eyes of students, providing recognition Conscious Discipline Cultural Proficiency Coordinated School Health & partnerships as identified by the CSH Team and the MOU process	Behavioral Support Program	Tier 1	Getting Ready	09/01/2018	06/28/2019	\$0	General Fund	Principal Social Worker
Activity - Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Providing assistance, offering encouragement, providing safety nets, mentoring socially, culturally, academically, physically, advocating Develop and utilize a Multiple Tiered System of Supports (MTSS) to meet the non-academic needs of students and to coordinate general and special education programming: behavior Supports Social Work YCS@Work	Behavioral Support Program	Tier 1	Getting Ready	09/01/2018	06/28/2019	\$0	General Fund	Principal Social Worker

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Strategy 3:

The Leader In Me - The Leader In Me is a school wide process that incorporates the seven habits of highly effective people into curriculum and instruction. This process empowers students as leaders in and out of school and offers students a voice within the school community.

Category: School Culture

Research Cited: David Hatch- Franklin Covey

The Impact of The Leader in Me on Student Engagement and Social Emotional Skills

Brant Goble, Jie Zhang, Komako Suzuki, Tony Norman, Gary Houchens,

Jenni Redifer, Amber Schroeder, Candace Elliott, Kyong Chon, & Stephen Miller

Western Kentucky University

Tier: Tier 1

Activity - 7 Habits Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leader In Me provides curriculum materials and resources for teachers to incorporate teaching the 7 habits.	Direct Instruction	Tier 1	Implement	09/01/2018	06/28/2019	\$7500	Title II Part A	Principal, District Grants Coordinator

Activity - Leadership Roles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided opportunities to serve in leadership roles within their classrooms and at the school level.	Other - Student Engagement and Empowerment	Tier 2	Implement	09/01/2018	06/30/2022	\$1500	Title I Schoolwide	Teachers, Support Staff, Dean of Students, Principal

Strategy 4:

Restorative Practices - Implement Restorative Practices with fidelity - The Whole-School Change Program involves 11 Essential Elements, including affective statements, restorative questions, fair process, small impromptu conferences, proactive circles, responsive circles and restorative conferences. Staff teams, working in small professional learning groups, focus on understanding and using these elements. <http://www.safersanerschools.org/>

Category: School Culture

Research Cited: <http://www.ascd.org/publications/educational-leadership/sept11/vol69/num01/Building-Safer,-Saner-Schools.aspx>

http://www.nxtbook.com/nxtbooks/integratedresearchsrvcs/pr_201112/#/4 http://www.nassp.org/tabid/3788/default.aspx?topic=Restoring_Community_and_Trust

<http://www.educationalleadership-digital.com/educationalleadership/2014summer?pg=54&pm=2&fs=1#pg54> <http://www.iirp.edu/pdf/IIRP-Improving-School-Climate.pdf>

Tier: Tier 1

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Activity - 11 Elements for Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Affective statements, Restorative Questions, Fair Process, Small Impromptu Conferences, Proactive Circles, Responsive Circles, Restorative Circles, Restorative Conferences, Fair Process, Reintegrative Management of Shame, Restorative Staff Community, Restorative Approach with Families, Fundamental Hypothesis Understandings	Behavioral Support Program	Tier 1	Implement	09/01/2018	06/28/2019	\$500	Title I Schoolwide	All Erickson staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Ambitious Teaching	Utilize the high quality data collection tool (DTN tool) to record and monitor the implementation of the ambitious teaching strategies.	Monitor, Professional Learning, Evaluation	Tier 1		09/01/2018	06/28/2019	\$0	Principal
Conscious Discipline	Staff will participate in professional learning opportunities in conscious discipline.	Professional Learning	Tier 1	Implement	09/01/2018	06/28/2019	\$0	All Erickson staff
Partnerships	Establish partnership roster that identifies each specific partnership in the district, i.e., principal name and central office administrator who are collaborating. This message along with the urgency for instructional improvement is regularly communicated at all levels of the organization and becomes a driving force behind the work of all building level instructional leaders. Further, the central office leader's monthly use of the Performance Management Driver System keeps the focus of all instructional leaders on instructional improvement and student performance. Successful partnerships will have measureable results in the following areas: (1) increased turnaround competencies in building-level administrators; (2) higher rates of high quality subject-specific instruction; (3) evidence of success in the coaching record; (4) data from the Performance Management Driver System.	Communication, Evaluation	Tier 1		09/01/2018	06/28/2019	\$0	Principal
High Quality Instructional Models	Strengthen the implementation of high quality instruction as measured by increased student achievement. The district will focus on the following high quality instructional models: Ambitious Teaching Strategies SIOP instruction for ELL students IB - PYP and MYP Inquiry Based	Direct Instruction, Professional Learning	Tier 1	Getting Ready	09/01/2018	06/28/2019	\$0	Principal Teachers

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Safety	-personalization, prevention, systematic action, climate of positivity, shared development and ownership Restorative Practices Structures and Routines (Teach Like a Champion, Consistent Discipline) Non Violent Crisis Intervention Crisis Response Team	Behavioral Support Program	Tier 1	Getting Ready	09/01/2018	06/28/2019	\$0	Principal Social Workers
DTN Tools	Utilize the performance management template (DTN tool) to record and use multiple sources of data to problem solve; Data sources should include the following: Demographic Performance Goals Non-Instructional Indicators Achievement Data	Monitor, Evaluation	Tier 1	Implement	09/01/2018	06/28/2019	\$0	Principal Teachers
Membership	Ownership, involvement, accomplishment, belonging Truancy Alternative Education Programs McKinney Vento eligible student support Co-curriculars, extra-curriculars, and student organizations	Behavioral Support Program	Tier 1	Getting Ready	09/01/2018	06/28/2019	\$0	Principal
Building and District Administrator PD	Principals and district administration will receive professional leadership coaching around improving instructional leadership capacity. Training will be done around creating a climate for success, implementing curriculum change, and habit, building a framework for success. The training will focus on creating instructional leaders for academic improvement, not just building managers. Additionally, the building administrators will form a PLC specifically to train for critical conversations, instructional leadership, and evaluation competencies.	Professional Learning	Tier 1		09/01/2018	06/28/2019	\$0	Principal
Common Assessment	Align district curriculum and assessments as evidenced by the identification of power standards, pacing guides, common assessments, common grading practices and reporting tools.	Monitor, Evaluation	Tier 1		09/01/2018	06/28/2019	\$0	Principal Teachers
Evaluation System	Implement an evaluation system that has clearly defined standards that combines qualitative and quantitative data from a variety of sources including school and student performance.	Evaluation	Tier 1		09/01/2018	06/28/2019	\$0	Principal

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Resources Aligned to Student Needs	<p>Allocation of Resources Aligned to Student Needs Because rapid turnaround is different than continuous improvement, districts are faced with the challenge to “seize this incredible moment of rapid change to transform the way they use resources (time, people, money) so that every school succeeds for every child.” (ERS, 2013) With district systems completely installed and operational, it is now time for districts to take this opportunity to remake the very foundation of their organization and cost structure to support these systems effectively.</p> <p>Strategic School Design – Allocation of Resources Education Resource Strategies (ERS) has been researching strategic resource use in schools for over a decade. Through this research, they found that the most successful schools start with a strong vision for student and teacher success, and have deliberate efforts to reorganize resources (time, people, money) around that vision. Through the installation of the Blueprint, the installing district has positioned itself to change the game by transforming the way each building allocates its resources.</p>	Policy and Process, Communication	Tier 1		09/01/2018	06/28/2019	\$0	Principal
Care/Relationships	<p>Establishing trustworthiness, treating students fairly and with respect, valuing all students as individuals and expressing concern for what is happening in their lives, taking interest and investing in students, challenging students, knowing students well, sharing oneself as a person, being accessible, seeing through the eyes of students, providing recognition Conscious Discipline Cultural Proficiency Coordinated School Health & partnerships as identified by the CSH Team and the MOU process</p>	Behavioral Support Program	Tier 1	Getting Ready	09/01/2018	06/28/2019	\$0	Principal Social Worker
Collaborative Learning Cycles	<p>Utilize the Collaborative Learning Cycle (CLC) process to identify and monitor academic and non-academic needs of students. The CLC process will provide a common tool for data conversations. Data conversations may focus on student data (formative, summative and/or benchmark) or student work samples.</p>	Teacher Collaboration, Communication, Evaluation	Tier 1	Implement	09/01/2018	06/28/2019	\$0	Principal Teachers

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Support	Providing assistance, offering encouragement, providing safety nets, mentoring socially, culturally, academically, physically, advocating Develop and utilize a Multiple Tiered System of Supports (MTSS) to meet the non-academic needs of students and to coordinate general and special education programming: behavior Supports Social Work YCS@Work	Behavioral Support Program	Tier 1	Getting Ready	09/01/2018	06/28/2019	\$0	Principal Social Worker
Professional Learning Opportunities	Utilize the following professional learning opportunities to deepen the knowledge of academic and non-academic needs of students Professional Learning Series Teacher Mentoring Program Instructional Rounds Instructional Coaching	Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1		09/01/2018	06/28/2019	\$0	Principal Instructional Coaches Teachers
Professional Learning Series	Provide a data-driven professional learning series aligned to the vision for high quality instruction and the district guaranteed curriculum, materials and assessments Teacher and Principal Professional Development Teacher and Principal Mentoring	Professional Learning	Tier 1		09/01/2018	06/28/2019	\$0	Principal Teachers
Illuminate	Utilize Illuminate to monitor Annual Performance Goals and local assessment data.	Monitor	Tier 1	Getting Ready	09/01/2018	06/28/2019	\$0	Principal Teachers

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
11 Elements for Restorative Practices	Affective statements, Restorative Questions, Fair Process, Small Impromptu Conferences, Proactive Circles, Responsive Circles, Restorative Circles, Restorative Conferences, Fair Process, Reintegrative Management of Shame, Restorative Staff Community, Restorative Approach with Families, Fundamental Hypothesis Understandings	Behavioral Support Program	Tier 1	Implement	09/01/2018	06/28/2019	\$500	All Erickson staff
Leadership Roles	Students will be provided opportunities to serve in leadership roles within their classrooms and at the school level.	Other - Student Engagement and Empowerment	Tier 2	Implement	09/01/2018	06/30/2022	\$1500	Teachers, Support Staff, Dean of Students, Principal

Title II Part A

School Improvement Plan

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
7 Habits Instruction	The Leader In Me provides curriculum materials and resources for teachers to incorporate teaching the 7 habits.	Direct Instruction	Tier 1	Implement	09/01/2018	06/28/2019	\$7500	Principal, District Grants Coordinator

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS	(MTSS) to meet the academic of students and to coordinate general and special education programming: Title I and 31a instructional support Additional materials ESL teachers and paraeducators Additional materials After school and summer school instruction Stipends and materials	Behavioral Support Program, Academic Support Program	Tier 1	Getting Ready	09/01/2018	06/28/2019	\$0	Principal Teachers