



# **School Improvement Plan**

**Fountain Elementary School**

**Roseville Community Schools**

Mr. Wayne Johnson, Principal  
16850 Wellington  
Roseville, MI 48066-2469

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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.

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Fountain Elementary School is a neighborhood school located in the center of the suburban community of Roseville, Michigan. The population of Roseville is approximately 47,000. It is a mature city within the growing county of Macomb and part of the Greater Detroit Area.

Fountain Elementary School principal, Mr. Wayne Johnson is in his third year at Fountain. With a total of 24 years as a professional educator, including elementary school principal experiences totaling 15 years in Roseville, we appreciate and embrace his leadership.

This is a predominately blue collar community. Home ownership is at 60%, with industrial and retail corridors making up Roseville's tax base. However, due to our economic times a significant percentage of these small starter homes have become rental properties while another percentage are vacant. Due to this, our population is ever changing.

Roseville Community Schools consists of 7 elementary schools, two middle schools, one high school, an administration building, and has programs for preschool, alternative education, and adult education. The district serves approximately 5,200 students annually.

Fountain Elementary School is located south of 12 Mile Road and east of Groesbeck at 16850 Wellington. Fountain Elementary School was built in 1956. In 2006, a 50th anniversary celebration was commemorated with a tile mural designed and made by the students of Fountain. In 2010, our school was renovated with a new gymnasium, updated technology, and new ventilation and plumbing. Fountain has the third largest elementary school population, in the district. We have a high population of inter-district transfers and many School of Choice students attending our school. During the 2015-16, school year we educated slightly over 300 students.. Effective September of 2014 6th grade was moved out of the elementary school and moved into the middle school. Fountain now houses grades K-5 along with a Resource Room for grades 3-5, and a Special Education Rooms for learning disabled students grades 4-5.. This totals number of classrooms is 15. We have a highly-qualified instructional staff, with years of experience ranging from 2 to 36.

With the state of Michigan's color rating, we received "lime green" status and are no longer a focus school. We are very proud that we were able to move from yellow to lime in green in only one year. We have been a School-Wide Title I school since 2010. We currently have 72% of our students receiving free/reduced lunch. Our staff works very diligently to help all students to achieve grade level success.



## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Fountain Elementary envisions itself as an educational institution with high expectations for academics, lifelong learning and the use of technology. We envision our learning community to be safe and positive for all children. Our learning community strives to provide an environment that promotes diversity and respect for all members of society and build a sense of responsibility to contribute to our community in a positive manner. We expect every Fountain student to leave with the knowledge, self confidence and work ethic to meet the challenges of the future.

### **MISSION STATEMENT**

The mission of Fountain Elementary school in cooperative partnership with students, the home, and the community, is to develop lifelong learners prepared to meet the challenges of the future.

### **BELIEF STATEMENTS**

We believe that all children can learn.

We believe that optimum learning takes place when the basic needs of children are met.

We believe that successful learning occurs when the educators provide a variety of strategies to meet the individual needs of students.

We believe that our educational community must be responsive to change.

We believe that students, teachers, administrators, and parents must work together to advance student learning.

We believe in encouraging students to become lifelong learners, problem solvers, and critical thinkers.

The staff at Fountain Elementary works in a close partnership with our parents. The staff communicates often with the home through building/classroom newsletters, all call phone system, building and classroom websites, curriculum night, conferences, and many school wide projects.

Our building participated in several programs to help our students academically, emotionally, and physically. We are in partnership with the Roseville Public Library for the Summer Reading program and book mark design contest. We participated in the district's Family Fun Night, and scholarship fund raising. The Green Team has created a community garden and achieved "Evergreen School" status. The students contributed to the community through the "Project Art" program, and a food drive. The Fountain family also donated to the following non-profit organizations: Roseville Scholarship Foundation, Roseville Good fellows, National Wildlife adopt an animal program, and the Roseville Fireworks Fund. Staff arranged for community members to speak with our students including: fire safety program, and the major of Roseville was a guest reader for March's Reading Month.

The Fountain staff elected to use Title One funds to provide our students with instructional aides that assisted them with math and reading. We have also developed an after school tutoring program using SuccessMaker and Number World's, four days a week for qualifying students in grades 2-5 and an early literacy tutoring program for students in K-2 using a program called Early Intervention To Reading.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Fountain Elementary School Notable Achievements include:

- We went from yellow to lime green in the state of Michigan's color rating in only one year.
- All district elementary curriculum's are aligned to Common Core State Standards
- March is Reading Month guest readers (community members and authors)
- Highly Qualified Staff
- Schoolwide Technology
- Distance Learning Lab Experiences
- Project Challenge (gifted/talented program)
- Business-Community Partnerships
- Community Speakers/Presenters
- SuccessMaker (1-5)/SuccessMaker lab
- Active Parent Participation at Conferences
- Fountain Parent Club
- Afterschool tutoring program
- Green team
- Green team Evergreen Status
- Student and Staff Leadership Team
- National Honor Society
- Field Day
- Kindergarten Transition Program
- School wide transition day
- Roseville has provided Transition programs for incoming Kindergarten and Middle school students.
- Fountain School has a "Community Garden" sponsored by Macomb Fresh and Molina Healthcare!
- Participation in P.A.I.R (Project Art in Roseville)

We are working to increase our student's M-Step scores through the adaptation of the Reading Mastery/Corrective Reading and Direct Instruction Math programs. We have also implemented an afterschool tutoring program using SuccessMaker for students in grades 1-5. Each classroom also spends an additional time weekly using the computer lab to work on SuccessMaker in the areas of math and reading.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

### POINTS OF PRIDE

We went from yellow to lime green in the state of Michigan's color rating in only one year.

Our Staff have taken a prominent role in the district's Common Core development committees

Strong staff -PTO cooperation

Transition Days (Preschool to K and 5th grade to Middle School)

PTO and school fundraisers for the Roseville Scholarship Foundation.

Green Team Evergreen Status

Community Garden

OPTIMIST Club

March is Reading Month Activities

Community leaders - visitors from the city- present/speak to our students

Participation in Project Art in Roseville (P.A.I.R.)

Participation in CONNECT

Afterschool tutoring

Can food drive

SuccessMaker lab

School wide color run

Field Day

Green team trashion frashion show

Fountain Family Fun Day (carnival )

Fifth grade safety/service squad

Roseville High School helpers

Capturing kids heart

Jump Rope for Hearts

Detroit Lions Healthy Choices program

Student Leadership Committee

Staff Leadership Committee

Student Council

National Honor Society

American Poetry Digest Contest

-Project Challenge (gifted/talented program)

### BUSINESS LIASONS

Macomb Fresh

Target Volunteers

Hungry Howies

SY 2016-2017

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## School Improvement Plan

Fountain Elementary School

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Louie's Pizza

Texas Roadhouse

Detroit Lions

Cornerstone Church

Chuck and Daves Salsa

Family Video

Jungle Java

Dick's Sporting Goods

Logan's Roadhouse

Chuckie Cheese

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

Our School Improvement Committees consists of our principal, staff, and parents. Volunteers were taken for the leadership roles. All members sit on a goal committee. Committees analyze data and create strategies. The goal committees report to the School Improvement Committee who by consensus decide upon and implement a plan of action. Most meetings are scheduled by the district on late start dates. Additional meetings are held before or after school as needed.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

Fountain Elementary's School Improvement Team consists of the principal, all teachers/staff, parents, and community representatives. Each staff member sits on a goal committee. Committees analyze data and create strategies. The goal committees report to the School Improvement Committee who by consensus decide upon and implement a plan of action. Most meetings are scheduled by the district on late start dates. Additional meetings are held before or after school as needed.

School Improvement reports and updates are also given at each PTO meeting for further parent input.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The final improvement plan was approved by the committee at the last SIP meeting of the school year. It will be presented to the whole Fountain community on curriculum night in the fall of 2016. The committee meets monthly as accommodated by the staff contract. PTO meetings are held later each month for updates. There is also information disseminated in the school and classroom newsletters as needed.

# School Data Analysis



## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

## **Demographic Data**

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

### **Student Demographic Data**

#### **1. In looking at the three year trend in student enrollment data, what challenges have been identified?**

The challenges we face at Fountain Elementary based on our current enrollment data related to core student achievement levels of arriving students. We are noticing that many students coming into our school have gaps in their learning due to frequent moves between districts and/or curriculum's. We are also seeing a lot of truancy issues.

### **Student Demographic Data**

#### **2. In looking at the three year trend in student attendance data, what challenges have been identified?**

Our school's demographic attendance trend data is consistent at all grade levels (i.e., ethnicity, gender, economically disadvantage. ELL, homeless, and students with disabilities.) Although we do not see a trend in grade levels or ethnic groups we have seen an increase in truancy within the school as a whole.

### **Student Demographic Data**

#### **3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?**

Students with excessive discipline referrals or suspensions have trouble keeping up with the curriculum.

### **Student Demographic Data**

#### **4. What action(s) could be taken to address any identified challenges with student demographic data?**

We offer breakfast to the whole school population, so that is an incentive to get to school on time as to not miss any instruction time. In 2016-2017 we are implementing positive behavior lanyards where students can earn points for good weekly attendance.

### **Teacher/School Leader(s) Demographic Data**

#### **5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?**

Fountain staff is a highly qualified staff and this has a positive impact on student achievement. Our teachers have a high level of advanced degrees in curriculum and many years of experience working with young children.

**Teacher/School Leader(s) Demographic Data**

**6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?**

Our Fountain Staff is highly qualified, with a range of teaching experience from 2 years to 36. This gives them a great deal of experience in working with young children at all achievement levels.

**Teacher/School Leader(s) Demographic Data**

**7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?**

Student achievement has been affected minimally due to teacher absences. Highly qualified substitute teachers provided consistency for our students.

**Teacher/School Leader(s) Demographic Data**

**8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?**

Student achievement has been affected minimally due to teacher absences. Highly qualified substitute teachers provided consistency for our students.

**Teacher/School Leader(s) Demographic Data**

**9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?**

At Fountain we have a good mix of teachers with diverse backgrounds and degrees areas.

## **Process Data**

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

**10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?**

Curriculum was a stand out this year. We have a district wide Direct Instruction programs for Reading and Math.

**11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?**

We found in our Direct Instruction Reading program that having enough staff to fully cover all group was an issue. We were able to address this and get help throughout the year.

**12. How might these challenges impact student achievement?**

Group sizes were bigger, but we did address this and got help throughout the year to reduce group size.

**13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.**

We have budgeted in the School Improvement Plan for additional Instructional Aides to help out with our DI curriculum.

**14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?**

Fountain Elementary is a Schoolwide Title 1 school therefore all students have access to intervention programs supported by Title 1, including students with disabilities. All of our students with disabilities have access to the full array of intervention programs/services as a result of our Title 1 Schoolwide Program.

**15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?**

Extended Learning Opportunities include:

Afterschool program K-5

Title 1 parent information center K-5

Parent/Teacher Conferences K-5

Curriculum night/Open House K-5

## School Improvement Plan

Fountain Elementary School

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Kindergarten Information Night K

Project Challenge - 3-5

RCS Maturation Program 5

Green Team Club - 3-5

Fountain Community Garden K-5

RCS Extended year Summer School Pre K- 5

MISD Biligual /ESL Program K-5

Religious Release Program 2-5

Student Leadership Team 4-5

### **16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?**

Fountain parents are informed of Extended Learning Opportunities through school/classroom newsletters, marquee, call command, RCS Mailout system, classroom websites, and flyers. Identifying students is based on the activity they are applying for.

### **17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?**

The district has rolled out all Common Core Curriculums as they become available. Our district has adopted a Direct Instruction math program along with a Direct Instruction Reading program. Evidence can be found in lesson plans, examples of student work, and professional development conferences that have been attended by our staff.

### **18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.**

N/A

## **Achievement/Outcome Data**

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

### **19a. Reading- Strengths**

According to our 2015-2016 NWEA MAP data we have noticed that our students are continuing to close the gap when it comes to meeting the National Norm. Especially our 2nd grade students that were 1.3 points above the National Norm on the RIT scale.

### **19b. Reading- Challenges**

We have a very transient population with truancy issues, along with an increase of low income students, and students enrolling at reading/math skills far below grade level.

### **19c. Reading- Trends**

We saw a positive trend in Reading performance within our Fountain population. Any negative trends within subgroups were addressed through the use of Instructional Aides, Literacy Coach, small group instruction, and differentiated instruction.

### **19d. Reading- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on**

**tiered instruction if appropriate.**

Tier 1 students will all be given the Direct Instruction Reading program Reading Mastery. Tier 2 and Tier 3 student will be given the additional support through Instructional Aides/Literacy Coach support, along with Special Education teacher instruction. This was done through the use of double dosing, Early Intervention Reading support, Corrective Reading, and our Afterschool program.

#### **20a. Writing- Strengths**

Fountain Elementary is making gains each testing period getting closer to the mean National Norm on the NWEA MAP test.

#### **20b. Writing- Challenges**

Having a school-wide writing curriculum was a challenge. We have recognized the need for a District Writing Program and will be starting Being A Writer in the Fall of 2016.

#### **20c. Writing- Trends**

3rd grade seemed to be closest to meeting the National Norm on the NWEA MAP testing.

#### **20d. Writing- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

We have recognized the need for a District Writing Program and will be starting Being A Writer in the Fall of 2016.

**21a. Math- Strengths**

Again our 2nd grade was the strongest in Math on the NWEA MAP testing. They are 6 points above the norm mean RIT score on the NWEA MAP test. This is up 1 point for the Fall test scores.

**21b. Math- Challenges**

We have a very transient population with students enrolling below grade level in Math. We are currently working with our new Direct Instruction math program Connecting Math Concepts and believe this will help keep our math scores moving in a positive direction.

**21c. Math- Trends**

Through our district NWEA MAP data we are seeing a positive movement in our K-2 math achievement scores, as well as 5th grade. 3rd and 4th grades are still struggling. We will continue with our DI math program Connecting Math Concepts.

**21d. Math- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Tier 1 students will all be given the Direct Instruction Math program Connecting Math Concepts. Tier 2 and Tier 3 student will be given the additional support through Instructional Aides, along with Special Education teacher instruction, as well as our Afterschool program.

**22a. Science- Strengths**

There are currently no strengths in Science we are 3.9% below the state average in 4th grade Science on the M-Step.



**22b. Science- Challenges**

Reading in the content area of Science due to not reading at grade level.

**22c. Science- Trends**

We continue to struggle in Science.

**22d. Science- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Our Direct Instruction Reading program has a lot of Science content embedded within it. Science Enrichment is offered at Fountain elementary to K, 2,3,and 4th grade students.

**23a. Social Studies- Strengths**

There are no Social Studies strengths at this time we are 13.8% behind the state average on the M-Step.

**23b. Social Studies- Challenges**

Reading in the content area of Social Studies is a challenge due to not reading at grade level.

**23c. Social Studies- Trends**

We continue to struggle in Social Studies.

**23d. Social Studies- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

## School Improvement Plan

Fountain Elementary School

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We will continue with our Direct Instruction Reading program to bring students up to grade level. Reading Mastery also has Social Studies concepts embedded within the program.

## **Perception Data**

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

### **24a. Student Perception Data**

**Which area(s) indicate the overall highest level of satisfaction among students?**

Students enjoy their friends and teachers at Fountain Elementary.

### **24b. Student Perception Data**

**Which area(s) indicate the overall lowest level of satisfaction among students?**

Students at Fountain Elementary would all like to have gym class and recess everyday.

### **24c. Student Perception Data**

**What actions will be taken to improve student satisfaction in the lowest area(s)?**

We are adopting a new program called Capturing Kids Heart which will help hold students accountable for their behavior and attitude in school.

### **25a. Parent/Guardian Perception Data**

**What area(s) indicate the overall highest level of satisfaction among parents/guardians?**

Parents at Fountain Elementary are highly satisfied with their child's teachers and the way they work with their students.

### **25b. Parent/Guardian Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among parents/guardians?**

Parent at Fountain Elementary found the lowest satisfaction with the school parking lot.

**25c. Parent/Guardian Perception Data**

**What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?**

The principal has been walking the lot before and after school to insure clear paths for students and parents as well as informing local police to monitor the streets.

**26a. Teacher/Staff Perception Data**

**What area(s) indicate the overall highest level of satisfaction among teachers/staff?**

The staff at Fountain Elementary is highly satisfied with the way the staff works together.

**26b. Teacher/Staff Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among teachers/staff?**

The staff would like to see more technology in the classrooms.

**26c. Teacher/Staff Perception Data**

**What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?**

We recently purchased several new pieces of technology including IPADS, Apple TVs, and Mimos. We hope to continue this so all classrooms have some type of new technology.

**27a. Stakeholder/Community Perception Data**

**What area(s) indicate the overall highest level of satisfaction among stakeholders/community?**

We will be sending out a community/stakeholder survey Fall 2016.

**27b. Stakeholder/Community Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?**

We will be sending out a community/stakeholder survey Fall 2016.

**27c. Stakeholder/Community Perception Data**

**What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?**

We will be sending out a community/stakeholder survey Fall 2016.

## Summary

### 28a. Summary

**Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.**

Fountain Elementary is moving forward and we see progress in Reading and Math but still have a long way to go. We feel we need more progress in Writing, Science, and Social Studies. These challenges can be met by continueing to work together as a staff and with parents to better communicate what the students, parents, and teacher need to succeed.

### 28b. Summary

**How might the challenges identified in the demographic, process and perception data impact student achievement?**

With the district wide Direct Instruction Reading and Math programs it helps us to better deal with the transient population and get them closer to grade level achievement. Our DI programs also allow us to better place struggling students and get them the added help they need.

### 28c. Summary

**How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?**

Activities are in place within the plan to address Tier 2 and Tier 3 students to better help them reach their grade level goals.

# School Additional Requirements Diagnostic

## **Introduction**

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.



School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Yes, literacy and math are tested three times annually in grades K - 5 using NWEA.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	Fountain published a fully compliant annual report.	Annual Report

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	N/A (our school does not have grade 8)	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Completed on a district level.	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	Written policy, fully implemented	

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Ms. Rebecca Vasil Civil Rights Coordinator Roseville Community Schools Administration Building 18975 Church Street Roseville, Michigan 48066 586-445-5513	

# School Improvement Plan

Fountain Elementary School

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	See Roseville schools annual report.	Parent Involvement Plan

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	See attached	2016-2017 Compact

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
9.	The School has additional information necessary to support your improvement plan (optional).	No		

# **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?

Our comprehensive needs assessment is conducted at the end of every school year and involve the following stakeholders; teachers, principal, students, and parents. Information is collected and reported on our RCS district Goldenrod Form for grades k - 5, which identify students eligible for Title I/Section 31a services. Other resources used to collect data are M-Step spring assessment, NWEA spring assessment, Reading Mastery mastery tests, cba's, fluency assessments, Math Connections assessments, report cards, parent surveys, student surveys, staff surveys, SuccessMaker reports, Waterford Early Learning Program reports, Child Studies, etc. Information from our comprehensive needs assessments enables staff to identify specific academic needs of our students or groups of students who are struggling to meet the state standards. It also assesses the effectiveness of targeted programs/services (i.e., Literacy Coach, Math Aides, Early Intervention in Reading, Number's World, etc.) and identifies the content areas for which teaching and learning improvements are needed.

### 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?

Based upon our M-step spring assessment data and our district's spring NWEA assessment we have seen some growth in our math scores but have not made the gains we were hoping for. This is also evident through our SuccessMaker and Waterford Early Learning Program reports. Therefore we are continuing with our current math goal using our Direct Instruction math program Connecting Math Concepts and 4-5 grades are also using Number's World.

We have had concerns about our students' reading skills which were lagging behind state averages. We saw some growth in that area as well through M-step spring assessment data and our district's spring NWEA assessments. As a result, we have continued the implementation of the direct instruction program Reading Mastery and have adopted the Early Intervention for Reading program for identified students in k-2. Our demographics show that a lack of parent support and low economic status have created a gap between the high and the low achieving students which we have narrowed.

### 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 were selected specifically based on the needs discovered in the needs assessment. We utilized M-Step, NWEA, assessments to create our goals. We also took into considerations the perceptions and observations of our stakeholders.

### 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?

We have goals for all students as well as additional objectives to identify and support our tier II and tier III learners.

## **Component 2: Schoolwide Reform Strategies**

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

In reading , we will focus on comprehension and fluency. Tier II and III will also benefit from direct instruction programs in these areas. K-2 students in Tier III will receive extra instruction using Early Intervention to Reading and Corrective Reading for grades 3-5.

In writing, we will focus on the genres which were identified by the Common Core and writing fluency.

In math, we are working on Geometry, however, we will also focus on problem solving. Additional instruction has been provided to Tier III students in grades 4-5 using Number's World.

### **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).**

We will utilize direct instruction in reading and writing using Reading Mastery. We focus on math using the direct instruction program Connecting Math Concepts to help students prepare for the new Common Core standards and testing models.

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

All reform strategies align with the needs assessment. The direct instruction reading and writing plan was adopted by the district to benefit all students, bringing them to grade level fluency and accuracy as quickly as possible. The district had adopted a new direct instruction math program which aligns with the Common Core.

### **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.**

Our direct instruction reading program will be used for all students K-5. This model allows for students to be placed with others at their level, regardless of grade. In math, we will use the assistance of an instructional aide and the special education department to provide support for our low achieving students. We also provide Tier III instruction in Reading to students in K-2 using Early Intervention to Reading and

Corrective Reading for students in grades 3-5.

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

We look at our data in ConnectEd to check progress in reading and math as well as NWEA data. Successmaker is also used to determine the progress in reading and math to make sure that students needs are being met.



### 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	All instructional paraprofessionals meet the NCLB requirements for highly qualified.	

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?

For the 2015-2016 school year, Fountain Elementary added one new staff member to our building.

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

All staff has at least 2-36 years experience in the classroom. Most staff having been in the building for more than 5 years.

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

All personnel movement and recruitment are handled at the district level.

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

All personnel movement and recruitment are handled at the district level. At this point all laid off teacher's have been reinstated. Retired teachers positions are absorbed by current district teaching staff due to budget issues.

### 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?

Fountain has not experienced a high turnover rate in several years.

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## 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.

Professional development is offered on district professional development days and supported through the Macomb Intermediate School District (MISD). Professional development is selected based on district and school improvement goals. The following strategies are aligned with our Comprehensive Needs Assessment and support student achievement:

- Reading Mastery
- Corrective Reading
- Differentiated Instruction
- Common Core Mathematics
- NWEA
- Math Connections
- CITW
- Capturing Kids Heart
- Marzano's Instructional Strategies

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

All staff receives ongoing and sustained professional development that is aligned with the goals of the school improvement action plan and Common Core State Standards. Much of this professional development is offered on district professional development days, supported through the Macomb Intermediate School District (MISD). Professional development is enhanced by having educational professionals share their knowledge at the building level. This new knowledge is discussed and shared during teacher collaboration days and applied in the classroom. K-5 teachers will receive professional development in the Reading Mastery. This program includes a coaching component throughout this school year. This coaching will continue in the 2015-16 school year. Grades K-5 received professional development in Math Connections. All staff will receive professional development in CITW and Marzano's for the 2015-2016 school year. All staff will receive professional development in Capturing Kids Heart for the 2016-2017 school year.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Our schools professional development is planned and implemented at the district level.	Professional Learning Plan 2016-2017

## **Component 6: Strategies to Increase Parental Involvement**

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

Parents play an integral role in the design of the school improvement plan. Parents are encouraged to be actively involved in their child's education and are included, as appropriate, in decision making. They participate on advisory committees and provide valuable input, to assist in the development of the school improvement plan. Fountain School also has a very active PTO which supports and assists in both the planning and implementation processes.

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

Parents are involved in the implementation of the schoolwide plan by participation in school improvement advisory committees that involve student academic learning and other school activities. To support the school improvement plan, parents are encouraged to be actively involved in their child's education. The PTO provides funds for many projects as well as materials for all students to help implement our goals. The Fountain parent have also regularly attended many school functions for the Fountain Families. These would include Kindergarten transition program, 5th grade Transition program into the Middle School.

We also collaborate with the MISD to provide professional development for building ties between parents and the school, especially for economically disadvantaged families. We conduct conferences twice a year and contact any parent who was unable to attend their scheduled conference time. Parent information night was at the beginning of the year to give an overview of new programs, curriculum, and school year calendar.

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

At monthly Fountain Parent Club meeting, parents are informed and have input on the effectiveness of our school wide plan. Parents and teachers collaborate and use the results for improving the program the following year. The PTO members as well as all other parents have voiced their input through evaluations, surveys, and conversations at many meetings throughout the year. Also parent are involved in an annual meeting each spring to evaluate the program and make suggestions for the next year. We also have a parent who sits on our Title I committee and attends those meetings.

## School Improvement Plan

Fountain Elementary School

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	We have a Title I Parent Compact which parents, students, and staff all sign. This policy was developed jointly with, distributed to and agreed upon by Title I Parents. It addresses how the school carries out the required activities, such as those described in section 1118 of the ESEA.	2016-2017 Title I Compact

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

Fountain Elementary carries out the activities as outlined in ESEA Section 1118 (e) 1-5.

We do all of the following: Provide parents with periodic updates on their child's academic progress through progress reports, report cards, spring assessment results, and parent-teacher conferences. Provide parents with assistance in understanding state academic standards during curriculum night. Parents are given expectations for each grade level especially prepared for them.

Provide materials (i.e. extra text books, leveled materials, basic school supplies), and/or training (i.e. reading, math and parenting workshops) to parents to help them promote and improve the academic success of their child at home. Fountain Elementary held a curriculum night to explain to parents what their child would be learning and to help parents to understand the changing curriculum requirements. We also conducted Kindergarten through 5th grade transition programs to help in transitioning students and families to new buildings and new grades.

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

Each year in the spring, an annual meeting is held to evaluate the effectiveness of our school wide plan. At that time, parents look at the results of all the program evaluations previously submitted by parents regarding all of the activities held this school year. Program Evaluations were completed by all parents at each event. Parent surveys were also completed and assessed.

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

Fountain Elementary parents and staff meet and collaborate to use the results of the surveys and parent suggestions. We take all of these into consideration, before planning next year's events. We will also select events that meet the goals and objectives of our plan.

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

The Student/Parent/Teacher Compact was developed in committee with the staff and parent volunteers of the Fountain community. It outlines that student achievement is a shared responsibility of students, parents and school.

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

The compact is presented and reviewed at the parent-teacher conferences. Parents receive a separate compact for each child. They are collected in the week following, so that parents and students can discuss them.

**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		2016-2017 Title I compact

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

If there are language barriers, every effort is made to provide written and oral translations to accommodate the parents needs for report cards and conferences. Roseville Community Schools in consortium with the MISD provide a number of programs, tutor, and interpreters to meet the needs of our ESL parents and students. We provide parents with periodic updates through progress reports, report cards, M-Step test results, SuccessMaker reports, NWEA reports, and parent-teacher conferences.

## **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?**

Each winter the Roseville Community School District holds a Preschool Information Night and a Kindergarten Curriculum night for all of the Roseville Community Schools. All district services to parents are presented that evening and provide parents important information about latchkey, transportation and Developmental Kindergarten programs. Fountain Elementary School holds a variety of kindergarten transition activities. Fountain School has a Kindergarten transition program for parents and children to attend. We have a Kindergarten Round up for parents, children, and teachers in August prior to the beginning of the school year. Building tours are also available at any time with our principal, for parents and students alike.

### **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?**

Roseville Community School Preschool Programs include GSRP (Great Start Readiness Program), ECSE (Early Childhood Special Education), Head Start, and a tuition-based preschool. The district website includes a link to parent resources for all age levels including preschoolers. All Early Childhood teachers and preschool parents have been given copies of Kindergarten Target Goals during Preschool Information and Registration Night. A Preschool and Kindergarten summer program is also offered through the district.

## **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 provide their input into the decisions regarding the use of school-based academic assessments during school improvement meetings, staff meetings, and teacher evaluations.

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

Fountain teachers use NWEA to compare students to national norms in reading and math. They also use Reading Mastery ConnectEd data to evaluate student reading progress. The MStep criterion referenced assessment, to compare student achievement proficiency levels to the state, county, and district. Finally, we use SuccessMaker reports to identify students in need of TIER II and III interventions. Using student achievement data found in the above assessment help us to assess students needs and areas of focus in the classroom.



## **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.**

Several tools are used to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level. At the beginning of the year teachers use spring assessment data, Reading Mastery data, Corrective Reading data, NWEA data, SuccessMaker data, and classroom formative assessment data to identify at risk students. Teachers use collaboration time (late start days) to pinpoint areas of concern at the grade, classroom and individual level. At this point teachers begin to use differentiated instruction to meet the needs of these students. If a child continues to struggle they are referred to the Principal for a Child Study. During the Child Study, the Principal and teacher(s) develop and implement several intervention plans. are encouraged to discuss students having the greatest academic difficulties based upon both formal and informal assessments/observations. Other indicators of at risk students may include free/reduced lunch status and homelessness. Students are assessed using NWEA three times each year. We will also use the M-Step data to identify students with difficulties. Once identified, interventions are implemented as soon as possible.

### **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?**

When students are identified timely, effective assistance is provided by a variety of intervention professionals. Services may include:

Literacy Coach, Teacher Consultant, Speech Pathologist, Social Worker, and MISD BiLingual Tutor, computer programs such as: Success Maker have been effective in helping students. Teachers use best practices such as Reading Mastery, Corrective Reading, flexible grouping, and differentiated instruction to ensure student success.

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

Several tools are used to identify students having academic difficulties. At the beginning of the year teachers use spring assessment data, NWEA reports, SuccessMaker reports, Reading Mastery/Corrective Reading assessments, and classroom performance (formal and informal assessments and observations) to identify students not mastering state/district benchmarks. Teachers meet with the Principal to discuss areas of concern at their grade level. A plan is developed and, teachers begin to use differentiated instruction to meet the needs of these students. If a child continues to struggle, they are referred to the Principal, who initiates a Child Study process. During this process, individualized student academic plans are developed, implemented for several weeks, and analyzed for their effectiveness.

## **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.**

State/local educational agency programs and other Federal programs that will be coordinated in the Schoolwide program are: Michigan Department of Education, AdvanceED, Office of Educational Improvement and Innovation, OFS Office of Field Services (Title One), and Facilitators of School Improvement (MISD).

Our district Curriculum Director and elementary administrative staff meet regularly to discuss and plan the use of funds from Title I and other state and Federal sources based on our building needs and those of the community. All programs and resources are coordinated and integrated toward the achievement of our schoolwide goals.

### **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.**

Funding for the activities and programs that Fountain Elementary School staff, students, and parents participate in, are funded through a variety of resources. The Fountain Parent Club supports staff efforts by providing funding for annual field trips and classroom news magazines. They are open to funding classroom and extracurricular projects. School funded programs are utilized for special programs/services, materials, and professional development that directly impacts our students' needs. Title I also covers several parenting activities. Title II funds cover all MISD teacher workshop substitute costs. How does the school coordinate and integrate the following Federal, State and local services Fountain School will use the Title I resources to provide Tier II interventions. It also helps to sponsor parent education, so that parents are better able to help their students achieve success.

### **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.**

Coordination and integration of Federal, state and local programs and services to support eligible Title I, Part A students is planned, organized, and implemented through district and building level teams (i.e., Literacy Coach, teacher consultant, psychologist, speech pathologist, School Aged Child Care, Head Start, MISD Homeless liaison, etc

## **Evaluation:**

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

Fountain staff evaluates the implementation of and results achieved by the SIP through regular staff meetings, and individual grade level assessments. We also look at and analyze M-Step data, SuccessMaker data, NWEA data, and Reading Mastery/Corrective Reading data. Through the analysis of student achievement data and the perceptions of parents and staff, the schoolwide program is evaluated several times each year.

### **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.**

Fountain Elementary staff evaluates the results achieved by the schoolwide program using data from spring state assessment and other indicators of academic achievement (i.e. SuccessMaker data, NWEA data, and Reading Mastery/Corrective Reading data). This is accomplished through the Title I End of the Year Evaluation rubric. This rubric is used at other schools throughout the district. The School Improvement committee takes all data into consideration and acts on it as needed throughout the school year.

### **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.**

The Fountain school improvement team determines whether the schoolwide program has been effective in the achievement of students who had been furthest from achieving the standards by analyzing NWEA scores and determining whether their scores are proficient or not. In addition, SuccessMaker reports (K-5), Reading Mastery/Corrective Reading assessments, and classroom formative/summative assessment data is analyzed to determine if low achieving students are making adequate progress.

### **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?**

The Fountain school improvement team determines whether the schoolwide program has been effective in the achievement of students who had been furthest from achieving the standards by analyzing NWEA scores and determining whether their scores are proficient or not. In addition, SuccessMaker reports (K-5), Reading Mastery/Corrective Reading assessments, and classroom formative/summative assessment data is analyzed to determine if low achieving students are making adequate progress.

# **Fountain School Improvement Plan 2016-2017**

## Overview

### Plan Name

Fountain School Improvement Plan 2016-2017

### Plan Description

Fountain SIP 2016-2017 final

## 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 Fountain Elementary School will be proficient in Math.	Objectives: 1 Strategies: 7 Activities: 31	Academic	\$35
2	All students at Fountain Elementary will improve writing proficiency.	Objectives: 1 Strategies: 8 Activities: 19	Academic	\$4280
3	All students at Fountain Elementary will improve reading proficiency.	Objectives: 1 Strategies: 7 Activities: 33	Academic	\$56938
4	All students at Fountain Elementary will improve science proficiency	Objectives: 1 Strategies: 7 Activities: 20	Academic	\$1309
5	All students at Fountain Elementary will be proficient in Social Studies.	Objectives: 1 Strategies: 7 Activities: 18	Academic	\$1637
6	All students at Fountain Elementary School will reduce the amount of teacher referrals and suspensions.	Objectives: 1 Strategies: 6 Activities: 15	Organizational	\$2535

## Goal 1: All students at Fountain Elementary School will be proficient in Math.

### Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all strands in Mathematics by 06/17/2024 as measured by Spring state assessment..

### Strategy 1:

Direct Instruction Math - The staff will use the direct instruction program to improve mathematical computation and problem solving.

Category: Mathematics

Research Cited: <http://www.nifdi.org/programs/mathematics/cmc>

~Przychodizin, Angela. The Research Base for Direct Instruction Mathematics Programs. ~Snider, V.E., & Crawford, D.B. (1996). Action research: Implementing Connecting Math Concepts. Effective School Practices, 15(2), 17–26. ~Common Core Standards were used to formulate our strategy; ~Journal of teacher Education (28, 49-54, May-June, 1977) "Teaching Effects:A Process-Product ~Study in Fourth Grade Mathematics Classrooms." used parts of the book to incorporate in fourth grade classrooms; ~Shumway, F. Jessica. 2011. "Number Sense Routines. Building Numerical Literacy Every Day in Grades K-3." Portland, ME: Stenhouse Publishers. used parts of the book to incorporate in K-3 classrooms to build number sense.

Tier: Tier 1

Activity - Connecting Math Concepts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-5 will use the Connecting Math Concepts Direct Instruction program to help improve math concepts.	Academic Support Program	Tier 1	Implement	09/08/2015	06/10/2016	\$0	General Fund	All staff grades K-5 and principal monitoring
Activity - CMC professional development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers K-5 will continue to receive professional development on the direct instruction program Connecting Math Concepts.	Professional Learning, Academic Support Program	Tier 1	Getting Ready	08/29/2016	06/15/2017	\$0	Title II Part A	District direct instruction consultant

## School Improvement Plan

Fountain Elementary School

Activity - CMC Consultantations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy consultant will conduct walk through and conference with teachers monthly.	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	Title II Part A	Literacy consultant, classroom teachers with principal monitoring
Activity - Intervention for Title I At-Risk students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instruction aide will go into the classroom to help with CMC math instruction for at risk students.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$0	Title I Part A	Instructional aide, principal will monitor.
Activity - Tier III Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education students will work in small groups with resource room teacher on math concepts.	Academic Support Program	Tier 3	Implement	09/09/2016	06/09/2017	\$0	No Funding Required	Special education teachers and principal monitoring.
Activity - CMC placement testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will give placement tests to all students each year to achieve proper program placement.	Academic Support Program	Tier 1	Getting Ready	09/09/2016	06/09/2017	\$0	No Funding Required	Teaching staff, principal will monitor.
Activity - CMC Scheduling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use placement test results to develop a schedule for daily CMC math instruction.	Academic Support Program	Tier 1	Implement	09/03/2016	06/08/2017	\$0	No Funding Required	Teaching staff, principal will monitor.



## School Improvement Plan

Fountain Elementary School

Activity - CMC walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal perform periodic walkthroughs in each classroom K-5 monthly to ensure proper delivery of the direct instruction CMC program.	Walkthrough	Tier 1	Monitor	09/08/2016	06/02/2017	\$0	No Funding Required	Principal

### Strategy 2:

Extended Learning Time - Our school will create a variety of programs throughout the year to extend student learning in math.

Category: Mathematics

Research Cited: Heirdsfield. 2011. Teaching Mental Computation Strategies in Early Mathematics. Young Children, v66 n2 p96-102 Mar 2011

Aaron, D. (1993). Classroom implementation and impact of Everyday Mathematics K-3:

Teachers' perspectives on adopting a reform mathematics curriculum. Chicago: UCSMP.

<http://www.expandinglearning.org/expandingminds/article/supporting-mathematics-learning-outside-regular-school-day-afterschool-and>

The effects of increased learning time on student academic and nonacademic outcomes:

Findings from a metaanalytic review

Yael Kidron

Jim Lindsay- American Institutes for Research

Tier: Tier 1

Activity - Computation Facts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Volunteers will pull students out to practice math facts.	Academic Support Program	Tier 3	Implement	10/03/2016	05/19/2017	\$0	No Funding Required	Parent volunteers, high school helpers, instructional aids, and classroom teachers.

Activity - Afterschool programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bottom 30% students in grades 1-5 will participate in an afterschool program using the Number Worlds program along with the SuccessMaker computer program and Early Invention to Reading program for 60 minutes 4 times weekly.	Academic Support Program, Technology	Tier 3	Implement	11/11/2016	04/28/2017	\$0	Section 31a	Afterschool teaching staff, principal will monitor

## School Improvement Plan

Fountain Elementary School

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students were given the opportunity to attend the extended summer school program in order to enhance their math skills.	Academic Support Program	Tier 1	Implement	06/20/2016	08/11/2017	\$0	General Fund	Summer school staff and principal
Activity - Small groups instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor student progress by working with struggling students in small groups when necessary and then identify next instructional steps.	Academic Support Program	Tier 2	Monitor	09/12/2016	06/02/2017	\$0	No Funding Required	classroom teachers, principal will monitor.
Activity - Daily math practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will collaborate and decide on a daily math program to use as daily math practice (i.e. ADD, Drops in the Bucket, etc.).	Teacher Collaboration, Academic Support Program	Tier 1	Getting Ready	09/19/2016	08/11/2017	\$0	No Funding Required	Classroom teachers, principal will monitor.
Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained in the use of Google Drive, Google Education and Tech tools. staff will also attend data dig training.	Professional Learning, Technology	Tier 1	Getting Ready	09/01/2015	11/03/2015	\$0	Title II Part A	All staff and administrators
Activity - NWEA MAP testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students K-5 will be tested in Math 3 times a year using the MAP test.	Academic Support Program, Technology	Tier 1	Implement	09/29/2015	06/03/2016	\$0	No Funding Required	Classroom teachers, proctors, principal to monitor, data coach
Activity - Number Worlds Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Fountain Elementary School

Students in grades 4-5 received additional math instruction using the Number Worlds program to enhance their knowledge in mathematics.	Academic Support Program	Tier 1	Implement	09/05/2016	06/16/2017	\$0	No Funding Required	4th/5th grade teachers, principal will monitor
<b>Activity - Vocabulary Notebooks</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Each student will be completing a vocabulary notebook for math to help promote vocabulary acquisition and development.	Supplemental Materials, Materials, Academic Support Program	Tier 1	Getting Ready	09/23/2016	05/26/2017	\$0	Title I Part A	Teachers, Principal will monitor
<b>Activity - Title 1 Parenting Garden Day</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Fountain will hold its 2nd Annual Parent Gardening Day. Parents and students work together estimating , measuring, and planting in the Fountain garden. They then come throughout the summer to weed and then help pick the vegetables when ready.	Academic Support Program, Parent Involvement	Tier 1	Implement	05/11/2017	05/11/2017	\$35	Title I Part A	Literacy coach, students, parents, green team, tech. para

### Strategy 3:

Classroom Instruction That Works - All staff K-5 will be trained in CITW strategies to improve math instruction.

Category: Learning Support Systems

Research Cited: <http://www.ascd.org/ASCD/pdf/siteASCD/publications/books/Classroom-Instruction-that-Works-2nd-edition-sample.pdf>

[http://katiedevine.files.wordpress.com/2011/12/classroom-instruction-that-works\\_pdf.pdf](http://katiedevine.files.wordpress.com/2011/12/classroom-instruction-that-works_pdf.pdf)

Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, Va: Association for Supervision and Curriculum Development.

Chicago (Author-Date, 15th ed.)

Marzano, Robert J., Debra Pickering, and Jane E. Pollock. 2001. Classroom instruction that works: research-based strategies for increasing student achievement. Alexandria, Va: Association for Supervision and Curriculum Development.

Harvard (18th ed.)

MARZANO, R. J., PICKERING, D., & POLLOCK, J. E. (2001). Classroom instruction that works: research-based strategies for increasing student achievement. Alexandria, Va, Association for Supervision and Curriculum Development.

## School Improvement Plan

Fountain Elementary School

MLA (7th ed.)

Marzano, Robert J, Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement. Alexandria, Va: Association for Supervision and Curriculum Development, 2001. Print.

Turabian (6th ed.)

Marzano, Robert J., Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement. Alexandria, Va: Association for Supervision and Curriculum Development, 2001.

Tier: Tier 1

Activity - PD support for CITW	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have additional PD opportunities throughout the year to assist them in implementing CITW as needed.	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$0	Title II Part A	Teachers

Activity - CITW walkthrough	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will perform periodic classroom walkthroughs to ensure proper implementation of the CITW program.	Walkthrough	Tier 1	Monitor	09/06/2016	06/02/2017	\$0	No Funding Required	Principal

### Strategy 4:

Classroom technology - Teachers and students will use technology to enhance and promote instruction in the classroom.

Category: Technology

Research Cited: [http://thelearningweb.wikispaces.com/file/view/Using\\_Technology\\_with\\_Classroom\\_Instruction\\_That\\_Works.pdf](http://thelearningweb.wikispaces.com/file/view/Using_Technology_with_Classroom_Instruction_That_Works.pdf)

<http://www.edweek.org/ew/issues/technology-in-education/>

[http://education.mit.edu/wp-content/uploads/2015/01/GamesSimsSocNets\\_EdArcade.pdf](http://education.mit.edu/wp-content/uploads/2015/01/GamesSimsSocNets_EdArcade.pdf)

<https://www2.ed.gov/pubs/EdReformStudies/EdTech/effectsstudents.html>

<http://www.edutopia.org/technology-integration-research-tools-programs>

Tier: Tier 1

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

Fountain Elementary School

Each teacher K-5 will be using a variety of tools (i.e. ipads, interactive boards, apple TV, Document cameras) to collect data and enhance curriculum and instruction in the classroom.	Supplemental Materials, Materials, Academic Support Program, Technology	Tier 1	Implement	09/05/2016	06/16/2017	\$0	Other	Teachers, principal will monitor.
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Activity - Waterford/SuccessMaker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Waterford and/or Successmaker to enhance classroom instruction in math.	Academic Support Program	Tier 1	Implement	09/12/2016	06/09/2017	\$0	No Funding Required	Classroom teachers, principal will monitor

### Strategy 5:

Data Driven Instruction - Teachers and support staff will use a variety of data sources to drive instruction for their students and classrooms needs.

Category: Learning Support Systems

Research Cited:

[https://books.google.com/books?hl=en&lr=&id=MVyhsp10SlgC&oi=fnd&pg=PA1&dq=data+driven+instruction+marzano+research&ots=HsC0thA6W\\_&sig=NsYdcvTATG9RyY7JEQ6Or8K1MZo#v=onepage&q&f=false](https://books.google.com/books?hl=en&lr=&id=MVyhsp10SlgC&oi=fnd&pg=PA1&dq=data+driven+instruction+marzano+research&ots=HsC0thA6W_&sig=NsYdcvTATG9RyY7JEQ6Or8K1MZo#v=onepage&q&f=false)

[http://www.naesp.org/sites/default/files/Student%20Achievement\\_blue.pdf](http://www.naesp.org/sites/default/files/Student%20Achievement_blue.pdf)

<http://www.csai-online.org/resource/121>

[http://www.rand.org/pubs/occasional\\_papers/OP170.html](http://www.rand.org/pubs/occasional_papers/OP170.html)

<http://eric.ed.gov/?id=EJ907036>

Tier: Tier 1

Activity - Data coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A part time data coach has been hired to work with teachers and support staff on how to use, interpret, and analyze data to drive instruction.	Professional Learning, Academic Support Program, Technology	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	data coach, teachers, support staff, principal will monitor

Activity - Teacher Data Binders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Fountain Elementary School

Staff will use MAP, MStep, spring state assessments, Successmaker, reading mastery, connecting math concepts, formal and summative assessments to collect and analyze data on each student to guide instruction.	Materials, Academic Support Program	Tier 1	Getting Ready	09/12/2016	05/26/2017	\$0	General Fund	Teacher, principal will monitor
<b>Activity - Connect Ed Data Analysis</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will use ConnectEd 2Inform to evaluate data in order to assess each child's individualized instruction and monitor movement within the program.	Academic Support Program, Technology	Tier 1	Evaluate	09/19/2016	06/09/2017	\$0	General Fund	Teachers, Data coach, principal will monitor
<b>Activity - Connect Ed Data Collection</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will input and review data on ConnectEd 2Inform on a weekly basis to monitor student achievement.	Academic Support Program, Technology	Tier 1	Monitor	09/12/2016	06/06/2017	\$0	General Fund	Classroom Teachers, principal will monitor
<b>Activity - Student Data Folders</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Each student will be given a data folder to chart and analyze their own data. i.e MAP goals and results, Reading Mastery and CMC progress.	Materials, Academic Support Program, Technology	Tier 1	Getting Ready	10/10/2016	04/10/2017	\$0	General Fund	Teachers, Students, principal will monitor
<b>Activity - MAP/MSTEP testing data analysis</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
MAP and MSTEP data will be collected after each test session for teachers to evaluate student growth and areas of difficulty.	Materials, Teacher Collaboration, Academic Support Program, Technology	Tier 1	Evaluate	10/03/2016	05/26/2017	\$0	No Funding Required	Classroom teachers, data coaches, and principal monitoring

### Strategy 6:

Developing the English Language Learner - Special attention and instruction will be given to our ELL students to ensure their instructional needs are being met.

Category: Learning Support Systems

Research Cited: <http://onlinelibrary.wiley.com/doi/10.1111/j.1540-5826.2005.00120.x/abstract>

**School Improvement Plan**

Fountain Elementary School

<https://books.google.com/books?hl=en&lr=&id=60OpdH4q1VkC&oi=fnd&pg=PR7&dq=developing+the+english+language+learner+research&ots=VARodGIMmA&sig=PzBAtwj8KQwZMVUZsZalyTCwGpl#v=onepage&q=developing%20the%20english%20language%20learner%20research&f=false>

<http://jlr.sagepub.com/content/41/4/432.short>

[http://www.naldic.org.uk/Resources/NALDIC/Publications%20and%20Resources/Scaffolding%20Language\\_%20Scaffolding%20Learning%20Teaching%20Second%20Language%20learners%20in%20the%20Mainstream%20Classroom.pdf](http://www.naldic.org.uk/Resources/NALDIC/Publications%20and%20Resources/Scaffolding%20Language_%20Scaffolding%20Learning%20Teaching%20Second%20Language%20learners%20in%20the%20Mainstream%20Classroom.pdf)

Tier: Tier 3

Activity - ELL tutor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified ELL students will be pulled out weekly to work with an ELL bilingual tutor in order to expand their knowledge and use of the English language.	Academic Support Program	Tier 3	Implement	10/03/2016	06/16/2017	\$0	General Fund	ELL tutor, Literacy coach, principal, ELL coordinator will montior

**Strategy 7:**

Community Involvement - Fountain Elementary will have parent and high school students from our local community in to help with student activities in Math.

Category: Other - Community Involvement

Research Cited: <http://eric.ed.gov/?id=ed454322>

<http://eric.ed.gov/?id=ED315199>

<http://eric.ed.gov/?id=ED309229>

Tier: Tier 1

Activity - Parent volunteers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be coming in to work with students on particular math skills and concepts on a weekly basis.	Academic Support Program, Parent Involvement	Tier 1	Implement	09/19/2016	06/09/2017	\$0	No Funding Required	Teachers, volunteers

Activity - High school Helpers	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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High school helpers will be coming in on a weekly basis to provided additional support to students in the area of math.	Community Engagem ent, Academic Support Program	Tier 1		10/03/2016	06/02/2017	\$0	No Funding Required	Teachers, high school helpers coordinator
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## Goal 2: All students at Fountain Elementary will improve writing proficiency.

### Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all strands in Writing by 06/14/2024 as measured by Spring state assessment..

### Strategy 1:

Genre Writing - The staff will instruct students in the use of different types of writing.

Category: English/Language Arts

Research Cited: 2009<http://www.readingrockets.org/article/teaching-elementary-school-students-be-effective-writers>

<http://education.jhu.edu/PD/newhorizons/Better/articles/Winter2011.html>

[http://www.writing.ucsb.edu/wrconf08/Pdf\\_Articles/TroiaChapter.pdf](http://www.writing.ucsb.edu/wrconf08/Pdf_Articles/TroiaChapter.pdf)

Tier: Tier 1

Activity - Explanatory writing grades 2 & 5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 2nd and 5th grade staff will instruct students in the structure of explanatory writing. The students will be assessed three times per year using the district writing assessments.	Academic Support Program	Tier 1	Implement	09/15/2016	06/05/2017	\$0	No Funding Required	Principal and instructional staff
Activity - Narrative Writing grades 1st & 4th	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 1st and 4th grade instructional staff will instruct students on the structure of narrative writing. The students will write stories using the district narrative rubric.	Academic Support Program	Tier 1	Implement	09/12/2016	06/09/2017	\$0	No Funding Required	Principal and the instructional staff
Activity - Opinion/Argumentative 3rd grade	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



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The 3rd grade staff will instruct students on the structure of opinion/argumentative writing. The students will write opinion/argumentative pieces using the district opinion/argumentative rubric.	Academic Support Program	Tier 1	Implement	09/09/2016	06/05/2017	\$0	No Funding Required	Principal and instructional staff
Activity - Writing PD support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have additional PD opportunities throughout the year to assist them in implementing writing instruction.	Academic Support Program	Tier 1	Getting Ready	09/19/2016	06/02/2017	\$0	Title II Part A	Teachers, principal will monitor.
Activity - Being A Writer	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers K-5 will be doing Being A Writer and part of their daily writing curriculum.	Academic Support Program	Tier 1	Implement	09/12/2016	06/12/2017	\$0	General Fund	All teaching staff K-5

### Strategy 2:

Reading Mastery Language - Classroom teachers in grades 2-5 will use the Reading Mastery Language program to help with writing proficiency.

Category: English/Language Arts

Research Cited: [http://ies.ed.gov/ncee/wwc/pdf/intervention\\_reports/wwc\\_readmast\\_081010.pdf](http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_readmast_081010.pdf)

[http://www.mheresearch.com/assets/products/a5771bce93e200c3/research\\_base\\_and\\_validation.pdf](http://www.mheresearch.com/assets/products/a5771bce93e200c3/research_base_and_validation.pdf)

<http://pages.uoregon.edu/adiep/rdgtxt.htm>

Tier: Tier 1

Activity - Reading Mastery Language grades 2-5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will use the Reading Mastery Direct Instruction Language program throughout the year and record their progress on ConnectEd for each lesson.	Academic Support Program	Tier 1	Implement	09/09/2016	06/16/2017	\$0	Title II Part A	Classroom teachers grades 2-5 and principal monitoring.
Activity - Reading Mastery Language Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Classroom teachers in grades 2-5 will input data from each lesson taught onto ConnectEd.	Academic Support Program	Tier 1	Monitor	09/09/2016	06/02/2017	\$0	No Funding Required	Classroom teachers grades 2-5 and principal monitoring
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### Strategy 3:

Classroom Instruction That Works - All staff K-5 will be trained in CITW strategies to improve writing instruction.

Category: Learning Support Systems

Research Cited: <http://www.ascd.org/ASCD/pdf/siteASCD/publications/books/Classroom-Instruction-that-Works-2nd-edition-sample.pdf>

[http://katiedevine.files.wordpress.com/2011/12/classroom-instruction-that-works\\_pdf.pdf](http://katiedevine.files.wordpress.com/2011/12/classroom-instruction-that-works_pdf.pdf)

Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, Va: Association for Supervision and Curriculum Development.

Chicago (Author-Date, 15th ed.)

Marzano, Robert J., Debra Pickering, and Jane E. Pollock. 2001. Classroom instruction that works: research-based strategies for increasing student achievement. Alexandria, Va: Association for Supervision and Curriculum Development.

Harvard (18th ed.)

MARZANO, R. J., PICKERING, D., & POLLOCK, J. E. (2001). Classroom instruction that works: research-based strategies for increasing student achievement. Alexandria, Va, Association for Supervision and Curriculum Development.

MLA (7th ed.)

Marzano, Robert J, Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement. Alexandria, Va: Association for Supervision and Curriculum Development, 2001. Print.

Turabian (6th ed.)

Marzano, Robert J., Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement. Alexandria, Va: Association for Supervision and Curriculum Development, 2001.

Tier: Tier 1

Activity - CITW Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New classroom teacher K-5 will be trained in CITW as needed	Professional Learning	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	Title II Part A	Classroom teachers K-5

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Activity - PD support for CITW	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have additional PD opportunities throughout the year to assist them in implementing CITW as needed.	Academic Support Program	Tier 1	Getting Ready	09/12/2016	06/09/2017	\$0	Title II Part A	Teachers, principal will monitor

### Strategy 4:

Classroom technology - Special attention and instruction will be given to our ELL students to ensure their instructional needs are being met.

Category: English/Language Arts

Research Cited: a

Tier: Tier 1

Activity - Educational tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher K-5 will be using a variety of tools (i.e. iPads, interactive boards, apple TV, Document cameras) to collect data and enhance curriculum and instruction in the classroom.	Academic Support Program, Technology	Tier 1	Implement	09/19/2016	06/09/2017	\$0	No Funding Required	teachers, students, and principal to monitor, tech. para

### Strategy 5:

Developing the English Language Learner - Special attention and instruction will be given to our ELL students to ensure their instructional needs will be met.

Category: English/Language Arts

Research Cited: <http://onlinelibrary.wiley.com/doi/10.1111/j.1540-5826.2005.00120.x/abstract>

[hl=en&lr=&id=60OpdH4q1Vkc&oi=fnd&pg=PR7&dq=developing+the+english+language+learner+research&ots=VARodGIMmA&sig=PzBATwj8KQwZMVUZsZalyTCwGpl#v=onepage&q=developing%20the%20english%20language%20learner%20research&f=false](http://onlinelibrary.wiley.com/doi/10.1111/j.1540-5826.2005.00120.x/abstract)

<http://jlr.sagepub.com/content/41/4/432.short>

[http://www.naldic.org.uk/Resources/NALDIC/Publications%20and%20Resources/Scaffolding%20Language\\_%20Scaffolding%20Learning%20Teaching%20Second%200Language%20learners%20in%20the%20Mainstream%20Classroom.pdf](http://www.naldic.org.uk/Resources/NALDIC/Publications%20and%20Resources/Scaffolding%20Language_%20Scaffolding%20Learning%20Teaching%20Second%200Language%20learners%20in%20the%20Mainstream%20Classroom.pdf)

Tier: Tier 3

Activity - ELL tutor	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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Identified ELL students will be pulled out weekly to work with an ELL bilingual tutor in order to expand their knowledge and use of the English language.	Academic Support Program	Tier 3	Implement	10/03/2016	06/01/2017	\$0	General Fund	ELL tutor, Literacy coach, principal and ELL coordinator will monitor
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### Strategy 6:

Data Driven Instruction - Teachers and support staff will use a variety of data sources to drive instruction for their students and classroom needs.

Category: English/Language Arts

Research Cited:

[https://books.google.com/books?hl=en&lr=&id=MVyhsp10SIgC&oi=fnd&pg=PA1&dq=data+driven+instruction+marzano+research&ots=HsC0thA6W\\_&sig=NsYdvcvTATG9RyY7JEQ6Or8K1MZo#v=onepage&q&f=false](https://books.google.com/books?hl=en&lr=&id=MVyhsp10SIgC&oi=fnd&pg=PA1&dq=data+driven+instruction+marzano+research&ots=HsC0thA6W_&sig=NsYdvcvTATG9RyY7JEQ6Or8K1MZo#v=onepage&q&f=false)

[http://www.naesp.org/sites/default/files/Student%20Achievement\\_blue.pdf](http://www.naesp.org/sites/default/files/Student%20Achievement_blue.pdf)

<http://www.csai-online.org/resource/121>

[http://www.rand.org/pubs/occasional\\_papers/OP170.html](http://www.rand.org/pubs/occasional_papers/OP170.html)

<http://eric.ed.gov/?id=EJ907036>

Tier: Tier 1

Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A part time data coach has been hired to work with teachers and support staff on how to use, interpret, and analyze data to drive instruction.	Academic Support Program	Tier 1	Implement	09/12/2016	06/12/2017	\$0	General Fund	Data coach, teachers, principal to monitor

Activity - Connect Ed Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review Reading Mastery Language data on Connect Ed to evaluate progress.	Academic Support Program	Tier 1	Evaluate	09/12/2016	06/09/2017	\$0	No Funding Required	teacher, literacy coach , and principal to monitor

Activity - MAP/ M-STEP data analysis	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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MAP data will be collected after each test session for teachers to evaluate student growth and areas of difficulty.	Academic Support Program	Tier 1		10/03/2016	06/05/2017	\$0	No Funding Required	Teachers, data coach, principal
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### Strategy 7:

Extended Learning Time - Our school will create a variety of programs throughout the year to extend student learning in Writing / Language.

Category: English/Language Arts

Research Cited: <http://www.expandinglearning.org/expandingminds/article/supporting-mathematics-learning-outside-regular-school-day-afterschool-and>

The effects of increased learning time on student academic and nonacademic outcomes:

Findings from a metaanalytic review

Yael Kidron

Jim Lindsay- American Institutes for Research

[http://www.adlit.org/unlocking\\_the\\_past/extension\\_activities](http://www.adlit.org/unlocking_the_past/extension_activities)

Tier: Tier 1

Activity - NWEA MAP Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students grades 3-5 will be given the MAP test in language 3 time per year.	Academic Support Program, Technology	Tier 1	Implement	09/12/2016	05/15/2017	\$0	No Funding Required	Teachers, proctors, data coaches, principals

Activity - Vocabulary Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student will be completing a vocabulary notebook for math to help promote vocabulary acquisition and development.	Academic Support Program	Tier 1	Getting Ready	09/12/2016	06/01/2017	\$0	Title I Part A	Teachers and principal to monitor

Activity - Being A Writer Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will be given a refresher course in Being A Writer, along with a kit to use in their classrooms.	Professional Learning	Tier 1	Implement	09/06/2016	11/28/2016	\$4280	Title II Part A	Classroom teachers

### Strategy 8:

Community Involvement - Fountain Elementary will have parents and students from our local community in to help with our student activities in Writing/Language.

Category: English/Language Arts

Research Cited: <http://eric.ed.gov/?id=ed454322>

## School Improvement Plan

Fountain Elementary School

<http://eric.ed.gov/?id=ED315199>

<http://eric.ed.gov/?id=ED309229>

Tier: Tier 1

Activity - High School Helpers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High school helpers will be coming in on a weekly basis to provided additional support to students in the area Writing/Language.	Academic Support Program	Tier 1	Implement	10/02/2006	06/12/2017	\$0	No Funding Required	Teachers, high school helpers, and high school coordinator

Activity - Parent Volunteers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be coming in to work with students on Writing skills and vocabulary notebooks.	Academic Support Program, Parent Involvement	Tier 1	Implement	10/03/2016	06/12/2017	\$0	No Funding Required	Teachers and parent volunteers

### Goal 3: All students at Fountain Elementary will improve reading proficiency.

#### Measurable Objective 1:

85% 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 in all strands in Reading by 06/17/2024 as measured by the Spring state assessment.

#### Strategy 1:

Direct Instruction Reading - The staff will use the direct instruction program to improve reading comprehension and fluency.

Category:

Research Cited: <https://www.mheonline.com/programMHID/view/0076181936>

Drejer. Gray. 2009. Compare, Contrast, Comprehend: Using Compare-Contrast Text Structures with ELLs in K-3 Classrooms" Reading Teacher, v63 n2 p132-141 Oct 2009

Shanahan, Callison, Carriere, Duke, Pearson, Schatschneider, Torgesen. 2010. Improving Reading Comprehension in Kindergarten through 3rd Grade: IES

## School Improvement Plan

Fountain Elementary School

Practice Guide. NCEE 2010-4038. What Works Clearinghouse, Sept. 2010

Tier: Tier 1

Activity - Professional development- Reading Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide all new teachers professional development in the direct instruction Reading Mastery program.	Professional Learning	Tier 1	Getting Ready	09/02/2016	06/09/2017	\$0	Title II Part A	Staff will attend. Principal will plan and monitor. District will provide and support professional development.
Activity - RM mastery and fluency checkouts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher's will administer and students will be assessed on mastery tests, as well as curriculum based assessment tests within the Reading Mastery program to monitor comprehension. Students will also be given Reading Mastery fluency checkouts at least twice a month to monitor their fluency growth.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	Classroom teachers, literacy coach, and principal will monitor.
Activity - Reading Mastery training- new staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All new staff members will be trained in the direct instruction Reading Mastery program by the literacy coach.	Academic Support Program	Tier 1	Getting Ready	08/29/2016	06/08/2017	\$0	No Funding Required	New staff members and literacy coach, principal will monitor
Activity - Reading Mastery Consultations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have monthly visits from literacy coach to help support fidelity of program implementation.	Professional Learning	Tier 1	Monitor	10/07/2016	05/31/2017	\$0	No Funding Required	K-5 Staff, literacy coach, principal will monitor.

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Activity - Corrective Reading Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eligible students in grades 3-5 will receive one hour of Corrective Reading instruction daily to help improve their comprehension and reading fluency,	Direct Instruction	Tier 3	Implement	09/02/2015	06/03/2016	\$0	General Fund	Classroom teachers, literacy coach, support staff, principal will monitor
Activity - Tier2/Tier 3 intervention-Title one at risk students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy coach, instructional aide, Resource room teacher, and Teacher Consultant will work with tier II/III and title I at risk students in small groups to provide additional academic support in reading.	Academic Support Program	Tier 3	Monitor	09/02/2016	06/02/2017	\$27777	Title I Part A, Title I Part A	Literacy coach, instructional aide, Resource room teacher, and Teacher Consultant; principal will monitor
Activity - Corrective Reading Mastery tests	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will give mastery tests throughout the year to assess student progress within the program.	Direct Instruction	Tier 3	Monitor	09/02/2016	06/16/2017	\$0	No Funding Required	Classroom teachers, literacy coach, support staff, principal will monitor
Activity - Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Principal will perform periodic walkthroughs in each classroom K-5 monthly to ensure proper delivery of the Reading Mastery Program.	Walkthrough	Tier 1	Evaluate	10/07/2016	06/09/2017	\$0	No Funding Required	Principal



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Activity - Reading Mastery Grouping Prep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The literacy coach and principal will work together to create and implement the K-5 Reading Mastery walk to read schedule.	Academic Support Program	Tier 1	Implement	09/09/2016	06/09/2017	\$0	No Funding Required	Literacy coach, K-5 teachers, Principal
Activity - Staff Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will meet together to discuss grade level content.	Teacher Collaboration	Tier 1	Getting Ready	10/14/2016	05/26/2017	\$0	No Funding Required	K-5 staff; principal will monitor
Activity - Reading Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the direct instruction reading program.	Academic Support Program	Tier 1	Implement	09/09/2016	06/09/2017	\$0	General Fund	Classroom teachers, literacy coach, and principal to monitor
Activity - Early Intervention Reading Tier 2 & 3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy coach and Instructional aide will use the EIR program with the bottom 30% of students in grades 1 and 2 to improve reading fluency and comprehension.	Academic Support Program	Tier 2	Implement	09/16/2016	06/02/2017	\$0	Section 31a	Literacy Coach and instructional aide

### Strategy 2:

Classroom Instruction that Works - All staff K-5 will be trained in Classroom instruction that Works strategies to improve reading instruction.

Category:

Research Cited: <http://www.ascd.org/ASCD/pdf/siteASCD/publications/books/Classroom-Instruction-that-Works-2nd-edition-sample.pdf>

[http://katiedevine.files.wordpress.com/2011/12/classroom-instruction-that-works\\_pdf.pdf](http://katiedevine.files.wordpress.com/2011/12/classroom-instruction-that-works_pdf.pdf)

Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, Va: Association for Supervision and Curriculum Development.

Chicago (Author-Date, 15th ed.)

Marzano, Robert J., Debra Pickering, and Jane E. Pollock. 2001. Classroom instruction that works: research-based strategies for increasing student achievement. Alexandria, Va: Association for Supervision and Curriculum Development.

## School Improvement Plan

Fountain Elementary School

Harvard (18th ed.)

MARZANO, R. J., PICKERING, D., & POLLOCK, J. E. (2001). Classroom instruction that works: research-based strategies for increasing student achievement. Alexandria, Va, Association for Supervision and Curriculum Development.

MLA (7th ed.)

Marzano, Robert J, Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement. Alexandria, Va: Association for Supervision and Curriculum Development, 2001. Print.

Turabian (6th ed.)

Marzano, Robert J., Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement. Alexandria, Va: Association for Supervision and Curriculum Development, 2001.

Tier: Tier 1

Activity - PD support for CITW	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have additional PD opportunities throughout the year to assist them in implementing CITW as needed.	Academic Support Program	Tier 1	Getting Ready	08/29/2016	06/16/2017	\$0	Title II Part A	Teachers, principal will monitor

### Strategy 3:

Extended Learning Time - Our school has created a variety of programs throughout the year to extend student learning in reading.

Category: English/Language Arts

Research Cited: <http://www.edutopia.org/technology-integration-research-learning-outcomes>

<http://www.wallacefoundation.org/knowledge-center/summer-and-extended-learning-time/Pages/default.aspx>

<http://www.wallacefoundation.org/knowledge-center/summer-and-extended-learning-time/extended-learning-time/Documents/Expanding-Time%20for-Learning-Both-Inside-and-Outside-the-Classroom.pdf>

Tier: Tier 1

Activity - Summer School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students were given the opportunity to attend the extended summer school program that will enhance their reading skills.	Academic Support Program	Tier 1	Implement	06/20/2016	08/11/2017	\$0	General Fund	summer school teachers and principal

## School Improvement Plan

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Activity - Afterschool program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bottom 30% students in grades 1-5 will participate in an afterschool program using the Number Worlds program along with the SuccessMaker computer program and Early Invention to Reading program for 60 minutes 4 times weekly.	Academic Support Program, Technology	Tier 3	Monitor	11/18/2016	04/21/2017	\$26105	Section 31a	Afterschool teaching staff, principal will monitor
Activity - March is reading month	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in weekly reading activities throughout the month of March.	Extra Curricular	Tier 1	Implement	03/01/2017	03/31/2017	\$0	General Fund	Literacy coach, classroom teachers
Activity - Kindergarten Parenting Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will welcome incoming Kindergarten parents and students to inform them about the school and its programs, along with providing materials to help get their children ready for Kindergarten.	Academic Support Program	Tier 1	Implement	02/01/2017	03/01/2017	\$380	Title I Part A	Kindergarten teachers, Literacy coach, principal
Activity - Waterford Early Learning Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten students will use Waterford throughout the day to enhance their reading skills.	Academic Support Program, Technology	Tier 1	Implement	10/10/2016	06/08/2017	\$0	No Funding Required	Kindergarten teachers, principal will monitor
Activity - Skills Navigator Tier 2 & 3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA MAP Skills Navigator will be purchased by the district to progress monitor our Tier 2 and Tier 3 students.	Academic Support Program	Tier 2	Getting Ready	12/01/2015	06/09/2016	\$0	Title I Schoolwide	Teachers, data coach, and principal monitor
Activity - Parent Information Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

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Parents were given an overview of the Reading Curriculum Reading Mastery along with informational materials.	Academic Support Program	Tier 1	Implement	08/30/2016	08/30/2016	\$0	No Funding Required	Teachers, literacy coach, and principal
<b>Activity - NWEA MAP tesing</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will use the NWEA - MAP Testing program to monitor student growth using benchmark data 3 times per year	Academic Support Program, Technology	Tier 1	Monitor	09/09/2016	06/16/2017	\$0	No Funding Required	Classroom teachers, proctors, data coaches , Principal
<b>Activity - Michigan Reading Assocation Conference</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The Literacy Coach, the principal, and 1 other additional staff member will attend the MRA annual confereence in Grand Rapids.	Professional Learning	Tier 1	Implement	03/10/2017	03/13/2017	\$2000	Title II Part A	Literacy coach, principal, and one additional staff member

### Strategy 4:

Data Driven Instruction - Teachers and support staff will use a variety of data sources to drive instruction for their students and classrooms needs.

Research.

Category: English/Language Arts

Research Cited:

[https://books.google.com/books?hl=en&lr=&id=MVyhsp10SIgC&oi=fnd&pg=PA1&dq=data+driven+instruction+marzano+research&ots=HsC0thA6W\\_&sig=NsYdcvTATG9RyY7JEQ6Or8K1MZo#v=onepage&q&f=false](https://books.google.com/books?hl=en&lr=&id=MVyhsp10SIgC&oi=fnd&pg=PA1&dq=data+driven+instruction+marzano+research&ots=HsC0thA6W_&sig=NsYdcvTATG9RyY7JEQ6Or8K1MZo#v=onepage&q&f=false)

[http://www.naesp.org/sites/default/files/Student%20Achievement\\_blue.pdf](http://www.naesp.org/sites/default/files/Student%20Achievement_blue.pdf)

<http://www.csai-online.org/resource/121>

[http://www.rand.org/pubs/occasional\\_papers/OP170.html](http://www.rand.org/pubs/occasional_papers/OP170.html)

<http://eric.ed.gov/?id=EJ907036>

Tier: Tier 1

<b>Activity - Teacher Data Binders</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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## School Improvement Plan

Fountain Elementary School

Staff will use MAP, spring state assessments, Successmaker, reading mastery, connecting math concepts, formal and summative assessments to collect and analyze data on each student to guide instruction.	Teacher Collaboration, Academic Support Program, Technology	Tier 1	Getting Ready	09/12/2016	06/16/2017	\$60	Title I Part A	All staff, principal will monitor
<b>Activity - Student Data Binders</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Each student will be given a data folder to chart and analyze their own data. i.e MAP goals and results, Reading Mastery and CMC progress	Academic Support Program	Tier 1	Getting Ready	09/12/2016	06/16/2017	\$616	General Fund	teachers, students, and principal to monitor
<b>Activity - NWEA MAP data analysis</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
MAP data will be collected after each test session for teachers to evaluate student growth and areas of difficulty.	Academic Support Program, Technology		Evaluate	09/12/2016	06/16/2017	\$0	No Funding Required	Teachers, proctors, data coaches, and principal
<b>Activity - Successmaker Analysis</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will do weekly evaluations of their SuccessMaker data to ensure the growth of their students,	Academic Support Program, Technology	Tier 1	Evaluate	09/12/2016	06/16/2017	\$0	No Funding Required	teaching staff, principal will monitor
<b>Activity - Reading Mastery Data Review</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
K-5 teachers will use 2inform, RM assessments, and report cards to monitor student progress.	Teacher Collaboration, Academic Support Program, Technology	Tier 1	Monitor	09/12/2016	06/09/2017	\$0	No Funding Required	K-5 teachers, literacy coach; principal will monitor.

### Strategy 5:

Developing the English Language Learner - Special attention and instruction will be given to our ELL students to ensure their instructional needs will be met.

## School Improvement Plan

Fountain Elementary School

Category: English/Language Arts

Research Cited: <http://onlinelibrary.wiley.com/doi/10.1111/j.1540-5826.2005.00120.x/abstract>

[hl=en&lr=&id=60OpdH4q1Vkc&oi=fnd&pg=PR7&dq=developing+the+english+language+learner+research&ots=VARodGIMmA&sig=PzBATwj8KQwZMVUZsZalyTCwGpl#v=onepage&q=developing%20the%20english%20language%20learner%20research&f=false](http://onlinelibrary.wiley.com/doi/10.1111/j.1540-5826.2005.00120.x/abstract)

<http://jlr.sagepub.com/content/41/4/432.short>

[http://www.naldic.org.uk/Resources/NALDIC/Publications%20and%20Resources/Scaffolding%20Language\\_%20Scaffolding%20Learning%20Teaching%20Second%20Language%20learners%20in%20the%20Mainstream%20Classroom.pdf](http://www.naldic.org.uk/Resources/NALDIC/Publications%20and%20Resources/Scaffolding%20Language_%20Scaffolding%20Learning%20Teaching%20Second%20Language%20learners%20in%20the%20Mainstream%20Classroom.pdf)

Tier: Tier 3

Activity - ELL tutor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified ELL students will be pulled out weekly to work with an ELL bilingual tutor in order to expand their knowledge and use of the English language.	Academic Support Program	Tier 3	Implement	09/12/2016	06/12/2017	\$0	General Fund	ELL tutor, Literacy coach, principal, ELL coordinator will monitor

### Strategy 6:

Classroom Technology - Teachers and students will use technology to enhance and promote instruction in the classroom.

Category: English/Language Arts

Research Cited: [http://thelearningweb.wikispaces.com/file/view/Using\\_Technology\\_with\\_Classroom\\_Instruction\\_That\\_Works.pdf](http://thelearningweb.wikispaces.com/file/view/Using_Technology_with_Classroom_Instruction_That_Works.pdf)

<http://www.edweek.org/ew/issues/technology-in-education/>

[http://education.mit.edu/wp-content/uploads/2015/01/GamesSimsSocNets\\_EdArcade.pdf](http://education.mit.edu/wp-content/uploads/2015/01/GamesSimsSocNets_EdArcade.pdf)

<https://www2.ed.gov/pubs/EdReformStudies/EdTech/effectsstudents.html>

<http://www.edutopia.org/technology-integration-research-tools-programs>

Tier: Tier 1

Activity - Educational Tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher K-5 will be using a variety of tools (i.e. ipads, interactive boards, apple TV, Document cameras) to collect data and enhance curriculum and instruction in the classroom	Academic Support Program, Technology	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	teachers and principal to monitor

## School Improvement Plan

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Activity - Successmaker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work on SuccessMaker each week to enhance reading skills.	Academic Support Program, Technology	Tier 1	Implement	09/12/2016	06/12/2017	\$0	No Funding Required	teachers with principal to monitor

  

Activity - Waterford Early Learning Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten students will use Waterford throughout the day to enhance their reading skills.	Academic Support Program, Technology	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	Kindergarten teachers with principal to monitor

### Strategy 7:

Community Involvement - Fountain Elementary will have parent and high school students from our local community in to help with student activities in Reading.

Category: English/Language Arts

Research Cited: <http://eric.ed.gov/?id=ed454322>

<http://eric.ed.gov/?id=ED315199>

<http://eric.ed.gov/?id=ED309229>

Tier: Tier 1

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be coming in to work with students on particular math skills and concepts on a weekly basis.	Academic Support Program, Parent Involvement	Tier 1	Implement	09/19/2016	06/09/2017	\$0	No Funding Required	Parents and classroom teachers

  

Activity - Tier 2 reading support High School helpers	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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Students from the high school will come to our building 2-3 times a week for 45 min increments and work in the classroom providing students with one on one reading support.	Academic Support Program	Tier 2	Implement	09/26/2016	06/05/2017	\$0	No Funding Required	Classroom teachers, high school students, high school supervising teacher, principal will monitor
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## Goal 4: All students at Fountain Elementary will improve science proficiency

### Measurable Objective 1:

A 85% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all strands in Science by 06/14/2024 as measured by Spring state assessment..

### Strategy 1:

Next Generation Science Standards - All students grade k-5 will be instructed in the area of science using the Next Generation Science Standards curriculum

<http://www.nextgenscience.org/new-research-reinforces-need-next-generation-science-standards>

<http://www.nextgenscience.org/standards-background-research-and-reports>

### Category:

Research Cited: <http://www.nextgenscience.org/national-research-council%E2%80%99s-fidelity-review-next-generation-science-standards-%E2%80%93-q-board-science>

<http://www.nextgenscience.org/frequently-asked-questions>

<http://www.nap.edu/NGSS/Memo-on-NRC-review-of-NGSS.pdf>

[http://www.nap.edu/catalog.php?record\\_id=18409](http://www.nap.edu/catalog.php?record_id=18409)

Tier: Tier 1

Activity - Guided Highlighting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will implement guided highlighting as a strategy to understand scientific information text using the Next Generation Science Standards and other science texts.	Academic Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Instructional staff will implement. Principal will monitor



## School Improvement Plan

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Activity - Science Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades k, 2, 3, and 4th will receive an additional science lesson each week during the school year.	Academic Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	A Highly qualified science teacher will implement the program. The Principal will monitor.
Activity - Exploring Scientific Method	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff grades k-5 will use the Next Generation Science Standards curriculum to explore scientific method.	Academic Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Instructional staff will implement, principal will monitor.
Activity - PD science support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have additional PD opportunities throughout the year to assist them in implementing our science curriculum.	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	Title II Part A	Teachers, principal will monitor.
Activity - Science Weekly	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades 1 through 3 and grade 5 will be using Science Weekly to enhance and add to their science curriculum.	Academic Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$1309	General Fund	Classroom teachers grades 1-3 and 5 and principal monitor
Activity - Vocabulary Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will have their students use a vocabulary notebooks to enter vocabulary words and definitions that pertain to the unit they are working on,	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	Title I Part A	All classroom teachers and principal to monitor

## School Improvement Plan

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Activity - Technology Intregation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will purchase a Bose Sound System to better deliver information and enhance communication with parents, students and staff at school wide and parenting events.This will also allow teachers with the use of technology to present multi-class lessons.	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	Title I Part A	Teachers, tech parapro., principal
Activity - Phenomenal Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 4th grade will be piloting a new science program called Phenomenal Science	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	No Funding Required	Fourth grade teacher with Prinicipal to monitor

### Strategy 2:

Classroom Instruction That Works - All staff K-5 will be trained in CITW strategies to improve writing instruction.

Category:

Research Cited: <http://www.ascd.org/ASCD/pdf/siteASCD/publications/books/Classroom-Instruction-that-Works-2nd-edition-sample.pdf>

[http://katiedevine.files.wordpress.com/2011/12/classroom-instruction-that-works\\_pdf.pdf](http://katiedevine.files.wordpress.com/2011/12/classroom-instruction-that-works_pdf.pdf)

Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, Va: Association for Supervision and Curriculum Development.

Chicago (Author-Date, 15th ed.)

Marzano, Robert J., Debra Pickering, and Jane E. Pollock. 2001. Classroom instruction that works: research-based strategies for increasing student achievement. Alexandria, Va: Association for Supervision and Curriculum Development.

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MLA (7th ed.)

Marzano, Robert J, Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement. Alexandria, Va: Association for Supervision and Curriculum Development, 2001. Print.

Turabian (6th ed.)

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Marzano, Robert J., Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement. Alexandria, Va: Association for Supervision and Curriculum Development, 2001.

Tier: Tier 1

Activity - CITW Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New classroom teacher K-5 will be trained in CITW through district professional development days.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	Title II Part A	Classroom teachers K-5

Activity - PD support for CITW	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have additional PD opportunities throughout the year to assist them in implementing CITW.	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	Title II Part A	Teachers, principal will monitor

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in Classroom Instruction That Works continuing sessions that include Writing Student Objectives, Formative Assessments, Cooperative Learning, and Total Participation Techniques	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Title II Part A	All staff and administrators

**Strategy 3:**

Extended learning - Our school will create a variety of programs throughout the year to extend student learning in Science.

Category: Science

Research Cited: <http://files.eric.ed.gov/fulltext/ED542373.pdf>

[https://usm.maine.edu/sites/default/files/cepare/MEPRI%20Extended%20Learning%20Case%20Report%203-31-16\\_Web.pdf](https://usm.maine.edu/sites/default/files/cepare/MEPRI%20Extended%20Learning%20Case%20Report%203-31-16_Web.pdf)

<http://www.gongwer-oh.com/129/extendedlearning.pdf>

Tier: Tier 1

Activity - Reading Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Within the Reading Mastery program teachers will focus on science topics offered within their grade level.	Academic Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Classroom teachers and principal to monitor

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Activity - Scholastic News	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades K-5 will be using Scholastic News to apply cloze and critical reading strategies in science topics	Academic Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	classroom teachers and principal to monitor

Activity - Instructional Aides Tier II and III	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional aids will take small groups within or outside of the classroom to help with cloze and critical reading instruction as related to science,	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$0	Title I Part A	Instructional aides with principal to monitor

### Strategy 4:

Classroom technology - Teachers and students will use technology to enhance and promote instruction in the classroom.

Category: Technology

Research Cited: [http://thelearningweb.wikispaces.com/file/view/Using\\_Technology\\_with\\_Classroom\\_Instruction\\_That\\_Works.pdf](http://thelearningweb.wikispaces.com/file/view/Using_Technology_with_Classroom_Instruction_That_Works.pdf)

<http://www.edweek.org/ew/issues/technology-in-education/>

[http://education.mit.edu/wp-content/uploads/2015/01/GamesSimsSocNets\\_EdArcade.pdf](http://education.mit.edu/wp-content/uploads/2015/01/GamesSimsSocNets_EdArcade.pdf)

<https://www2.ed.gov/pubs/EdReformStudies/EdTech/effectsstudents.html>

<http://www.edutopia.org/technology-integration-research-tools-programs>

Tier: Tier 1

Activity - Educational tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will use technology to enhance and promote instruction in the classroom.	Materials, Technology	Tier 1		09/06/2016	06/16/2017	\$0	General Fund	Teachers, tech para pro, principal will monitor

### Strategy 5:

Developing the English Language Learner - Special attention and instruction will be given to our ELL students to ensure their instructional needs are being met.

Category: Learning Support Systems

Research Cited: <http://onlinelibrary.wiley.com/doi/10.1111/j.1540-5826.2005.00120.x/abstract>

<https://books.google.com/books?hl=en&lr=&id=60OpdH4q1Vkc&oi=fnd&pg=PR7&dq=developing+the+english+language+learner+research&ots=VARodGIMmA&sig=P>

**School Improvement Plan**

Fountain Elementary School

zBAtwj8KQwZMVUZsZalyTCwGpl#v=onpage&amp;q=developing%20the%20english%20language%20learner%20research&amp;f=false

Tier: Tier 1

Activity - ELL tutor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified ELL students will be pulled out weekly to work with an ELL bilingual tutor in order to expand their knowledge and use of the English language.	Academic Support Program	Tier 3		10/10/2016	06/16/2017	\$0	Other	ELL tutor, Literacy coach, principal, ELL coordinator will monitor

**Strategy 6:**

Community Involvement - Fountain Elementary will have parent and high school students from our local community in to help with student activities in Math.

Category: Other - Community Involvement

Research Cited: <http://eric.ed.gov/?id=ed454322><http://eric.ed.gov/?id=ED315199><http://eric.ed.gov/?id=ED309229>

Tier:

Activity - Parent Volunteers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be coming in to work with students on particular science skills and concepts on a weekly basis.	Community Engagement, Academic Support Program, Parent Involvement	Tier 1		09/19/2016	06/06/2017	\$0	No Funding Required	Teachers, volunteers
Activity - High School Helpers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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High school helpers will be coming in on a weekly basis to provided additional support to students in the area of science.	Community Engagem nt, Academic Support Program	Tier 1		10/10/2016	05/26/2017	\$0	No Funding Required	Teachers, high school helpers coordinator
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### Strategy 7:

Data Driven Instruction - Teachers and support staff will use a variety of data sources to drive instruction for their students and classrooms needs.

Category: Learning Support Systems

Research Cited:

[https://books.google.com/books?hl=en&lr=&id=MVyhsp10SIgC&oi=fnd&pg=PA1&dq=data+driven+instruction+marzano+research&ots=HsC0thA6W\\_&sig=NsYdcvTATG9RyY7JEQ6Or8K1MZo#v=onepage&q&f=false](https://books.google.com/books?hl=en&lr=&id=MVyhsp10SIgC&oi=fnd&pg=PA1&dq=data+driven+instruction+marzano+research&ots=HsC0thA6W_&sig=NsYdcvTATG9RyY7JEQ6Or8K1MZo#v=onepage&q&f=false)

[http://www.naesp.org/sites/default/files/Student%20Achievement\\_blue.pdf](http://www.naesp.org/sites/default/files/Student%20Achievement_blue.pdf)

<http://www.csai-online.org/resource/121>

[http://www.rand.org/pubs/occasional\\_papers/OP170.html](http://www.rand.org/pubs/occasional_papers/OP170.html)

Tier: Tier 1

Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A part time data coach has been hired to work with teachers and support staff on how to use, interpret, and analyze data to drive instruction.	Professional Learning, Academic Support Program	Tier 1		09/06/2016	06/15/2017	\$0	General Fund	data coach, teachers, support staff, principal will monitor

Activity - Teacher Data Binders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use MAP, spring state assessments, Successmaker, reading mastery, connecting math concepts, formal and summative assessments to collect and analyze data on each student to guide instruction.	Academic Support Program	Tier 1	Getting Ready	09/12/2016	05/26/2017	\$0	Title I Part A	Teacher, Data coach, principal will monitor

## Goal 5: All students at Fountain Elementary will be proficient in Social Studies.

## School Improvement Plan

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### Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in all strands in Social Studies by 06/14/2024 as measured by Spring state assessment..

### Strategy 1:

Oakland Atlas Rubicon - MAISA Units - All staff will instruct students in grades k-5 in the area of social studies using the MAISA Curriculum Units.

Category: Learning Support Systems

Research Cited: [http://oaklandk12-](http://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View/Curriculum?BackLink=Atlas_Browse_View_Curriculum&SubjectFilter%5B%5D=39&NowViewing=Atlas_Browse_View_Curriculum&Page=1)

[public.rubiconatlas.org/Atlas/Browse/View/Curriculum?BackLink=Atlas\\_Browse\\_View\\_Curriculum&SubjectFilter%5B%5D=39&NowViewing=Atlas\\_Browse\\_View\\_Curriculum&Page=1](http://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View/Curriculum?BackLink=Atlas_Browse_View_Curriculum&SubjectFilter%5B%5D=39&NowViewing=Atlas_Browse_View_Curriculum&Page=1)

<http://oaklandk12-public.rubiconatlas.org/Atlas/References/View/Default?tab=13&>

Tier: Tier 1

Activity - Map and chart reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use social studies text to read, understand, and analyze maps and charts.	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	No Funding Required	Instructional staff will implement, principal will monitor
Activity - Study of history, geography, government, and economy of Michigan and the world.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades k-5 will study the history, geography, government, and economy of Michigan and world using the MAISA units.	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	No Funding Required	K-5 staff will implement, principal will monitor
Activity - Underlining	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will instruct students in grades 2-5 on the strategy of underlining key ideas and vocabulary in social studies text and MAISA unit materials.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	Instructional staff will implement, principal will monitor.

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Activity - PD support for Social studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have additional PD opportunities throughout the year to assist them in implementing our social studies curriculum.	Academic Support Program	Tier 1	Getting Ready	08/29/2016	06/16/2017	\$0	Title II Part A	Teachers, principal will monitor
Activity - Social Studies Weekly	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 1 through 5 will use Social Studies Weekly to enhance and add to their Social Studies curriculum.	Academic Support Program	Tier 1	Implement	09/19/2016	06/09/2017	\$1637	General Fund	Classroom teachers grades 1 through 5 and principal monitor
Activity - Vocabulary Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will have their students use a vocabulary binder to enter vocabulary words and definitions that pertain to the unit they are working on,	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	Title I Part A	Classroom teachers with Principal to monitor
Activity - Reading Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Within the Reading Mastery program teachers will focus on the social studies topics offered in their grade level.	Academic Support Program	Tier 1		09/05/2016	06/16/2017	\$0	General Fund	Teachers, principal will monitor

### Strategy 2:

Classroom Instruction That Works - All staff K-5 will be trained in CITW strategies to improve writing instruction.

Category:

Research Cited: <http://www.ascd.org/ASCD/pdf/siteASCD/publications/books/Classroom-Instruction-that-Works-2nd-edition-sample.pdf>

[http://katiedevine.files.wordpress.com/2011/12/classroom-instruction-that-works\\_pdf.pdf](http://katiedevine.files.wordpress.com/2011/12/classroom-instruction-that-works_pdf.pdf)

Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, Va: Association for Supervision and Curriculum Development.

Chicago (Author-Date, 15th ed.)

Marzano, Robert J., Debra Pickering, and Jane E. Pollock. 2001. Classroom instruction that works: research-based strategies for increasing student achievement.



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Alexandria, Va: Association for Supervision and Curriculum Development.

Harvard (18th ed.)

MARZANO, R. J., PICKERING, D., & POLLOCK, J. E. (2001). Classroom instruction that works: research-based strategies for increasing student achievement.

Alexandria, Va, Association for Supervision and Curriculum Development.

MLA (7th ed.)

Marzano, Robert J, Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement.

Alexandria, Va: Association for Supervision and Curriculum Development, 2001. Print.

Turabian (6th ed.)

Marzano, Robert J., Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement.

Alexandria, Va: Association for Supervision and Curriculum Development, 2001.

Tier: Tier 1

Activity - CITW Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New classroom teacher K-5 will be trained in CITW as needed.	Professional Learning	Tier 1	Getting Ready	08/29/2016	06/16/2017	\$0	Title II Part A	Classroom teachers K-5

Activity - PD support for CITW	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have additional PD opportunities throughout the year to assist them in implementing CITW.	Academic Support Program	Tier 1	Getting Ready	08/24/2015	06/10/2016	\$0	Title II Part A	Teachers, principal will monitor

### Strategy 3:

Extended learning - Our school will create a variety of programs throughout the year to extend student learning in Social Studies.

Category: Learning Support Systems

Research Cited: <http://www.gongwer-oh.com/129/extendedlearning.pdf>

<http://www.socialstudies.org/positions/powerfulandpurposeful>

<http://www.timeandlearning.org/sites/default/files/resources/caseformorelearningtime.pdf>

Tier: Tier 1

## School Improvement Plan

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Activity - Reading Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Within the Reading Mastery program teachers will focus on the social studies topics offered in their grade level.	Direct Instruction, Academic Support Program	Tier 1	Implement	09/12/2016	06/16/2017	\$0	No Funding Required	Teachers, principal will monitor
Activity - Scholastic News	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades K- 5 will be using Scholastic News to apply cloze and critical reading strategies in related Social Studies topics.	Academic Support Program	Tier 1	Implement	09/19/2016	06/16/2017	\$0	No Funding Required	Teachers, principal will monitor
Activity - Instructional Aides Tier II and Tier III	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional aides will take small groups within or outside the classroom to help with their cloze and critical reading during Social Studies and Reading instruction.	Academic Support Program	Tier 2	Implement	09/19/2016	06/02/2017	\$0	Title I Part A	Instructional aides, principal will monitor

### Strategy 4:

Classroom technology - Teachers and students will use technology to enhance and promote instruction in the classroom.

Category: Technology

Research Cited: [http://thelearningweb.wikispaces.com/file/view/Using\\_Technology\\_with\\_Classroom\\_Instruction\\_That\\_Works.pdf](http://thelearningweb.wikispaces.com/file/view/Using_Technology_with_Classroom_Instruction_That_Works.pdf)

<http://www.edweek.org/ew/issues/technology-in-education/>

[http://education.mit.edu/wp-content/uploads/2015/01/GamesSimsSocNets\\_EdArcade.pdf](http://education.mit.edu/wp-content/uploads/2015/01/GamesSimsSocNets_EdArcade.pdf)

<https://www2.ed.gov/pubs/EdReformStudies/EdTech/effectsstudents.html>

<http://www.edutopia.org/technology-integration-research-tools-programs>

Tier: Tier 1

Activity - Educational tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher K-5 will be using a variety of tools (i.e. ipads, interactive boards, apple TV, Document cameras) to collect data and enhance curriculum and instruction in the classroom.	Supplemental Materials, Materials, Technology	Tier 1	Implement	09/05/2016	06/16/2017	\$0	Other	Teachers, tech, para pro, principal will monitor.

## School Improvement Plan

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### Strategy 5:

Developing the English Language Learner - Special attention and instruction will be given to our ELL students to ensure their instructional needs are being met.

Category: Learning Support Systems

Research Cited: <http://onlinelibrary.wiley.com/doi/10.1111/j.1540-5826.2005.00120.x/abstract>

<https://books.google.com/books?hl=en&lr=&id=60OpdH4q1VkC&oi=fnd&pg=PR7&dq=developing+the+english+language+learner+research&ots=VARodGIMmA&sig=PzBAtwj8KQwZMVUZsZalyTCwGpl#v=onepage&q=developing%20the%20english%20language%20learner%20research&f=false>

<http://jlr.sagepub.com/content/41/4/432.short>

[http://www.naldic.org.uk/Resources/NALDIC/Publications%20and%20Resources/Scaffolding%20Language\\_%20Scaffolding%20Learning%20Teaching%20Second%200Language%20learners%20in%20the%20Mainstream%20Classroom.pdf](http://www.naldic.org.uk/Resources/NALDIC/Publications%20and%20Resources/Scaffolding%20Language_%20Scaffolding%20Learning%20Teaching%20Second%200Language%20learners%20in%20the%20Mainstream%20Classroom.pdf)

Tier: Tier 3

Activity - ELL tutor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified ELL students will be pulled out weekly to work with an ELL bilingual tutor in order to expand their knowledge and use of the English language.	Academic Support Program	Tier 3	Implement	10/03/2016	06/16/2017	\$0	General Fund	ELL tutor, Literacy coach, principal, ELL coordinator will monitor

### Strategy 6:

Community Involvement - Fountain Elementary will have parent and high school students from our local community in to help with student activities in Social Studies.

Category: Other - Community Involvement

Research Cited: <http://eric.ed.gov/?id=ed454322>

<http://eric.ed.gov/?id=ED315199>

<http://eric.ed.gov/?id=ED309229>

Tier: Tier 1

Activity - Parent Volunteers	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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Parents will be coming in to work with students on particular social studies skills and concepts on a weekly basis.	Community Engagement, Academic Support Program, Parent Involvement	Tier 1	Implement	09/19/2016	06/16/2017	\$0	No Funding Required	Teachers, volunteers
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Activity - High school Helpers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High school helpers will be coming in on a weekly basis to provided additional support to students in the area of math.	Community Engagement, Academic Support Program	Tier 1		10/03/2016	06/02/2017	\$0	No Funding Required	Teachers, high school helpers coordinator

### Strategy 7:

Data Driven Instruction - Teachers and support staff will use a variety of data sources to drive instruction for their students and classrooms needs.

Category: Learning Support Systems

Research Cited:

[https://books.google.com/books?hl=en&lr=&id=MVyhsp10SIgC&oi=fnd&pg=PA1&dq=data+driven+instruction+marzano+research&ots=HsC0thA6W\\_&sig=NsydcvTATG9RyY7JEQ6Or8K1MZo#v=onepage&q&f=false](https://books.google.com/books?hl=en&lr=&id=MVyhsp10SIgC&oi=fnd&pg=PA1&dq=data+driven+instruction+marzano+research&ots=HsC0thA6W_&sig=NsydcvTATG9RyY7JEQ6Or8K1MZo#v=onepage&q&f=false)

[http://www.naesp.org/sites/default/files/Student%20Achievement\\_blue.pdf](http://www.naesp.org/sites/default/files/Student%20Achievement_blue.pdf)

<http://www.csai-online.org/resource/121>

[http://www.rand.org/pubs/occasional\\_papers/OP170.html](http://www.rand.org/pubs/occasional_papers/OP170.html)

Tier: Tier 1

Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A part time data coach has been hired to work with teachers and support staff on how to use, interpret, and analyze data to drive instruction.	Professional Learning, Academic Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$0	General Fund	data coach, teachers, support staff, principal will monitor

## School Improvement Plan

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Activity - Teacher Data Binders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use MAP, spring state assessments, Successmaker, reading mastery, connecting math concepts, formal and summative assessments to collect and analyze data on each student to guide instruction.	Academic Support Program	Tier 1	Getting Ready	09/12/2016	05/26/2017	\$0	Title I Part A	Teacher, Data Coach, principal will monitor

## Goal 6: All students at Fountain Elementary School will reduce the amount of teacher referrals and suspensions.

### Measurable Objective 1:

demonstrate a behavior implementing the Capturing Kids Hearts program by 06/14/2019 as measured by reducing the amount of teacher referrals and suspensions.

### Strategy 1:

Capturing Kids Hearts - The staff will be trained and then implement the Capturing Kids Hearts behavior model to decrease the amount of teacher referrals and suspensions.

Category: School Culture

Research Cited: <http://flippengroup.com/education/edursrch.html>

<http://flippengroup.com/research/>

Tier: Tier 1

Activity - CKH Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff at Fountain Elementary will be professional trained in the Capturing Kids Hearts behavioral program.	Professional Learning	Tier 1		08/29/2016	08/31/2016	\$0	Title II Part A	All staff at Fountain Elementary

Activity - The Name Game	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classes will play the name game as taught in the Capturing Kids Hearts program at the beginning of the school year and continue playing the first week of school in order to get to know each child in the school.	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	09/30/2016	\$0	No Funding Required	All staff, students, and principal of Fountain Elementary

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Activity - Social Contracts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each staff member will complete a social contract with their class as described in the Capturing Kids Hearts program.	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	No Funding Required	All fountain staff members and principal to monitor
Activity - The Excel Teaching Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use the excel teaching model reinforce the role of emotional intelligence in teaching, build classroom rapport and teamwork to create a safe, trusting, learning environment. As well as increase classroom attendance by building students' motivation and helping them take responsibility for their actions and performances.	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	No Funding Required	All fountain staff and principal to monitor
Activity - 4 Questions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will use a series of 4 questions to help the student focus on positive behavior and respect.	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	No Funding Required	All fountain staff with principal to monitor.

### Strategy 2:

Classroom technology - Teachers and students will use technology to enhance and promote instruction in the classroom.

Category: Technology

Research Cited: [http://thelearningweb.wikispaces.com/file/view/Using\\_Technology\\_with\\_Classroom\\_Instruction\\_That\\_Works.pdf](http://thelearningweb.wikispaces.com/file/view/Using_Technology_with_Classroom_Instruction_That_Works.pdf)

<http://www.edweek.org/ew/issues/technology-in-education/>

[http://education.mit.edu/wp-content/uploads/2015/01/GamesSimsSocNets\\_EdArcade.pdf](http://education.mit.edu/wp-content/uploads/2015/01/GamesSimsSocNets_EdArcade.pdf)

<https://www2.ed.gov/pubs/EdReformStudies/EdTech/effectsstudents.html>

<http://www.edutopia.org/technology-integration-research-tools-programs>

Tier: Tier 1

Activity - Educational tools	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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ch teacher K-5 will be using a variety of tools (i.e. ipads, interactive boards, apple TV, Document cameras) to collect data and enhance curriculum and instruction in the classroom.	Supplemental Materials, Materials, Academic Support Program, Technology	Tier 1	Implement	09/05/2016	06/16/2017	\$0	No Funding Required	Teachers, tech, para pro, principal will monitor.
<b>Activity - Classroom Dojo</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
K-5 Teachers will have the opportunity to use the online, classroom dojo program do help manage classroom behavior. It also helps bring teachers, students and parents closer together. Teachers use ClassDojo as a communication platform to encourage students, and get parents engaged too.	Supplemental Materials, Materials, Behavioral Support Program, Technology	Tier 1		09/06/2016	06/16/2017	\$0	No Funding Required	Teachers, support staff

### Strategy 3:

Data Driven Instruction - Teachers and support staff will use data to drive and evaluate the Capturing Kids Hearts program.

Category: School Culture

Research Cited:

[https://books.google.com/books?hl=en&lr=&id=MVyhsp10SIgC&oi=fnd&pg=PA1&dq=data+driven+instruction+marzano+research&ots=HsC0thA6W\\_&sig=NsYdcvTATG9RyY7JEQ6Or8K1MZo#v=onepage&q&f=false](https://books.google.com/books?hl=en&lr=&id=MVyhsp10SIgC&oi=fnd&pg=PA1&dq=data+driven+instruction+marzano+research&ots=HsC0thA6W_&sig=NsYdcvTATG9RyY7JEQ6Or8K1MZo#v=onepage&q&f=false)

[http://www.naesp.org/sites/default/files/Student%20Achievement\\_blue.pdf](http://www.naesp.org/sites/default/files/Student%20Achievement_blue.pdf)

<http://www.csai-online.org/resource/121>

[http://www.rand.org/pubs/occasional\\_papers/OP170.html](http://www.rand.org/pubs/occasional_papers/OP170.html)

<http://eric.ed.gov/?id=EJ907036>

Tier: Tier 1

<b>Activity - Data Monitoring - Behavior</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will monitor the data pertaining to teacher behavior referrals and suspensions three times per school year.	Behavioral Support Program	Tier 1	Getting Ready	09/19/2016	06/19/2017	\$0	No Funding Required	All fountain staff and principal to monitor

## School Improvement Plan

Fountain Elementary School

### Strategy 4:

Developing the English Language Learner - Special attention and instruction will be given to our ELL students to ensure their social, emotional, and behavioral needs are being met.

Category: Learning Support Systems

Research Cited: <http://onlinelibrary.wiley.com/doi/10.1111/j.1540-5826.2005.00120.x/abstract>

<https://books.google.com/books?hl=en&lr=&id=60OpdH4q1VkC&oi=fnd&pg=PR7&dq=developing+the+english+language+learner+research&ots=VARodGIMmA&sig=PzBAtwj8KQwZMVUZsZalyTCwGpl#v=onepage&q=developing%20the%20english%20language%20learner%20research&f=false>

<http://jlr.sagepub.com/content/41/4/432.short>

[http://www.naldic.org.uk/Resources/NALDIC/Publications%20and%20Resources/Scaffolding%20Language\\_%20Scaffolding%20Learning%20Teaching%20Second%20Language%20learners%20in%20the%20Mainstream%20Classroom.pdf](http://www.naldic.org.uk/Resources/NALDIC/Publications%20and%20Resources/Scaffolding%20Language_%20Scaffolding%20Learning%20Teaching%20Second%20Language%20learners%20in%20the%20Mainstream%20Classroom.pdf)

Tier: Tier 3

Activity - ELL tutor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ELL tutor will support and follow the Capturing Kids Heart program while work with his/her individual students.	Behavioral Support Program, Academic Support Program	Tier 3	Getting Ready	09/06/2016	06/16/2017	\$0	No Funding Required	ELL tutor, Literacy coach, principal, ELL coordinator will monitor

### Strategy 5:

Extended Learning Time - Students will be expected to follow the procedures from the Capturing Kids Hearts program in special classrooms as well as outside and at lunch.

Category: School Culture

Research Cited: [ww.nea.org/assets/docs/HE/mf\\_PB04\\_ExtendedLearning.pdf](http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf)

<http://flippengroup.com/education/edursrch.html>

Tier: Tier 1

Activity - Daily Morning Greetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each staff member will greet any student that enters the build or their classroom with their name and a handshake.	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	No Funding Required	All staff members and the principal to monitor



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Activity - Positive Behavior Reward Buttons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To encourage positive behavior students will have the opportunity to earn reward buttons. Parents will help with the button making and monthly assemblies will be held to acknowledge those students who have earned their reward.	Supplemental Materials, Materials, Behavioral Support Program, Parent Involvement	Tier 1	Getting Ready	09/19/2016	06/12/2017	\$735	Title I Part A	teachers, parent volunteers, principal
Activity - MESPA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will attend the Michigan Elementary School Principal Association annual conference in Traverse City Michigan.	Professional Learning	Tier 1	Implement	12/07/2016	12/09/2016	\$800	Title II Part A	School Principal
Activity - Leadership conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
principal/ staff member will attend upcoming leadership PD	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$1000	Title II Part A	staff and principal

### Strategy 6:

Community Involvement - Parents, volunteers, high school helpers, community members will be expected to follow and support the Capturing kids hearts program while in our school or working with our students.

Category: Other - Community Involvement

Research Cited: with student activities in Math.

<http://eric.ed.gov/?id=ed454322>

<http://eric.ed.gov/?id=ED315199>

<http://eric.ed.gov/?id=ED309229>

Tier: Tier 1

Activity - Parent Volunteers	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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Volunteers will support and follow the Capturing Kids Heart program while work with students.	Community Engagement, Behavioral Support Program, Academic Support Program, Parent Involvement	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	No Funding Required	Teachers, volunteers
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Activity - High school Helpers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High School helpers will support and follow the Capturing Kids Heart program while work with students.	Community Engagement, Behavioral Support Program, Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	No Funding Required	Teachers, high school helpers, high school helper coordinator

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Skills Navigator Tier 2 & 3	NWEA MAP Skills Navigator will be purchased by the district to progress monitor our Tier 2 and Tier 3 students.	Academic Support Program	Tier 2	Getting Ready	12/01/2015	06/09/2016	\$0	Teachers, data coach, and principal monitor

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
CMC Consultations	Literacy consultant will conduct walk through and conference with teachers monthly.	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	Literacy consultant, classroom teachers with principal monitoring
Leadership conference	principal/ staff member will attend upcoming leadership PD	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$1000	staff and principal
Writing PD support	Staff will have additional PD opportunities throughout the year to assist them in implementing writing instruction.	Academic Support Program	Tier 1	Getting Ready	09/19/2016	06/02/2017	\$0	Teachers, principal will monitor.
CITW Training	New classroom teacher K-5 will be trained in CITW as needed.	Professional Learning	Tier 1	Getting Ready	08/29/2016	06/16/2017	\$0	Classroom teachers K-5
PD support for CITW	Staff will have additional PD opportunities throughout the year to assist them in implementing CITW as needed.	Academic Support Program	Tier 1	Getting Ready	08/29/2016	06/16/2017	\$0	Teachers, principal will monitor
CITW Training	New classroom teacher K-5 will be trained in CITW through district professional development days.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	Classroom teachers K-5

## School Improvement Plan

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Michigan Reading Association Conference	The Literacy Coach, the principal, and 1 other additional staff member will attend the MRA annual conference in Grand Rapids.	Professional Learning	Tier 1	Implement	03/10/2017	03/13/2017	\$2000	Literacy coach, principal, and one additional staff member
PD support for CITW	Staff will have additional PD opportunities throughout the year to assist them in implementing CITW.	Academic Support Program	Tier 1	Getting Ready	08/24/2015	06/10/2016	\$0	Teachers, principal will monitor
CKH Professional Development	All staff at Fountain Elementary will be professional trained in the Capturing Kids Hearts behavioral program.	Professional Learning	Tier 1		08/29/2016	08/31/2016	\$0	All staff at Fountain Elementary
Reading Mastery Language grades 2-5	Classroom teachers will use the Reading Mastery Direct Instruction Language program throughout the year and record their progress on ConnectEd for each lesson.	Academic Support Program	Tier 1	Implement	09/09/2016	06/16/2017	\$0	Classroom teachers grades 2-5 and principal monitoring.
MESPA	The principal will attend the Michigan Elementary School Principal Association annual conference in Traverse City Michigan.	Professional Learning	Tier 1	Implement	12/07/2016	12/09/2016	\$800	School Principal
CITW Training	New classroom teacher K-5 will be trained in CITW as needed	Professional Learning	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	Classroom teachers K-5
PD support for Social studies	Staff will have additional PD opportunities throughout the year to assist them in implementing our social studies curriculum.	Academic Support Program	Tier 1	Getting Ready	08/29/2016	06/16/2017	\$0	Teachers, principal will monitor
PD support for CITW	Staff will have additional PD opportunities throughout the year to assist them in implementing CITW as needed.	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$0	Teachers
Professional development- Reading Mastery	The district will provide all new teachers professional development in the direct instruction Reading Mastery program.	Professional Learning	Tier 1	Getting Ready	09/02/2016	06/09/2017	\$0	Staff will attend. Principal will plan and monitor. District will provide and support professional development.

## School Improvement Plan

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Professional Learning	All staff will participate in Classroom Instruction That Works continuing sessions that include Writing Student Objectives, Formative Assessments, Cooperative Learning, and Total Participation Techniques	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$0	All staff and administrators
PD support for CITW	Staff will have additional PD opportunities throughout the year to assist them in implementing CITW.	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	Teachers, principal will monitor
PD support for CITW	Staff will have additional PD opportunities throughout the year to assist them in implementing CITW as needed.	Academic Support Program	Tier 1	Getting Ready	09/12/2016	06/09/2017	\$0	Teachers, principal will monitor
Being A Writer Professional Development	The staff will be given a refresher course in Being A Writer, along with a kit to use in their classrooms.	Professional Learning	Tier 1	Implement	09/06/2016	11/28/2016	\$4280	Classroom teachers
CMC professional development	Classroom teachers K-5 will continue to receive professional development on the direct instruction program Connecting Math Concepts.	Professional Learning, Academic Support Program	Tier 1	Getting Ready	08/29/2016	06/15/2017	\$0	District direct instruction consultant
Professional Learning	All staff will be trained in the use of Google Drive, Google Education and Tech tools. staff will also attend data dig training.	Professional Learning, Technology	Tier 1	Getting Ready	09/01/2015	11/03/2015	\$0	All staff and administrators
PD science support	Staff will have additional PD opportunities throughout the year to assist them in implementing our science curriculum.	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	Teachers, principal will monitor.

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Connect Ed Data Analysis	Teachers will use ConnectEd 2Inform to evaluate data in order to assess each child's individualized instruction and monitor movement within the program.	Academic Support Program, Technology	Tier 1	Evaluate	09/19/2016	06/09/2017	\$0	Teachers, Data coach, principal will monitor
Reading Mastery	Within the Reading Mastery program teachers will focus on the social studies topics offered in their grade level.	Academic Support Program	Tier 1		09/05/2016	06/16/2017	\$0	Teachers, principal will monitor
ELL tutor	Identified ELL students will be pulled out weekly to work with an ELL bilingual tutor in order to expand their knowledge and use of the English language.	Academic Support Program	Tier 3	Implement	09/12/2016	06/12/2017	\$0	ELL tutor, Literacy coach, principal, ELL coordinator will monitor

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Connecting Math Concepts	Teachers in grades K-5 will use the Connecting Math Concepts Direct Instruction program to help improve math concepts.	Academic Support Program	Tier 1	Implement	09/08/2015	06/10/2016	\$0	All staff grades K-5 and principal monitoring
March is reading month	Students will participate in weekly reading activities throughout the month of March.	Extra Curricular	Tier 1	Implement	03/01/2017	03/31/2017	\$0	Literacy coach, classroom teachers
Educational tools	Teachers and students will use technology to enhance and promote instruction in the classroom.	Materials, Technology	Tier 1		09/06/2016	06/16/2017	\$0	Teachers, tech para pro, principal will monitor
Being A Writer	All classroom teachers K-5 will be doing Being A Writer and part of their daily writing curriculum.	Academic Support Program	Tier 1	Implement	09/12/2016	06/12/2017	\$0	All teaching staff K-5
Data Coach	A part time data coach has been hired to work with teachers and support staff on how to use, interpret, and analyze data to drive instruction.	Academic Support Program	Tier 1	Implement	09/12/2016	06/12/2017	\$0	Data coach, teachers, principal to monitor
Data Coach	A part time data coach has been hired to work with teachers and support staff on how to use, interpret, and analyze data to drive instruction.	Professional Learning, Academic Support Program	Tier 1		09/06/2016	06/15/2017	\$0	data coach, teachers, support staff, principal will monitor
Student Data Binders	Each student will be given a data folder to chart and analyze their own data. i.e MAP goals and results, Reading Mastery and CMC progress	Academic Support Program	Tier 1	Getting Ready	09/12/2016	06/16/2017	\$616	teachers, students, and principal to monitor
ELL tutor	Identified ELL students will be pulled out weekly to work with an ELL bilingual tutor in order to expand their knowledge and use of the English language.	Academic Support Program	Tier 3	Implement	10/03/2016	06/16/2017	\$0	ELL tutor, Literacy coach, principal, ELL coordinator will monitor
ELL tutor	Identified ELL students will be pulled out weekly to work with an ELL bilingual tutor in order to expand their knowledge and use of the English language.	Academic Support Program	Tier 3	Implement	10/03/2016	06/16/2017	\$0	ELL tutor, Literacy coach, principal, ELL coordinator will monitor

## School Improvement Plan

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Summer School	Students were given the opportunity to attend the extended summer school program in order to enhance their math skills.	Academic Support Program	Tier 1	Implement	06/20/2016	08/11/2017	\$0	Summer school staff and principal
Data Coach	A part time data coach has been hired to work with teachers and support staff on how to use, interpret, and analyze data to drive instruction.	Professional Learning, Academic Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$0	data coach, teachers, support staff, principal will monitor
Student Data Folders	Each student will be given a data folder to chart and analyze their own data. i.e MAP goals and results, Reading Mastery and CMC progress.	Materials, Academic Support Program, Technology	Tier 1	Getting Ready	10/10/2016	04/10/2017	\$0	Teachers, Students, principal will monitor
Reading Mastery	Teachers will use the direct instruction reading program.	Academic Support Program	Tier 1	Implement	09/09/2016	06/09/2017	\$0	Classroom teachers, literacy coach, and principal to monitor
Teacher Data Binders	Staff will use MAP, MStep, spring state assessments, Successmaker, reading mastery, connecting math concepts, formal and summative assessments to collect and analyze data on each student to guide instruction.	Materials, Academic Support Program	Tier 1	Getting Ready	09/12/2016	05/26/2017	\$0	Teacher, principal will monitor
Data coach	A part time data coach has been hired to work with teachers and support staff on how to use, interpret, and analyze data to drive instruction.	Professional Learning, Academic Support Program, Technology	Tier 1	Implement	09/06/2016	06/15/2017	\$0	data coach, teachers, support staff, principal will monitor
Corrective Reading Direct Instruction	Eligible students in grades 3-5 will receive one hour of Corrective Reading instruction daily to help improve their comprehension and reading fluency,	Direct Instruction	Tier 3	Implement	09/02/2015	06/03/2016	\$0	Classroom teachers, literacy coach, support staff, principal will monitor
ELL tutor	Identified ELL students will be pulled out weekly to work with an ELL bilingual tutor in order to expand their knowledge and use of the English language.	Academic Support Program	Tier 3	Implement	10/03/2016	06/01/2017	\$0	ELL tutor, Literacy coach, principal and ELL coordinator will monitor

## School Improvement Plan

Fountain Elementary School

Connect Ed Data Collection	Teachers will input and review data on ConnectEd 2Inform on a weekly basis to monitor student achievement.	Academic Support Program, Technology	Tier 1	Monitor	09/12/2016	06/06/2017	\$0	Classroom Teachers, principal will monitor
Social Studies Weekly	Teachers in grades 1 through 5 will use Social Studies Weekly to enhance and add to their Social Studies curriculum.	Academic Support Program	Tier 1	Implement	09/19/2016	06/09/2017	\$1637	Classroom teachers grades 1 through 5 and principal monitor
Science Weekly	Grades 1 through 3 and grade 5 will be using Science Weekly to enhance and add to their science curriculum.	Academic Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$1309	Classroom teachers grades 1-3 and 5 and principal monitor
Summer School Program	Students were given the opportunity to attend the extended summer school program that will enhance their reading skills.	Academic Support Program	Tier 1	Implement	06/20/2016	08/11/2017	\$0	summer school teachers and principal

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Scholastic News	Grades K- 5 will be using Scholastic News to apply cloze and critical reading strategies in related Social Studies topics.	Academic Support Program	Tier 1	Implement	09/19/2016	06/16/2017	\$0	Teachers, principal will monitor
CMC Scheduling	Staff will use placement test results to develop a schedule for daily CMC math instruction.	Academic Support Program	Tier 1	Implement	09/03/2016	06/08/2017	\$0	Teaching staff, principal will monitor.
CMC placement testing	Staff will give placement tests to all students each year to achieve proper program placement.	Academic Support Program	Tier 1	Getting Ready	09/09/2016	06/09/2017	\$0	Teaching staff, principal will monitor.
Waterford Early Learning Program	Kindergarten students will use Waterford throughout the day to enhance their reading skills.	Academic Support Program, Technology	Tier 1	Implement	09/06/2016	06/12/2017	\$0	Kindergarten teachers with principal to monitor
Reading Mastery Grouping Prep	The literacy coach and principal will work together to create and implement the K-5 Reading Mastery walk to read schedule.	Academic Support Program	Tier 1	Implement	09/09/2016	06/09/2017	\$0	Literacy coach, K-5 teachers, Principal



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Daily math practice	Grade level teachers will collaborate and decide on a daily math program to use as daily math practice (i.e. ADD, Drops in the Bucket, etc.).	Teacher Collaboration, Academic Support Program	Tier 1	Getting Ready	09/19/2016	08/11/2017	\$0	Classroom teachers, principal will monitor.
Guided Highlighting	The staff will implement guided highlighting as a strategy to understand scientific information text using the Next Generation Science Standards and other science texts.	Academic Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Instructional staff will implement. Principal will monitor
NWEA MAP data analysis	MAP data will be collected after each test session for teachers to evaluate student growth and areas of difficulty.	Academic Support Program, Technology		Evaluate	09/12/2016	06/16/2017	\$0	Teachers, proctors, data coaches, and principal
High School Helpers	High school helpers will be coming in on a weekly basis to provide additional support to students in the area of science.	Community Engagement, Academic Support Program	Tier 1		10/10/2016	05/26/2017	\$0	Teachers, high school helpers coordinator
Successmaker Analysis	Teachers will do weekly evaluations of their SuccessMaker data to ensure the growth of their students,	Academic Support Program, Technology	Tier 1	Evaluate	09/12/2016	06/16/2017	\$0	teaching staff, principal will monitor
Map and chart reading	Students will use social studies text to read, understand, and analyze maps and charts.	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	Instructional staff will implement, principal will monitor
Parent Information Night	Parents were given an overview of the Reading Curriculum Reading Mastery along with informational materials.	Academic Support Program	Tier 1	Implement	08/30/2016	08/30/2016	\$0	Teachers, literacy coach, and principal
Scholastic News	Grades K-5 will be using Scholastic News to apply cloze and critical reading strategies in science topics	Academic Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$0	classroom teachers and principal to monitor
Opinion/Argumentative 3rd grade	The 3rd grade staff will instruct students on the structure of opinion/argumentative writing. The students will write opinion/argumentative pieces using the district opinion/argumentative rubric.	Academic Support Program	Tier 1	Implement	09/09/2016	06/05/2017	\$0	Principal and instructional staff

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Tier 2 reading support High School helpers	Students from the high school will come to our building 2-3 times a week for 45 min increments and work in the classroom providing students with one on one reading support.	Academic Support Program	Tier 2	Implement	09/26/2016	06/05/2017	\$0	Classroom teachers, high school students, high school supervising teacher, principal will monitor
Walkthroughs	The Principal will perform periodic walkthroughs in each classroom K-5 monthly to ensure proper delivery of the Reading Mastery Program.	Walkthrough	Tier 1	Evaluate	10/07/2016	06/09/2017	\$0	Principal
Reading Mastery Language Monitoring	Classroom teachers in grades 2-5 will input data from each lesson taught onto ConnectEd.	Academic Support Program	Tier 1	Monitor	09/09/2016	06/02/2017	\$0	Classroom teachers grades 2-5 and principal monitoring
NWEA MAP testing	Students K-5 will be tested in Math 3 times a year using the MAP test.	Academic Support Program, Technology	Tier 1	Implement	09/29/2015	06/03/2016	\$0	Classroom teachers, proctors, principal to monitor, data coach
Parent Involvement	Parents will be coming in to work with students on particular math skills and concepts on a weekly basis.	Academic Support Program, Parent Involvement	Tier 1	Implement	09/19/2016	06/09/2017	\$0	Parents and classroom teachers
Daily Morning Greetings	Each staff member will greet any student that enters the build or their classroom with their name and a handshake.	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	All staff members and the principal to monitor
Parent Volunteers	Parents will be coming in to work with students on particular science skills and concepts on a weekly basis.	Community Engagement, Academic Support Program, Parent Involvement	Tier 1		09/19/2016	06/06/2017	\$0	Teachers, volunteers
Tier III Intervention	Special education students will work in small groups with resource room teacher on math concepts.	Academic Support Program	Tier 3	Implement	09/09/2016	06/09/2017	\$0	Special education teachers and principal monitoring.

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4 Questions	Teachers and staff will use a series of 4 question to help the student focus on positive behavior and respect.	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	All fountain staff with principal to monitor.
Parent Volunteers	Parents will be coming in to work with students on Writing skills and vocabulary notebooks.	Academic Support Program, Parent Involvement	Tier 1	Implement	10/03/2016	06/12/2017	\$0	Teachers and parent volunteers
Study of history, geography, government, and economy of Michigan and the world.	Students in grades k-5 will study the history, geography, government, and economy of Michigan and world using the MAISA units.	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	K-5 staff will implement, principal will monitor
Connect Ed Data Analysis	Teachers will review Reading Mastery Language data on Connect Ed to evaluate progress.	Academic Support Program	Tier 1	Evaluate	09/12/2016	06/09/2017	\$0	teacher, literacy coach , and principal to monitor
Reading Mastery training- new staff	All new staff members will be trained in the direct instruction Reading Mastery program by the literacy coach.	Academic Support Program	Tier 1	Getting Ready	08/29/2016	06/08/2017	\$0	New staff members and literacy coach, principal will monitor
Successmaker	Students will work on SuccessMaker each week to enhance reading skills.	Academic Support Program, Technology	Tier 1	Implement	09/12/2016	06/12/2017	\$0	teachers with principal to monitor
Science Lab	Students in grades k, 2, 3, and 4th will receive an additional science lesson each week during the school year.	Academic Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$0	A Highly qualified science teacher will implement the program. The Principal will monitor.
High school Helpers	High school helpers will be coming in on a weekly basis to provided additional support to students in the area of math.	Community Engagemnt, Academic Support Program	Tier 1		10/03/2016	06/02/2017	\$0	Teachers, high school helpers coordinator

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Underlining	Staff will instruct students in grades 2-5 on the strategy of underlining key ideas and vocabulary in social studies text and MAISA unit materials.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Instructional staff will implement, principal will monitor.
High School Helpers	High school helpers will be coming in on a weekly basis to provide additional support to students in the area Writing/Language.	Academic Support Program	Tier 1	Implement	10/02/2006	06/12/2017	\$0	Teachers, high school helpers, and high school coordinator
MAP/MSTEP testing data analysis	MAP and MSTEP data will be collected after each test session for teachers to evaluate student growth and areas of difficulty.	Materials, Teacher Collaboration, Academic Support Program, Technology	Tier 1	Evaluate	10/03/2016	05/26/2017	\$0	Classroom teachers, data coaches, and principal monitoring
Educational tools	Each teacher K-5 will be using a variety of tools (i.e. ipads, interactive boards, apple TV, Document cameras) to collect data and enhance curriculum and instruction in the classroom.	Academic Support Program, Technology	Tier 1	Implement	09/19/2016	06/09/2017	\$0	teachers, students, and principal to monitor, tech. para
Corrective Reading Mastery tests	Classroom teachers will give mastery tests throughout the year to assess student progress within the program.	Direct Instruction	Tier 3	Monitor	09/02/2016	06/16/2017	\$0	Classroom teachers, literacy coach, support staff, principal will monitor
Reading Mastery Consultantations	Staff will have monthly visits from literacy coach to help support fidelity of program implementation.	Professional Learning	Tier 1	Monitor	10/07/2016	05/31/2017	\$0	K-5 Staff, literacy coach, principal will monitor.
Waterford/SuccessMaker	Students will use Waterford and/or Successmaker to enhance classroom instruction in math.	Academic Support Program	Tier 1	Implement	09/12/2016	06/09/2017	\$0	Classroom teachers, principal will monitor
Reading Mastery	Within the Reading Mastery program teachers will focus on science topics offered within their grade level.	Academic Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Classroom teachers and principal to monitor

# School Improvement Plan

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Parent Volunteers	Volunteers will support and follow the Capturing Kids Heart program while work with students.	Community Engagemen t, Behavioral Support Program, Academic Support Program, Parent Involvement	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	Teachers, volunteers
Reading Mastery	Within the Reading Mastery program teachers will focus on the social studies topics offered in their grade level.	Direct Instruction, Academic Support Program	Tier 1	Implement	09/12/2016	06/16/2017	\$0	Teachers, principal will monitor
Reading Mastery Data Review	K-5 teachers will use 2inform, RM assessments, and report cards to monitor student progress.	Teacher Collaborati on, Academic Support Program, Technology	Tier 1	Monitor	09/12/2016	06/09/2017	\$0	K-5 teachers, literacy coach; prinpical will monitor.
NWEA MAP Testing	Students grades 3-5 will be given the MAP test in language 3 time per year.	Academic Support Program, Technology	Tier 1	Implement	09/12/2016	05/15/2017	\$0	Teachers, proctors, data coaches, principals
Small groups instruction	Teachers will monitor student progress by working with struggling students in small groups when necessary and then identify next instructional steps.	Academic Support Program	Tier 2	Monitor	09/12/2016	06/02/2017	\$0	classroom teachers, principal will monitor.
Number Worlds Program	Students in grades 4-5 received additional math instruction using the Number Worlds program to enhance their knowledge in mathematics.	Academic Support Program	Tier 1	Implement	09/05/2016	06/16/2017	\$0	4th/5th grade teachers, principal will monitor
Classroom Dojo	K-5 Teachers will have the opportunity to use the online, classroom dojo program do help manage classroom behavior. It also helps bring teachers, students and parents closer together. Teachers use ClassDojo as a communication platform to encourage students, and get parents engaged too.	Supplemen tal Materials, Materials, Behavioral Support Program, Technology	Tier 1		09/06/2016	06/16/2017	\$0	Teachers, support staff

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RM mastery and fluency checkouts	Teacher's will administer and students will be assessed on mastery tests, as well as curriculum based assessment tests within the Reading Mastery program or monitor comprehension. Students will also be given Reading Mastery fluency checkouts at least twice a month to monitor their fluency growth.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	Classroom teachers, literacy coach, and principal will monitor.
High school Helpers	High school helpers will be coming in on a weekly basis to provided additional support to students in the area of math.	Community Engagement, Academic Support Program	Tier 1		10/03/2016	06/02/2017	\$0	Teachers, high school helpers coordinator
MAP/ M-STEP data analysis	MAP data will be collected after each test session for teachers to evaluate student growth and areas of difficulty.	Academic Support Program	Tier 1		10/03/2016	06/05/2017	\$0	Teachers, data coach, principal
Narrative Writing grades 1st & 4th	The 1st and 4th grade instructional staff will instruct students on the structure of narrative writing. The students will write stories using the district narrative rubric.	Academic Support Program	Tier 1	Implement	09/12/2016	06/09/2017	\$0	Principal and the instructional staff
The Name Game	All classes will play the name game as taught in the Capturing Kids Hearts program at the beginning of the school year and continue playing the first week of school in order to get to know each child in the school.	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	09/30/2016	\$0	All staff, students, and principal of Fountain Elementary.
Parent Volunteers	Parents will be coming in to work with students on particular social studies skills and concepts on a weekly basis.	Community Engagement, Academic Support Program, Parent Involvement	Tier 1	Implement	09/19/2016	06/16/2017	\$0	Teachers, volunteers
CITW walkthrough	The principal will perform periodic classroom walkthroughs to ensure proper implementation of the CITW program.	Walkthrough	Tier 1	Monitor	09/06/2016	06/02/2017	\$0	Principal
Computation Facts	Volunteers will pull students out to practice math facts.	Academic Support Program	Tier 3	Implement	10/03/2016	05/19/2017	\$0	Parent volunteers, high school helpers, instructional aids, and classroom teachers.

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NWEA MAP tesing	Teachers will use the NWEA - MAP Testing program to monitor student growth using benchmark data 3 times per year	Academic Support Program, Technology	Tier 1	Monitor	09/09/2016	06/16/2017	\$0	Classroom teachers, proctors, data coaches , Principal
ELL tutor	The ELL tutor will support and follow the Capturing Kids Heart program while work with his/her individual students.	Behavioral Support Program, Academic Support Program	Tier 3	Getting Ready	09/06/2016	06/16/2017	\$0	ELL tutor, Literacy coach, principal, ELL coordinator will montior
Explanatory writing grades 2 & 5	The 2nd and 5th grade staff will instruct students in the structure of explanatory writing. The students will be assessed three times per year using the district writing assessments.	Academic Support Program	Tier 1	Implement	09/15/2016	06/05/2017	\$0	Principal and instructiona l staff
Educational Tools	Each teacher K-5 will be using a variety of tools (i.e. ipads, interactive boards, apple TV, Document cameras) to collect data and enhance curriculum and instruction in the classroom	Academic Support Program, Technology	Tier 1	Implement	09/06/2016	06/12/2017	\$0	teachers and principal to monitor
Phenomenal Science	The 4th grade will be piloting a new science program called Phenomenal Science	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	Fourth grade teacher with Prinicipal to monitor
Waterford Early Learning Program	Kindergarten students will use Waterford throughout the day to enhance their reading skills.	Academic Support Program, Technology	Tier 1	Implement	10/10/2016	06/08/2017	\$0	Kindergarte n teachers, principal will monitor
Social Contracts	Each staff member will complete a social contract with their class as described in the Capturing Kids Hearts program.	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	All fountain staff members and principal to monitor
The Excel Teaching Model	All staff will us the excel teaching model reinforce the role of emotional intelligence in teaching , build classroom rapport and teamwork to create a safe, trusting, learning environment. As well as increase classroom attendance by building students' motivation and helping them take responsibility for their actions and performances.	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	All fountain staff and principal to monitor
Exploring Scientific Method	All staff grades k-5 will use the Next Generation Science Standards curriculum to explore scientific method.	Academic Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Instructiona l staff will implement, principal will monitor.

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Parent volunteers	Parents will be coming in to work with students on particular math skills and concepts on a weekly basis.	Academic Support Program, Parent Involvement	Tier 1	Implement	09/19/2016	06/09/2017	\$0	Teachers, volunteers
Data Monitoring - Behavior	Staff will monitor the data pertaining to teacher behavior referrals and suspensions three times per school year.	Behavioral Support Program	Tier 1	Getting Ready	09/19/2016	06/19/2017	\$0	All fountain staff and principal to monitor
High school Helpers	High School helpers will support and follow the Capturing Kids Heart program while work with students.	Community Engagement, Behavioral Support Program, Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	Teachers, high school helpers, high school helper coordinator
CMC walkthroughs	The principal perform periodic walkthroughs in each classroom K-5 monthly to ensure proper delivery of the direct instruction CMC program.	Walkthrough	Tier 1	Monitor	09/08/2016	06/02/2017	\$0	Principal
Staff Collaboration	K-5 teachers will meet together to discuss grade level content.	Teacher Collaboration	Tier 1	Getting Ready	10/14/2016	05/26/2017	\$0	K-5 staff; principal will monitor
Educational tools	Each teacher K-5 will be using a variety of tools (i.e. ipads, interactive boards, apple TV, Document cameras) to collect data and enhance curriculum and instruction in the classroom.	Supplemental Materials, Materials, Academic Support Program, Technology	Tier 1	Implement	09/05/2016	06/16/2017	\$0	Teachers, tech, para pro, principal will monitor.

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Educational Tools	Each teacher K-5 will be using a variety of tools (i.e. ipads, interactive boards, apple TV, Document cameras) to collect data and enhance curriculum and instruction in the classroom.	Supplemental Materials, Materials, Academic Support Program, Technology	Tier 1	Implement	09/05/2016	06/16/2017	\$0	Teachers, principal will monitor.



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ELL tutor	Identified ELL students will be pulled out weekly to work with an ELL bilingual tutor in order to expand their knowledge and use of the English language.	Academic Support Program	Tier 3		10/10/2016	06/16/2017	\$0	ELL tutor, Literacy coach, principal, ELL coordinator will monitor
Educational tools	Each teacher K-5 will be using a variety of tools (i.e. ipads, interactive boards, apple TV, Document cameras) to collect data and enhance curriculum and instruction in the classroom.	Supplemental Materials, Materials, Technology	Tier 1	Implement	09/05/2016	06/16/2017	\$0	Teachers, tech, para pro, principal will monitor.

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Afterschool program	Bottom 30% students in grades 1-5 will participate in an afterschool program using the Number Worlds program along with the SuccessMaker computer program and Early Invention to Reading program for 60 minutes 4 times weekly.	Academic Support Program, Technology	Tier 3	Monitor	11/18/2016	04/21/2017	\$26105	Afterschool teaching staff, principal will monitor
Afterschool programs	Bottom 30% students in grades 1-5 will participate in an afterschool program using the Number Worlds program along with the SuccessMaker computer program and Early Invention to Reading program for 60 minutes 4 times weekly.	Academic Support Program, Technology	Tier 3	Implement	11/11/2016	04/28/2017	\$0	Afterschool teaching staff, principal will monitor
Early Intervention Reading Tier 2 & 3	Literacy coach and Instructional aide will use the EIR program with the bottom 30% of students in grades 1 and 2 to improve reading fluency and comprehension.	Academic Support Program	Tier 2	Implement	09/16/2016	06/02/2017	\$0	Literacy Coach and instructional aide

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Data Binders	Staff will use MAP, spring state assessments, Successmaker, reading mastery, connecting math concepts, formal and summative assessments to collect and analyze data on each student to guide instruction.	Academic Support Program	Tier 1	Getting Ready	09/12/2016	05/26/2017	\$0	Teacher, Data Coach, principal will monitor

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Tier2/Tier 3 intervention-Title one at risk students	Literacy coach, instructional aide, Resource room teacher, and Teacher Consultant will work with tier II/III and title I at risk students in small groups to provide additional academic support in reading.	Academic Support Program	Tier 3	Monitor	09/02/2016	06/02/2017	\$13348	Literacy coach, instructional aide, Resource room teacher, and Teacher Consultant; principal will monitor
Vocabulary Notebooks	Each student will be completing a vocabulary notebook for math to help promote vocabulary acquisition and development.	Supplemental Materials, Materials, Academic Support Program	Tier 1	Getting Ready	09/23/2016	05/26/2017	\$0	Teachers, Principal will monitor
Technology Intregation	The school will purchase a Bose Sound System to better deliver information and enhance communication with parents, students and staff at school wide and parenting events.This will also allow teachers with the use of technology to present multi-class lessons.	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	Teachers, tech parapro., principal
Teacher Data Binders	Staff will use MAP, spring state assessments, Successmaker, reading mastery, connecting math concepts, formal and summative assessments to collect and analyze data on each student to guide instruction.	Teacher Collaboration, Academic Support Program, Technology	Tier 1	Getting Ready	09/12/2016	06/16/2017	\$60	All staff, principal will monitor
Intervention for Title I At-Risk students	Instruction aide will go into the classroom to help with CMC math instruction for at risk students.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$0	Instructional aide, principal will monitor.
Instructional Aides Tier II and III	Instructional aids will take small groups within or outside of the classroom to help with cloze and critical reading instruction as related to science,	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$0	Instructional aides with principal to monitor
Instructional Aides Tier II and Tier III	Instructional aides will take small groups within or outside the classroom to help with their cloze and critical reading during Social Studies and Reading instruction.	Academic Support Program	Tier 2	Implement	09/19/2016	06/02/2017	\$0	Instructional aides, principal will monitor
Kindergarten Parenting Night	Teachers will welcome incoming Kindergarten parents and students to inform them about the school and it's programs, along with providing materials to help get their children ready for Kindergarten.	Academic Support Program	Tier 1	Implement	02/01/2017	03/01/2017	\$380	Kindergarten teachers, Literacy coach, principal

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Vocabulary Notebooks	Each student will be completing a vocabulary notebook for math to help promote vocabulary acquisition and development.	Academic Support Program	Tier 1	Getting Ready	09/12/2016	06/01/2017	\$0	Teachers and principal to monitor
Positive Behavior Reward Buttons	To encourage positive behavior students will have the opportunity to earn reward buttons. Parents will help with the button making and monthly assemblies will be held to acknowledge those students who have earned their reward.	Supplemental Materials, Materials, Behavioral Support Program, Parent Involvement	Tier 1	Getting Ready	09/19/2016	06/12/2017	\$735	teachers, parent volunteers, principal
Teacher Data Binders	Staff will use MAP, spring state assessments, Successmaker, reading mastery, connecting math concepts, formal and summative assessments to collect and analyze data on each student to guide instruction.	Academic Support Program	Tier 1	Getting Ready	09/12/2016	05/26/2017	\$0	Teacher, Data coach, principal will monitor
Vocabulary Notebooks	All classroom teachers will have their students use a vocabulary binder to enter vocabulary words and definitions that pertain to the unit they are working on,	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	Classroom teachers with Principal to monitor
Title 1 Parenting Garden Day	Fountain will hold its 2nd Annual Parent Gardening Day. Parents and students work together estimating, measuring, and planting in the Fountain garden. They then come throughout the summer to weed and then help pick the vegetables when ready.	Academic Support Program, Parent Involvement	Tier 1	Implement	05/11/2017	05/11/2017	\$35	Literacy coach, students, parents, green team, tech. para
Tier 2/Tier 3 intervention- Title one at risk students	Literacy coach, instructional aide, Resource room teacher, and Teacher Consultant will work with tier II/III and title I at risk students in small groups to provide additional academic support in reading.	Academic Support Program	Tier 3	Monitor	09/02/2016	06/02/2017	\$14429	Literacy coach, instructional aide, Resource room teacher, and Teacher Consultant; principal will monitor
Vocabulary Notebooks	All classroom teachers will have their students use a vocabulary notebook to enter vocabulary words and definitions that pertain to the unit they are working on,	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	All classroom teachers and principal to monitor