



School Improvement Plan

Lucile S. Patton Elem. School

Roseville Community Schools

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Introduction

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

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?

Patton Elementary School is located at 18851 McKinnon. The school was built in 1965 as a primary school. Later, in 1983, the building was expanded to accommodate K-6 through the addition of portables. In 1999, the passage of a bond issue resulted in the following renovations: a new gym, a media center, four new classrooms, and a new library. Additional improvements, including a cafeteria addition, were completed in 2014. Patton Elementary currently accommodates 208 K-5 students.

Redistricting has taken place during this School Improvement Cycle. As a result of this redistricting, Patton Elementary School has welcomed a population of students from a local government housing community. Most of these families are economically disadvantaged which has resulted in Patton's participation in the Community Eligibility Option, which provides all students with a free breakfast and lunch daily. Patton Elementary School's population is 39% white, 45% African-American, with the remaining 16% from Asian, Hispanic and American Indian ethnicities. Patton Elementary employs 1 principal, 10 full-time teachers, and a variety of support staff that service our building.

Patton Elementary School is part of Roseville Community Schools, and is located in the suburban community of Roseville, Michigan, which is part of the Greater Detroit Area. The population of Roseville is approximately 47,000. It is a mature city within the growing county of Macomb. Ninety five percent of all available land has been developed, limiting future growth. Home ownership is at 71% with industrial and retail corridors.

Roseville is a predominately blue-collar community. Based on data from the U.S. 2010 Census Profile, 82% of the population self-identifies their race as white and 24% of this population, age 25 years or older, do not hold a high school diploma. Only 7% obtained a Bachelor's degree or greater. The median income is below the state average. Twenty-five percent of the district's graduates attend the nearby Macomb Community College or one of many four year universities, while the remaining 75% enter the job market immediately, attend a two-year technical school or join the military.

Roseville Community Schools currently consists of seven elementary schools, two middle schools, one high school, and one administrative building. The district serves approximately 5,000 students.

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.

Vision Statement

Patton Elementary School will always encourage and support students to achieve their greatest potential.

Mission Statement

The mission of Roseville Community Schools and Lucile S. Patton Elementary School, in a cooperative partnership with the students, the home and the community, is to develop lifelong learners prepared to meet the challenges of the future.

Beliefs Statement

Patton Elementary School believes...

1. in the worth and dignity of each individual.
2. in respect, trust and honesty with self and others.
3. all students can learn.
4. learning is a lifelong process.
5. every student has the right to learn in a safe, positive, and healthy environment.
6. the best interests of students are served when a strong and cooperative partnership exists between home, school and the community.
7. students have the responsibility to learn, to practice appropriate behavior and to assume the consequences of their choices.
8. students have the right and responsibility to develop to their fullest potential and to be productive members of society.

Patton Elementary School holds high expectations for all students, identifies essential curricular content, and makes certain it is sequenced appropriately. Patton Elementary teachers help identify common goals, assessments, and strategies. We customize our plans by identifying activities to meet the needs of our students. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student growth. Furthermore, our school's curriculum framework is based upon and organized around the adopted state and local curriculum documents. As a result, our school ensures that the aligned curriculum is taught effectively.

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.

Patton Elementary School's notable achievements include:

- Bridge magazine designation as a top Academic State Champion School two years running.
- All district elementary curriculum is aligned to standards, benchmarks of Michigan Curriculum Framework, and Common Core State Standards
- Met AYP-Michigan Public School Accountability Scorecard-Yellow
- Highly Qualified Staff
- School wide Technology
- Distance Learning Lab Experiences
- Project Challenge (gifted/talented program)
- Business-Community Partnerships
- Community Speakers
- Success Maker (K-5)
- Caught Being Good Program (K-5)
- 96% Parent Participation at Conferences
- Active Patton Parent Club
- Family Game Day
- Family Literacy Day! (1st Grade)
- District Family Fair
- Involved Student Council
- Music Concerts
- Patton Walk-a-Thon
- Field Day
- Kindergarten Transition Program
- Extended Day After school Academic Program
- District Extended Year Program Opportunity (additional 24 days of instruction in July & August)
- Staff Technology (iPad cart, MIMIO's, Elmo's, etc...)

Additional Information

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

N/A

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.

All staff members at Patton Elementary School are part of the School Improvement Team. We are a very small school, so many of the responsibilities are shared by the entire staff. Chair-person roles are filled by volunteers, and have been consistent for the past several years. Meetings are scheduled on "late start" mornings, which have been designated specifically for work on our School Improvement Plan. Parent/community members are invited to these meeting as valued team members. Patton Elementary's Annual Report is shared each year at our annual Open House in early September. The Annual Report and School Improvement Plan are also available through the district link and on the Patton Elementary website. We share and receive input regarding the School Improvement Plan at Patton Parent Club/Title I monthly meetings.

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

Patton Elementary's School Improvement Team consists of the principal, all teachers/staff, parents, and community representatives. Members are responsible for analyzing data, identifying strengths and weaknesses, researching strategies for improvement, and formulating ways to implement our plan. The team is also responsible for evaluating the plan at the end of each school year, to determine its success and areas in need of further improvement.

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 is communicated to all stakeholders via Open House/Annual Report, links on the Roseville district website, the Patton Elementary School website, and Annual Title I meeting. Stakeholders receive information on its progress through School Improvement Plan meetings and Patton Parent Club meetings.

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 three year trend shows a ten percent increase in student enrollment. There has also been an increase in our transient population, the number of homeless students, an influx of English language learners and an increase in the number of families needing economic support beyond what has already been provided.

Student Demographic Data

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

Looking at the three year trend in student attendance data, there has been an increase with students who are chronically absent and/or tardy. Twenty percent of our students are chronically late or absent 15 or more times.

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?

The three year trend in student behavior has been fairly consistent. Our major challenges continue to be lack of parental support, school involvement and truancy.

Student Demographic Data

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

Actions that will be taken to address the challenges of student attendance include offering student certificates/medals for perfect attendance, monthly reminders regarding the importance of school attendance via the school newsletter and call command, and holding families accountable for truancy through the county. Meetings are regularly scheduled with the local truancy officer for habitual offenders.

In an effort to increase parental participation this year Tiger tickets and bus transportation were offered for parent and student if they attended at least one of two parent/teacher conferences and participated/volunteered at one family event/activity at the school.

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?

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The extensive amount of experience our teachers and school leaders hold positively impacts students' educational achievement. Our teachers and school leaders are dedicated to acquiring new strategies and skills to maximize these results.

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?

The extensive amount of experience our teachers hold positively impacts student achievement. Our teachers continually acquire new strategies and skills through classes, professional development courses, independent reading to maximize their impact on students' educational achievements.

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 school leader absences.

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 minimally affected by teacher absences.

Teacher/School Leader(s) Demographic Data

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

No actions are needed at this time regarding teacher/school leader demographics.

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?

In reviewing the results of the School Systems Review, the strand of Professional Learning Culture is a strength.

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?

In reviewing the results of the School Systems Review, the strand of School, Family, and Community Relations, stands out as a challenge.

12. How might these challenges impact student achievement?

The challenges of School, Family, and Community Relations has a negative impact on student achievement. We believe if parent involvement increased, our student achievement would also increase.

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.

The actions that could be taken and incorporated into the School Improvement Plan to address the challenges of School, Family, and Community Relations include: increase the number of parent involvement opportunities and plan them for different times of the day/evening to better accommodate parent schedules. Survey parents to find out what kind of events would appeal to their family interests. Network with parents and community members to increase the support and involvement of the community and neighboring businesses.

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?

Patton Elementary is a Schoolwide Title I school therefore all students have access to intervention programs supported by Title I, including students with disabilities.

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

Extended Learning Opportunities include: Title I Parent Information Center (K-5), Title I parent involvement activities (K-5), Parent/Teacher Conferences (K-5), Curriculum Night/Annual Open House (K-5), First Grade Family Literacy Day (1st Grade), Family Game Day (K-5).

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Kindergarten Round-up (K), Kindergarten Information Night (K), Kindergarten Day Camp (K), Middle School Visitation (5), Gifted and Talented Program (3-5), RCS Maturation Program (4-5), Religious Release Program (3-5), MISD Bilingual/ELL Education Program (K-5), Student Council (K-5), Recycling Club (4-5), band (4-5), field trips (K-5), virtual field trips (K-5), extended day program (2-5), district extended year program (K-5), etc.

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

Several tools are used to identify students having academic difficulties. Teachers use Spring State Assessment data, SuccessMaker reports, MAP reports, Reading Mastery/Corrective Reading/Connecting Math Concepts assessments, and classroom performance (formative and summative assessments), to identify students 'at risk of failing' and in need of support services. Parents are informed of Extended Learning Opportunities through school/classroom newsletters, school/district website, invitations, marquee, robocalls, flyers, etc.

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?

Evidence that indicates the extent to which the Common Core State Standards are being implemented with fidelity includes: Administrative walk-throughs, direct observation coaching, curriculum guides, lesson plans, formal and informal classroom observations through Marzano iObservation, evaluations, teacher collaboration agendas/minutes, etc.

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

Achievement Data Analysis is based on MAP scores, since the MEAP has been discontinued and MStep is still evolving. Data shows that our students continue to strengthen their reading fluency and comprehension skills.

19b. Reading- Challenges

Achievement Data Analysis is based on MAP scores, since the MEAP has been discontinued and MStep is still evolving. Data shows that our students still find reading comprehension challenging.

19c. Reading- Trends

Achievement Data Analysis shows that students consistently score higher in the area of fluency as compared to comprehension.

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.

Staff will assess and place students in leveled groups for the READING MASTERY program. Explicit direct instruction in comprehension will be done on a daily basis for the duration of the school year. Actions that could be taken to address achievement challenges include providing additional support in the form of bilingual tutors, small group instruction, differentiated instruction, special education services, extended learning opportunities, etc. Parents are encouraged to enroll their students in the summer school extended learning opportunity to continue to work on fluency and comprehension skills.

20a. Writing- Strengths

Our district has discontinued the district writing assessments for the 2015-2016 school year. Our school will be implementing the 'Being A Writer' program K-5 for the 2016-2017 school year. We are researching appropriate school wide assessments at this time.

20b. Writing- Challenges

Our district has discontinued the district writing assessments for the 2015-2016 school year. As a result, we lack consistent Achievement Data. Informal classroom data shows that our students find organization and providing supporting details challenging. Our school will be implementing the 'Being A Writer' program K-5 for the 2016-2017 school year. The economics of funding these kits for each classroom will be challenging. We are researching appropriate school wide assessments at this time for implementation in the 2016-2017 school year.

20c. Writing- Trends

Students' organizational abilities as well as language conventions have diminished with the lack of a formal writing program.

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.

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Explicit direct instruction in writing will be done on a daily basis for the duration of the 2016-2017 school year. Staff will receive professional development in the 'Being A Writer' program. Actions that could be taken to address achievement challenges include providing additional student support in the form of bilingual tutors, small group instruction, differentiated instruction, special education services, extended learning opportunities, etc.

21a. Math- Strengths

Achievement Data Analysis is based on MAP scores, since the MEAP has been discontinued and MStep is evolving. Data shows that our students are strengthening their math computation skill but that there are still notable achievement gaps.

21b. Math- Challenges

Achievement Data Analysis is based on MAP scores, since the MEAP has been discontinued and MStep is still evolving. Data shows that our students find math concepts and applications challenging. The direct instruction program currently adopted by the district does not completely address grade level standards as set forth by the State of Michigan.

21c. Math- Trends

Achievement Data Analysis shows that students consistently score higher in the area of math computation as compared to math concepts and applications.

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.

Staff will assess and place students in leveled groups for the CONNECTING MATH CONCEPTS program. Explicit direct instruction in mathematics concepts and applications will be done on a daily basis for the duration of the school year. Actions that could be taken to

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address achievement challenges include providing additional support in the form of math aide, small group instruction, differentiated instruction, special education services, extended learning opportunities, etc. One day a week students will work on 'binder math' concepts that address grade specific requirements and/or gaps.

22a. Science- Strengths

Grades K, 2, 4 and 5 receive a 'hands-on' science class once a week in addition to their regular classroom instruction.

22b. Science- Challenges

There is an absence of structured district science curriculum. Teachers have reported that they are not teaching science on a daily basis.

22c. Science- Trends

The State Assessments have shown that students are under performing.

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.

The district is departmentalizing grades 1-5. This will place a highly qualified science teacher in the position of addressing grade level science curriculum four times a week. In addition students in grades K, 2, 4 and 5 will continue to receive hands-on science one time per week. A district committee is being formed to research science curricula that meets State of Michigan grade level standards.

23a. Social Studies- Strengths

Each teacher was given the Rubicon Atlas created by the Oakland Intermediate School District to guide their Social Studies instruction. The binders contain multi faceted instructional modules, activities and support materials to address state mandates.

23b. Social Studies- Challenges

There is an absence of a district Social Studies guide/curriculum and student materials. Teachers have reported that they are not teaching Social Studies on a daily basis.

23c. Social Studies- Trends

Social Studies scores on the State Assessment continue to be an area of concern.

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.

The district is departmentalizing grades 1-5. This will place a highly qualified teacher in the position of addressing grade level Social Studies curriculum four times a week.

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?

Student survey results indicate that areas of the highest overall level of satisfaction among students include: "My teacher wants me to do my best", "I learn new things in school", "I am safe at school", "My school has books for me to read", "My teacher makes me think", and "My teacher tells me when I do good work".

24b. Student Perception Data

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

Student survey results indicate areas with the lowest overall level of satisfaction among students, include: "My principal and teachers ask me what I think about school", "My teachers listen to me", and "In my school students treat adults with respect".

24c. Student Perception Data

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

Actions that will be taken to improve student satisfaction in the lowest areas include implementation of a staff specific management program (Capturing Kids' Hearts), implementing this positive behavior program school wide, and consistently providing positive behavioral and academic assistance.

25a. Parent/Guardian Perception Data

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

Parent/guardian surveys indicate the overall highest level of satisfaction include, "My child has administrators and teachers that monitor and inform me of his/her learning progress in easy to understand language", "All of my child's teachers keep me informed regularly of how my child is being graded", "Our school provides qualified staff members to support student learning", and "Our school provides a safe learning environment".

25b. Parent/Guardian Perception Data

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

Parent/guardian surveys indicate the overall lowest level of satisfaction includes, "Our schools governing body does not interfere with the operation or leadership of our school", "Our school shares responsibility for student learning with its stakeholders", and "Our school provides opportunities for stakeholders to be involved in the school".

25c. Parent/Guardian Perception Data

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

Actions that will be taken to increase parent/guardian satisfaction, include an increased effort to make parents feel welcome and offer even more opportunities to be involved in the school. We will work with our current Parent Club to reach out to new Patton families and increase the type and time of school activities.

26a. Teacher/Staff Perception Data

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

Teacher/staff surveys indicate the overall highest level of satisfaction among teachers/staff include: "Our school's purpose statement is clearly focused on student success", "Our school's leaders expect staff members to hold all students to high academic standards", "Our school provides qualified staff members to support student learning In our school", and "All staff members participate in continuous professional learning based on identified needs of the school".

26b. Teacher/Staff Perception Data

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

Teacher/staff surveys indicate the overall lowest level of satisfaction includes: "All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas", "Our school provides sufficient material resources to meet student needs", "Our school provides a plan for the acquisition and support of technology to support student learning", and "Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning)".

26c. Teacher/Staff Perception Data

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

Actions that can be taken to improve teacher/staff satisfaction for the identified lowest areas from the teacher/staff perception data need to be addressed at the district level. These include additional preparation time, schedule more collaboration opportunities, and offer more resources to teachers. Many of these are impacted by the district's financial limitations.

27a. Stakeholder/Community Perception Data

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

No data available.

27b. Stakeholder/Community Perception Data

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

No data available.

27c. Stakeholder/Community Perception Data

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

No data available.

Summary

28a. Summary

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

Our strengths at Patton include: low staff turnover, all teachers are highly qualified, growing enrollment, consistently positive achievement scores (based on local assessments), technology in all classrooms, small school, and updated infrastructure.

Our challenges at Patton include: low income student population, transient students, truancy, lack of parent involvement, changes in state/district curriculum, and state/district budget cuts.

28b. Summary

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

Many of our families struggle financially and have limited education. This becomes a challenge because these families lack the time and resources to adequately support and assist their children at home.

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?

These challenges will be addressed in the upcoming year by trying to provide more parental involvement opportunities, offered at various times throughout the day to help accommodate the parents schedules. Curriculum support materials will be provided to parents, so that they are able to better assist their children at home.

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	Literacy and math are tested annually in grades 1-5	

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	The school's annual report for assessment, accountability and teacher quality can be found through this link: https://goo.gl/aKk3QV	

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 8th grade)	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	N/A	

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		

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	Name/Position: Deputy Superintendent, Rebecca Vasil Address: 18975 Church ST, Roseville, MI 48066 Telephone Number: 586-445-5513	

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Label	Assurance	Response	Comment	Attachment
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		

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Parent Staff Stu Compact

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

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?

A comprehensive needs assessment was conducted throughout the 2014-2015 school year. Resources used to collect data were Reading Mastery, Corrective Reading, Connecting Math Concepts, AIMSweb, SuccessMaker, district writing scores, surveys (student, staff, and parent), classroom formative and summative assessments and teacher walkthroughs/observations.

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?

Reading- Since no state assessment data was available, we relied on local assessments. AIMSweb year-end data for 2014-2015 demonstrated growth at all grade levels in district reading goals for fluency. AIMSweb year-end data for the 2014-2015 also revealed improvement at all grade levels district reading goals for comprehension.

Math- Since no state assessment data was available, we relied on local assessments. AIMSweb year-end data for 2014-2015 demonstrated growth at all grade levels in district math goals for computation. AIMSweb year-end data for the 2014-2015 also revealed improvement at all grade levels district math goals for concepts and applications.

Writing- Since no state assessment data was available, we relied on our district writing assessment. Although students showed improvement in language and grammar, writing is still a challenge for our school.

Science/Social Studies-Since no state assessment data was available and we do not have any local assessments for these content areas, we are waiting for the results from the MDE Spring Assessment.

Perception- According to parent surveys, an overwhelming majority of parents feel that the students are receiving a quality education at Patton Elementary. According to student surveys, the majority of students feel they are receiving a quality education at Patton Elementary. According to teacher surveys, teachers feel that students' needs are adequately met with best teaching practices.

Demographic-Our low income/transient population continues to be a challenge for our school.

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.

Our school goals directly correlate with our priority needs and our needs assessment. We have goals in reading, math, science, social studies, and writing. Types of data that were analyzed to select the goals include AIMSweb, Reading Mastery/Corrective Reading, Connecting Math Concepts, SuccessMaker, district writing scores, surveys (student, staff, and parent), classroom formative and summative assessments and teacher walkthroughs/observations.

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

The strategies under each goal are tiered to meet the needs of whole school population as well as the children who are disadvantaged.

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, Direct Instruction, Technology In the Classroom and the Classroom Instruction That Works strategies are aimed at helping all students reach the state standards.

In Math, Direct Instruction, Technology In the Classroom, and the Classroom Instruction That Works strategies are aimed at helping all students reach the state standards.

In Writing, Direct Instruction, Technology In the Classroom, and the Classroom Instruction That Works strategies are aimed at helping all students reach the state standards.

In Science, Core Science Curriculum, Technology In the Classroom, and the Classroom Instruction That Works strategies are aimed at helping all students reach the state standards.

In Social Studies, Core Social Studies Curriculum, Core Democratic Values, Technology In the Classroom, and the Classroom Instruction That Works strategies are aimed at helping all students reach the state standards.

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).

The Direct Instruction is designed to reach at-risk students. Students are grouped based on their instructional level and are immersed in intensive daily reading/language/math instruction. The Technology in the Classroom and the Classroom Instruction That Works strategies are researched-based and are designed to increase the achievement of all students.

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

Based on our comprehensive needs assessment, students have made steady improvements in reading fluency/comprehension and math concepts. Although we have seen growth there is still room for improvement in all content areas: reading, math, writing, science, and social studies. We have implemented the following strategies to help address these needs: Direct Instruction (Reading Mastery, Corrective Reading, Connecting Math Concepts), Technology In the Classroom and Classroom Instruction That Works. We will also offer Extended Learning Time through an after school tutoring program and summer learning program. An auxiliary science teacher has been added to our staff to help strengthen science skills and improve our science scores.

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.

All students are assessed and placed into the appropriate ability level based on Reading Mastery, Corrective Reading, and Connecting Math Concepts guidelines. The Literacy Coach and Math Aide provide small group instruction based upon AIMSweb and SuccessMaker scores.

Extended learning time opportunities will be offered to our at-risk students in the form of after school tutoring and summer learning programs.

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

Patton Elementary determines if the needs of students are being met by continually analyzing data from AIMSweb, SuccessMaker, Reading Mastery/Corrective Reading, Connecting Math Concepts, formative/summative classroom assessments, and teacher walkthroughs/observations.

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	Patton does not have instructional paraprofessionals.	

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	All teachers at Patton Elementary School are highly qualified and meet the requirements of NCLB. They all possess a Bachelor's degree (or higher) and full state certification. In addition, our staff meets the criteria of at least one of the following: Michigan Test for Teacher Certification (M.T.T.C), Master's Degree, or Post Graduate studies and certifications. They are encouraged to continue/maintain professional growth.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

Patton's teacher turnover rate is very low. There is a core group of teachers that have remained at Patton for most of their teaching career. Positions are added or eliminated as needed based on student enrollment.

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

Patton Elementary School has 16 Highly Qualified staff members. Five staff members have 5-10 years of experience. Two staff members have 11-15 years of experience. Five staff members have 16-20 years of experience. Four staff members have 20 or more years of experience.

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

It is the District Policy to hire Highly Qualified staff. At Patton Elementary we have very dedicated teachers who work well together and work hard even beyond the school day. They show the students support by being involved in many programs and activities throughout the year. Our teachers always have the students' best interest at heart. Factors that Attract and Maintain Highly Qualified Staff:

- Adheres to NCLB legislation in hiring all staff
- Competitive salary and benefits package
- New buildings and updated technology due to the passing of the recent bond issue
- District website promotes our district and seeks to recruit qualified staff
- District website provides both district and building information
- A safe and secure working environment for all staff members
- New teacher orientation
- A mentoring program for non-tenured teachers
- Scheduled Professional Development
- Teachers are included in making decisions regarding the district curriculum
- Monetary incentive for staff with perfect attendance by trimester

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

It is the District Policy to hire Highly Qualified staff. Roseville Community Schools has very dedicated teachers who work well together and work hard even beyond the school day. They show the students support by being involved in many programs and activities throughout the year. The district's teachers always have the students' best interest at heart.

Factors that Attract and Maintain Highly Qualified Staff:

- Adheres to NCLB legislation in hiring all staff
- Competitive salary and benefits package
- New buildings and updated technology due to the passing of the recent bond issue
- District website promotes our district and seeks to recruit qualified staff
- District website provides both district and building information
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- A mentoring program for non-tenured teachers
- Scheduled Professional Development
- Teachers are included in making decisions regarding the district curriculum
- Monetary incentive for staff with perfect attendance by trimester

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?

Patton's teacher turnover rate is very low. There is a core group of teachers that have remained at Patton for most of their teaching career. Positions are added or eliminated as needed based on student enrollment.

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 professional development activities are aligned with our Comprehensive Needs Assessment and support student achievement:

- Classroom Instruction that Works
- Reading Mastery
- Corrective Reading
- Connecting Math Concepts
- MAISA Writing Units

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.

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

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.

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 participating 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.

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

Patton Elementary School conducts an annual meeting and survey to evaluate the effectiveness of the schoolwide plan. Parents and teachers collaborate and use the results for improving the program the following year.

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	Patton Elementary staff and parents have adopted the Roseville Community School Parent Involvement Policy LEBA. This policy was developed jointly with, distributed to and agreed upon by Title I Parents. Our Patton Policy was developed and adopted jointly with staff and Patton parents. It addresses how the school carries out the required activities, such as those described in section 1118 of the ESEA.	Parent Involvement Policy

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

Patton Elementary School carries out the activities as outlined in ESEA Section 1118 (e) 1-5, 14 and (f) by:

- Providing parents with periodic updates on their child's academic progress through progress reports, report cards, MDE Spring Assessment results, and parent-teacher conferences.
- Providing parents with assistance in understanding state academic standards during curriculum night. Parents are given expectations for

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each grade level especially prepared for them.

- Providing materials (i.e. extra text books, leveled materials, basic school supplies), suggestions, 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.
- Holding parent involvement events at a time convenient for parents and offer a flexible number of additional parent involvement meetings, such as in the morning, afternoon or evening, so that as many parents as possible are able to attend.
- Collaborating with the MISD to provide professional development for building ties between parents and the school, especially for economically disadvantaged families.
- Coordinating with other resources and services such as Great Start Readiness Program, Michigan School Readiness, and Child Advocacy.
- Conducting conferences twice a year. Teachers will contact any parent who was unable to attend their scheduled conference time. Teachers are flexible in scheduling alternative conference times and conducting telephone conferences. Parent/teacher communication will be presented in a format and language that parents can understand. Translators will be available from the MISD in several languages including, but not limited to, Spanish, Albanian, Serbian and Arabic.
- Accommodating parents with disabilities by including special education staff to answer questions and provide support during any type of parent/teacher communication.
- Jointly developing with parents a Student/Parent/Teacher Compact, which outlines that student achievement is a shared responsibility of students, parents and school. This is distributed to parents during the fall parent teacher conferences.
- Facilitating volunteer participation of parents in school activities.
- Informing parents of ways in which they can become involved in their child's education.
- Including parents as members on the District Title I School Improvement Team.
- Conducting an annual meeting and survey to evaluate the effectiveness of the Title I program. Parents and teachers will collaborate to use the results for improving the program the following year.
- Informing parents of their right to know the qualifications of their child's classroom teacher.

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

Patton Elementary School conducts an annual meeting to evaluate the effectiveness of the Parent Involvement Policy.

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

Patton Elementary School parents and teachers will collaborate to use the results of the annual meeting to improve the program for the following year.

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

The Student/Parent/Teacher Compact is jointly developed with parents. It outlines that student achievement is a shared responsibility of students, parents and school. The compact is distributed to parents before the school year begins.

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

The Student/Parent/Teacher Compact is reviewed at parent teacher conferences to reinforce that student achievement is a shared responsibility of students, parents and school.

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		Compact

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

Patton Elementary School provides individual student academic assessment results by providing parents with periodic updates through progress reports, report cards, State Assessment test results, SuccessMaker reports, AIMSweb 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 district holds 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.

Patton Elementary School does a variety of kindergarten transition activities, some of which include:

- Kindergarten Information Night
- Kindergarten Academic Snapshot
- Kindergarten Day Camp
- Kindergarten Great Start Summer Literacy Backpack
- Kindergarten First Day Breakfast
- Kindergarten Welcome to Patton Postcard

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?

District Preschool Programs include GSRP (Great Start Readiness Program), ECSE (Early Childhood Special Education), 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. Also, the school provides parents activities and materials, to prepare their child for kindergarten, at the Kindergarten Information Night.

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, surveys, and teacher evaluations.

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

Teachers use AIMSweb data (e.g. R-CBM, R-MAZE, M-COMP, M-CAP, etc.) to compare students to national norms in reading and math. Teacher will also use the State Spring Assessment, a criterion referenced assessment, to compare student achievement proficiency levels to the state, county, and district. Finally, teachers use 2Inform and SuccessMaker reports to identify students in need of TIER II and III interventions. All of the aforementioned are ways teachers are involved in student achievement data analysis for the purpose of improving the academic achievement of all students.

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 will use State Spring Assessment data, Reading Mastery data, Corrective Reading data, Connecting Math Concepts data, AIMSweb data, SuccessMaker data, and classroom formative assessment data to identify at risk students. Teachers use collaboration time 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. Teachers are encouraged to discuss students having the greatest academic difficulties based upon both formal and informal assessments/observations.

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, additional assistance is provided by a variety of intervention professionals. Services include: Literacy Coach, Math Aide, Teacher Consultant, Speech/Language 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, Connecting Math Concepts, technology integration, Classroom Instruction That Works, flexible grouping, extended day learning, and differentiated instruction to ensure student progress.

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 will use Spring State Assessment data, AIMSweb reports, SuccessMaker reports, Reading Mastery/Corrective Reading assessments, Connecting Math Concepts, and classroom performance (formal and informal assessments and observations) to identify students not mastering state/district benchmarks. Teachers meet with the Principal to pinpoint areas of concern at their grade 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, 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.

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. 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).

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 Patton Elementary School staff, students, and parents participate in, are funded through a variety of resources. The Patton Parent Club supports staff. 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. 31(a) funds are used for the extended day program.

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.

The 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 State Spring Assessment data, formative/summative assessments, SuccessMaker data, AIMSweb data, and Reading Mastery/Corrective Reading and Connecting Math Concepts data.

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.

Patton Elementary staff evaluates the results achieved by the schoolwide program using data from State Spring Assessments and other indicators of academic achievement (i.e. SuccessMaker data, AIMSweb data, Reading Mastery/Corrective Reading, and Connecting Math Concepts data). This is accomplished through the Title I End of the Year Evaluation rubric.

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.

Our 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 State Spring Assessment scores and determining whether their scores are proficient or not. In addition, SuccessMaker reports, AIMSweb assessments, Reading Mastery/Corrective Reading, Connecting Math Concepts assessments, and classroom formative/summative assessment data are 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 school improvement team analyzes the scores of state, building, and classroom formative/summative assessments. If goals are not being met, we collaborate and discuss interventions that could be made within the school and classrooms so that the SIP goals are achieved. Changes and or revisions are made based on the scores from these assessments. School staff also meets with the Principal and other support staff members to collaborate on the changes that are needed.

2016-2017 Patton Goals-revised

Overview

Plan Name

2016-2017 Patton Goals-revised

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in math.	Objectives: 1 Strategies: 8 Activities: 42	Academic	\$22922
2	All students will be proficient in reading.	Objectives: 1 Strategies: 8 Activities: 45	Academic	\$290
3	All students will improve their science skills.	Objectives: 1 Strategies: 9 Activities: 41	Academic	\$1426
4	All students will become proficient in social studies	Objectives: 1 Strategies: 9 Activities: 45	Academic	\$1427
5	All students will become proficient writers.	Objectives: 1 Strategies: 8 Activities: 39	Academic	\$800
6	All students at Patton Elementary will establish collaborative agreements of acceptable behavior.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$15000

Goal 1: All students 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 RIT scores in Mathematics by 06/15/2017 as measured by Spring, 2017 NWEA/MAP..

Strategy 1:

Direct Instruction - Teachers/staff will use direct instruction/supplemental materials to improve math skills.

Category: Mathematics

Research Cited: Snider, V.E., & Crawford, D.B. (1996). Action research: Implementing Connecting Math Concepts. *Effective School Practices*, 15(2), 17–26.

Crawford, D.B., & Snider, V.E. (2000). Effective mathematics instruction: The importance of curriculum. *Education and Treatment of Children*, 23(2), 122–142.

Wellington, J. (1994). Evaluating a mathematics program for adoption: Connecting Math Concepts. *Effective School Practices* 13(2), 70–75.

DeGeorge, B., & Santoro, A. M. (December 2004). Manipulatives: A Hands-On Approach to Math.

Principal.

Edens, K., & Potter, E. (May 2008). How Students "Unpack" the Structure of a Word Problem: Graphic Representations and Problem Solving. *School Science and Mathematics*.

Geary, D. (1996). *Children's Mathematical Development*. Washington, DC: American Psychological Association.

Jenson, D. A. (June 2007). Using Classroom Newsletters as a Vehicle for Examining Home-School Connections. *Teaching Education*.

Moch, P. L. (Fall 2001). Manipulatives Work! *Educational Forum*.

National Council of Teachers of Mathematics. (2000). *Principles and Standards for School Mathematics*.

Reston, VA: The National Council of Teachers of Mathematics.

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Uesada, Y., Manalo, E., & Ichikawa, S. (June 2007). What Kinds of Perceptions and Daily Learning Behaviors Promote Students' Use of Diagrams in Mathematics Problem Solving? Learning and Instruction.

Tier: Tier 1

Activity - Daily Math Practice/ADD (1-5)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Daily Math Practice/ADD instructional materials to supplement mathematics skills taught in the classroom.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All regular classroom teachers and support staff will be accountable for the implementation of this activity.

Activity - Connecting Math Concepts (K-5)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will assess and place students in leveled groups for the Connecting Math Concepts program. Explicit direct instruction in mathematics will be done on a daily basis for the duration of the school year.	Direct Instruction	Tier 1	Implement	09/06/2016	06/12/2017	\$0	General Fund	All regular classroom teachers/staff will be accountable for the implementation of this activity.

Activity - Connecting Math Concepts Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers will participate in Connecting Math Concepts professional development.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/12/2017	\$0	No Funding Required	All regular classroom staff and support staff will be accountable for the implementation of this activity.

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Activity - Connecting Math Concepts Consultants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Connecting Math Concepts consultants will observe classroom teachers teaching Connecting Math Concepts. They will provide guidance and support for instruction.	Professional Learning	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	No Funding Required	All regular classroom teachers and Connecting Math Concepts consultant will be accountable for the implementation of this activity.
Activity - NWEA MAP Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assessed three times annually using MAP testing.	Technology	Tier 1	Evaluate	09/06/2016	06/12/2017	\$0	General Fund	All staff will be responsible for the implementation of this activity.
Activity - Intervention for Title I At-Risk Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Aide/staff will assess and place students in small groups for intervention and remedies for Connecting Math Concepts.	Academic Support Program	Tier 3	Implement	09/06/2016	06/12/2017	\$19723	Title I Schoolwide	Math Aide/staff will be accountable for the implementation of this activity.
Activity - MobyMax	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will visit the computer lab (three times weekly) to complete MobyMax sessions on math.	Technology	Tier 2	Implement	09/06/2016	06/12/2017	\$699	Title I Schoolwide	All classroom teachers and technology paraprofessional will be accountable for the implementation of this activity.
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Activity - Classroom Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Principal and teacher leaders will conduct classroom walkthroughs on a monthly basis to monitor fidelity in Connecting Math Concepts.	Walkthrough	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	No Funding Required	Building Principal and teacher leaders will be responsible for the implementation of this activity.

Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	09/06/2016	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.

Strategy 2:

Classroom Instruction That Works - Professional development for all staff K-5, including special education, auxiliary and instructional aides in Classroom Instruction That Works (i.e. Identifying Similarities and differences, Summarizing and Note Taking, Homework and Practice, Setting Objectives and Providing Feedback).

Category: Mathematics

Research Cited: Brophy, J., & Good, T. (1986). Teacher behavior and student achievement. In M. Wittrock (Ed.), Handbook of research on teaching (pp. 328–375). New York: Macmillan.

Franke, M. L., Levi, L., & Empson, S. B. (1991). Children's mathematics: Cognitively guided instruction. Portsmouth, NH: Heinemann.

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Tymms, P. B., & Fitz-Gibbin, C. T. (1992). The relationship of homework to A-level results. *Educational Research*, 34(1), 3–10.

Tier: Tier 1

Activity - Providing Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with feedback as to their progress towards objectives, using strategies from Classroom Instruction That Works.	Professional Learning	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All regular classroom teachers and support staff will be responsible for the implementation of this activity.

Activity - Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with Cooperative Learning opportunities using strategies from Classroom Instruction That Works.	Professional Learning	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All regular classroom teachers and support staff will be responsible for the implementation of this activity.

Activity - Setting Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will set objectives that are specific to Common Core State Standards, connect objectives to previous learning, and communicate objectives to students/parents, using strategies from Classroom Instruction That Works.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All regular classroom teachers and support staff will be responsible for the implementation of this activity.

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Activity - Classroom Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Principal and teacher leaders will conduct classroom walkthroughs on a monthly basis to monitor fidelity in Classroom Instruction That Works.	Walkthrough	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	No Funding Required	All classroom teachers will be accountable for the implementation of this activity.

Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet at the end of the year to analyze the impact of the strategy, the fidelity of the implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	09/06/2016	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.

Strategy 3:

DDI (Data Driven Instruction) - All staff will meet at least three times a year to review and analyze 2Inform data reports, Connecting Math Concepts assessments, MobyMax, MAP reports, and report cards to: make decisions about adjusting core instruction, identify students in need of Tier II and Tier III supports, and decide which students require additional diagnostics.

Category: Other - Data

Research Cited: Bright, G. W., and S. N. Friel. (1998). Graphical representations: Helping students interpret data. Reflections on statistics: Learning, teaching, and assessment in grades K–12 (pp. 6388). Mahwah, NJ: Erlbaum.

Choppin, J. (2002). Data use in practice: Examples from the school level. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, La.

Thorn, C. A. (2002). Data use in the classroom: The challenges of implementing data-based decision-making at the school level. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, La.

U.S. Department of Education, Office of Planning, Evaluation and Policy Development. (2010). Use of education data at the local level: From accountability to instructional improvement. Washington, D.C.: Author.

Tier: Tier 1

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Activity - MobyMax Data Reports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will meet at least three times a year to review and analyze MobyMax data reports to: make decisions about adjusting core instruction, identify students in need of Tier II & Tier III supports, and decide which students require additional diagnostics.	Technology	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All regular classroom teachers and support staff will be accountable for the implementation of this activity.
Activity - NWEA-MAP Data Reports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will meet at least three times a year to review and analyze NWEA-MAP data reports to: make decisions about adjusting core instruction, identify students in need of Tier II & Tier III supports, and decide which students require additional diagnostics.	Technology	Tier 1	Implement	09/06/2016	06/12/2017	\$0	General Fund	All regular classroom teachers and support staff will be accountable for the implementation of this activity.
Activity - 2Inform Data Reports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will meet at least three times a year to review and analyze 2Inform data reports to: make decisions about adjusting core instruction, identify students in need of Tier II & Tier III supports, and decide which students require additional diagnostics.	Technology	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	General Fund	All regular classroom teachers and support staff will be accountable for the implementation of this activity.
Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.
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Strategy 4:

Extended Learning Time - Math - Students will be given extended learning opportunities throughout the year.

Category:

Research Cited: Alexander, K. L., Entwisle, D. R., & Olson, L. S., (2007). Lasting consequences of the summer learning gap. *American Sociological Review*, 72(4), 167–180.

National Association for Year-Round Education. (2007). *Statistical summaries of year-round education programs, 2006–2007*. San Diego, CA: Author.

Worthen, B. R., & Zsiray, S. W. (1994). What twenty years of educational studies reveal about year-round education. Raleigh: North Carolina Educational Policy Research Center.

Tier: Tier 2

Activity - Summer Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be invited to attend a six week extended learning program during the summer.	Academic Support Program	Tier 2	Monitor	06/27/2016	08/11/2016	\$0	General Fund	Summer school staff and administration will be accountable for the implementation of this activity.

Activity - Family Game Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Patton students and their families will participate in an evening of math games and activities. All games will be raffled off to participating families.	Supplemental Materials, Parent Involvement, Academic Support Program	Tier 1	Implement	03/09/2017	03/09/2017	\$500	Title I Schoolwide	All classroom teachers and support staff will be responsible for the implementation of this activity.
Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to design an after school tutoring program for at risk students.	Academic Support Program	Tier 3	Getting Ready	09/08/2015	05/27/2016	\$2000	Section 31a	All staff will be responsible for the implementation of this activity.
Activity - Learning Game Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to join their child for an afternoon participating in educational games. Each family will be provided with a game to take home.	Supplemental Materials, Parent Involvement, Academic Support Program	Tier 1	Implement	05/26/2017	05/26/2017	\$0	Title I Schoolwide	All staff will be responsible for the implementation of this activity.
Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1		06/05/2017	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.

Strategy 5:

Technology in the Classroom - Teachers will use educational technology to support the learning of all students.

Category:

School Improvement Plan

Lucile S. Patton Elem. School

Research Cited: Bajcsy, R. (2002). Technology and learning. In Visions 2020: Transforming education and training through advanced technologies. Washington, DC: U.S. Department of Commerce. [<http://www.technology.gov/reports/TechPolicy/2020Visions.pdf>]

Bakia, M., Shear, L., Toyama, Y., and Lassseter, A. (2012). Understanding the Implications of Online Learning for Educational Productivity (PDF). Washington, DC: U.S. Department of Education, Office of Educational Technology.

Lemke, C., Coughlin, E., and Reifsneider, D. (2009). Technology in Schools: What the Research Says(PDF). Culver City, CA: Commissioned by Cisco.

Tamim, R.M., Bernard, R.M., Borokhovski, E., Abrami, P.C., Schmid, R. F. (2011). What Forty Years of Research Says About the Impact of Technology on Learning: A Second-Order Meta-Analysis and Validation Study. Review of Educational Research, 81(1), 4-28.

Tier: Tier 1

Activity - MobyMax	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will visit the computer lab (three times weekly) to complete MobyMax sessions in math.	Technology	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All classroom teachers and technology paraprofessional will be responsible for the implementation of this activity.

Activity - Interactive Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Mimios, iPads, and ELMO's to support instruction in Connecting Math Concepts.	Technology	Tier 1	Getting Ready	09/06/2016	06/12/2017	\$0	No Funding Required	All classroom teachers will be accountable for the implementation of this activity.

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Activity - Technology Readiness Infrastructure Grant	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use Technology Readiness Infrastructure Grant (TRIG) activities to support math instruction.	Technology	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	No Funding Required	All teachers and principal will be accountable for the implementation of this activity.

Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.

Strategy 6:

Marzano Protocol - The Marzano Protocol monitors and supports implementation of research based strategies into classroom instruction.

Category: Mathematics

Research Cited: "Investigating a Systematic Process to Develop Teacher Expertise: A Comparative Case Study" by Mielke, Paul George.

"Systemic Educational Coaching in the Middletown City School District: The Impact on Teacher Pedagogy"

"First Implementation Year Study for the Correlation of Value-Added Model Scores, Average Scores on Marzano Elements, and Quality Ratings for Pedagogy"

"Educational Leadership: Best of Educational Leadership 2003-2004: The Key to Classroom Management"

Tier: Tier 1

Activity - Total Participation Techniques	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Total Participation Techniques to increase cooperative learning in the classroom. Using a variety of cooperative learning techniques, teachers will actively and cognitively engage students in the learning process.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All teachers and principal will be responsible for the implementation of this activity.

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Activity - Learning Scales	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create learning scales that outline the specific skills students must obtain to reach academic goals.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All teachers and principal will be responsible for the implementation of this activity.
Activity - Marzano Teacher Evaluation Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will conduct classroom walkthroughs and evaluate teachers using a complete set of practices directly related to improved student performance, organized into four domains that develop teacher expertise.	Walkthrough, Technology	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	No Funding Required	Principal will be responsible for the implementation of this activity.
Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	No Funding Required	All teachers and principal will be responsible for the implementation of this activity.

Strategy 7:

Developing the English Language Learner - Accommodations and extra academic support will be given to ELL students.

Category: Learning Support Systems

Research Cited: August, D. (2002). Literacy for English-language learners: Four key issues. Paper presented at the U.S. Department of Education's Summit on English Language Acquisition, Washington, DC.

García, G. G., & Beltrán, D. (2003). Revisioning the blueprint: Building for the academic success of English learners. In G. G. García (Ed.), English learners: Reaching the highest level of English literacy (pp. 197-226). Newark, DE: International Reading Association.

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Nagy, W. E., & Herman, P. A. (1987). Breadth and depth of vocabulary knowledge: Implications for acquisition and instruction. In M. G. McKeown & M. E. Curtis (Eds.), *The nature of vocabulary acquisition*. Hillsdale, N.J.: Lawrence Erlbaum Associates.

Slavin, R. E., & Cheung, A. (2003). *Effective programs for English language learners: A best-evidence synthesis*. Baltimore: Johns Hopkins University, CRESPAR.

Tier: Tier 2

Activity - ELL Tutor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL tutors will meet with targeted students weekly to work on reading skills to support math instruction.	Academic Support Program	Tier 2	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	MISD ELL tutors will be responsible for the implementation of this activity.

Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Direct Instruction (Connecting Math Concepts) to instruct ELL students in mathematics.	Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.

Activity - Smarty Ants Online Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use the interactive program, Smarty Ants, which provides online differentiated instruction for all grade levels, K-5.	Technology , Academic Support Program	Tier 2	Implement	09/19/2016	05/26/2017	\$0	No Funding Required	MISD ELL tutors will be responsible for the implementation of this activity.

Activity - WiDA Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ELL students are tested annually using the WiDA assessment to track progress in English Language acquisition.	Other - Assessment	Tier 2	Monitor	03/01/2017	03/31/2017	\$0	No Funding Required	Literacy Coach will be responsible for the implementation of this activity.
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Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 2	Evaluate	06/05/2017	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.

Strategy 8:

Community Involvement - Parents, families, educators and community members will form a partnership to assure that all students K-5 have the support and resources they need to succeed in school and in life.

Category: School Culture

Research Cited: Jeynes, W.H. 2003. A meta-analysis: The effects of parental involvement on minority children's academic achievement. *Education & Urban Society* 35(2): 202-218.

Henderson, Anne T. and K.L. Mapp. 2002. *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. Austin, TX: National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory

Reynolds, Arthur and M. Clements. 2005. Parental Involvement and Children's School Success. In *School-Family Partnerships: Promoting the Social, Emotional, and Academic Growth of Children*, edited by E. Patrikakou et al. New York: Teachers College Press.

Zinth, K. 2005. Parental Involvement in Education. State Notes, Education Commission of the States. Denver. See www.ecs.org.

Tier: Tier 1

Activity - Open House/Annual Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Principal will hold a parent informational meeting during Open House to explain policies, procedures, and assessment data.	Community Engagement	Tier 1	Implement	09/06/2016	09/27/2016	\$0	No Funding Required	Principal will be responsible for the implementation of this activity.
Activity - Superintendent Discussion Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Superintendent will host a discussion group monthly which invites members of the community to a meeting that is open to all and serves as a vehicle to share news of district programs, policies and future plans.	Community Engagement	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	Superintendent will be responsible for the implementation of this activity.
Activity - Patton Parent Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will host monthly meetings with Patton Parent Club members to address building culture concerns.	Community Engagement	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	Principal will be responsible for the implementation of this activity.
Activity - Business Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Patton Elementary will continue partnerships with the following local businesses: Hungry Howie's, Morley Candy, Costco, Target, Firehouse Subs, Culver's, Pot Belly Subs, and Box Tops for Education.	Community Engagement	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	Principal, staff, and parents will be responsible for the implementation of this activity.
Activity - Bright Smiles Dentistry	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Bright Smiles Dentistry will provide free teeth cleanings, fluoride treatments, and cavity fillings for students at our school.	Community Engagement	Tier 1	Implement	11/02/2016	11/30/2016	\$0	No Funding Required	Principal and Bright Smiles Dentistry staff will be responsible for the implementation of this activity
Activity - MEEMIC Grants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MEEMIC Insurance Agency will provide grants for qualified applicants to supplement instruction.	Community Engagement	Tier 1	Implement	09/06/2016	05/31/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.

Goal 2: All students will be proficient in reading.

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 RIT scores in Reading by 06/12/2017 as measured by Spring, 2017 NWEA/MAP..

Strategy 1:

Direct Instruction - Teachers/staff will use direct instructional/supplemental materials to improve reading comprehension.

Category:

Research Cited: Adams, G., & Engelmann, S. (1996). Research on Direct Instruction: 25 years beyond DISTAR. Seattle, WA: Educational Achievement Systems.

Bredenkamp, S., & al., e. (2000). Learning to Read and Write: Developmentally Appropriate Practices for Young Children. Washington DC: The National Association for the Education of Young Children.

Crawford, P. A., & Zygoris-Coe, V. (February 2006). All in the Family: Connecting Home and School with Family Literacy. Childhood Education Journal.

Fountas, I. C., & Pinnell, G. S. (1996). Guided Reading: Good First Teaching for All Children. Portsmouth, NH: Heinemann.

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Gillon, G. T. (2003). Phonological Awareness: From Research to Practice. New York: Guilford Press.

Harvey, S., & Goudvis, A. (2007). Strategies That Work. Portland, ME: 2007.

Jenson, D. A. (June 2007). Using Classroom Newsletters as a Vehicle for Examining Home-School Connections. Teaching Education.

Schieffer, C., Marchand-Martella, N. E., Martella, R. C., Simonsen, F. L., & Waldron-Soler, K. M. (2002). An analysis of the Reading Mastery program: Effective components and research review. Journal of Direct Instruction, 2(2), 87-119.

Stahl, S. A., Nunes, S., Willows, D., Schuster, B., Yaghoub-Zadeh, Z., & Shanahan, T. (2001). Phonemic Awareness Instruction Helps Children Learn to Read: Evidence from the National Reading Panel's Metaanalysis. Reading Research Quarterly.

Tovani, C. (2000). I Read But I Don't Get It. Portland, ME: Stenhouse Publishers.

Tier: Tier 1

Activity - Reading Mastery (K-5)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will assess and place students in leveled groups for the Reading Mastery program. Explicit direct instruction in comprehension, decoding, and fluency will be done on a daily basis for the duration of the school year.	Direct Instruction	Tier 1	Implement	09/06/2016	06/12/2017	\$0	General Fund	All regular classroom teachers/staff will be responsible for the implementation of this activity.

Activity - Reading Mastery Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers will participate in Reading Mastery professional development.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/12/2017	\$0	No Funding Required	All regular classroom teachers and support staff will be accountable for the implementation of this activity.

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Activity - Corrective Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coach/staff will assess and place students in leveled groups for the Corrective Reading program. Explicit direct instruction in decoding, fluency, and comprehension will be done on a daily basis for the duration of the school year.	Direct Instruction	Tier 3	Implement	09/06/2016	06/12/2017	\$0	Section 31a	Literacy Coach will be accountable for the implementation of this activity.
Activity - Reading Mastery Consultants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Mastery consultants will observe classroom teachers teaching Reading Mastery. They will provide guidance and support for instruction.	Professional Learning	Tier 1	Monitor	10/10/2016	06/12/2017	\$0	Title II Part A	All regular classroom teachers and Reading Mastery consultant will be accountable for the implementation of this activity.
Activity - NWEA MAP Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assessed three times annually using MAP.	Technology	Tier 1	Evaluate	09/08/2015	06/10/2016	\$0	General Fund	AIMSweb assessment team will be accountable for the implementation of this activity.
Activity - Intervention for Title I At-Risk Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Literacy Coach/staff will assess and place students in small groups for Early Interventions in Reading, remedies for Reading Mastery, and fluency practice.	Academic Support Program	Tier 2	Implement	09/06/2016	06/12/2017	\$0	Title I Schoolwide	Literacy Coach/staff will be accountable for the implementation of this activity.
Activity - Horizons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy coach/staff will assess and place students in the Horizons program. Explicit direct instruction will be done in decoding, fluency, and comprehension on a daily basis for the duration of the school year.	Academic Support Program	Tier 2	Implement	09/06/2016	06/12/2017	\$0	Section 31a	All classroom teachers and Literacy Coach will be accountable for the implementation of this activity.
Activity - Classroom Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Principal and teacher leaders will conduct classroom walkthroughs on a monthly basis to monitor fidelity in classroom instruction.	Walkthrough	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	No Funding Required	The building Principal and teacher leaders will be responsible for the implementation of this activity.
Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.

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Strategy 2:

Data Driven Instruction - All staff will meet at least three times a year to review and analyze the data to: make decisions about adjusting core instruction, identify students in need of Tier II & Tier III supports, and decide which students require additional diagnostics.

Category: Other - Data

Research Cited: Bright, G. W., and S. N. Friel. (1998). Graphical representations: Helping students interpret data. Reflections on statistics: Learning, teaching, and assessment in grades K–12 (pp. 6388). Mahwah, NJ: Erlbaum.

Choppin, J. (2002). Data use in practice: Examples from the school level. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, La.

Thorn, C. A. (2002). Data use in the classroom: The challenges of implementing data-based decision-making at the school level. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, La.

U.S. Department of Education, Office of Planning, Evaluation and Policy Development. (2010). Use of education data at the local level: From accountability to instructional improvement. Washington, D.C.: Author.

Tier: Tier 1

Activity - MobyMax Data Reports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will meet at least three times a year to review and analyze MobyMax data reports to: make decisions about adjusting core instruction, identify students in need of Tier II & Tier III supports, and decide which students require additional diagnostics.	Technology	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All regular classroom teachers and support staff will be accountable for the implementation of this activity.
Activity - NWEA-MAP Data Reports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All staff will meet at least three times a year to review and analyze NWEA-MAP data reports to: make decisions about adjusting core instruction, identify students in need of Tier II & Tier III supports, and decide which students require additional diagnostics.	Technology	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	General Fund	All regular classroom teachers and support staff will be accountable for the implementation of this activity.
Activity - 2Inform Data Reports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will meet at least three times a year to review and analyze 2Inform data reports to: make decisions about adjusting core instruction, identify students in need of Tier II & Tier III supports, and decide which students require additional diagnostics.	Technology	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	General Fund	All regular classroom teachers and support staff will be accountable for the implementation of this activity.
Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.

Strategy 3:

Classroom Instruction That Works - Train All Staff K-5, including special education, auxiliary and instructional aides in Classroom Instruction That Works.

Category: Learning Support Systems

Research Cited: Brophy, J., & Good, T. (1986). Teacher behavior and student achievement. In M.Wittrock (Ed.), Handbook of research on teaching (pp. 328–375). New York: Macmillan.

Franke, M. L., Levi, L., & Empson, S. B. (1991). Children's mathematics: Cognitively guided instruction. Portsmouth, NH: Heinemann.

Tymms, P. B., & Fitz-Gibbin, C. T. (1992). The relationship of homework to A-level results. Educational Research, 34(1), 3–10.

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Tier: Tier 1

Activity - Setting Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will set objectives that are specific to Common Core State Standards, connect objectives to previous learning, and communicate objectives to students/parents, using strategies from Classroom Instruction That Works.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All regular classroom teachers and support staff will be responsible for the implementation of this activity.
Activity - Providing Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with feedback as to their progress towards objectives, using strategies from Classroom Instruction That Works.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All regular classroom teachers and support staff will be responsible for the implementation of this activity.
Activity - Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with Cooperative Learning opportunities, using strategies from Classroom Instruction That Works.	Academic Support Program	Tier 1	Implement	09/08/2015	06/15/2016	\$0	No Funding Required	All regular classroom teachers and support staff will be responsible for the implementation of this activity.
Activity - Classroom Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Building Principal and teacher leaders will conduct classroom walkthroughs on a monthly basis to monitor fidelity in Classroom Instruction That Works.	Walkthrough	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	No Funding Required	Building Principal and teacher leaders will be responsible for the implementation of this activity.
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Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.

Strategy 4:

Extended Learning Time - Reading - Students will be given extended learning opportunities throughout the year.

Category: Learning Support Systems

Research Cited: Alexander, K. L., Entwisle, D. R., & Olson, L. S., (2007). Lasting consequences of the summer learning gap. *American Sociological Review*, 72(4), 167–180.

National Association for Year-Round Education. (2007). *Statistical summaries of year-round education programs, 2006–2007*. San Diego, CA: Author.

Worthen, B. R., & Zsiray, S. W. (1994). *What twenty years of educational studies reveal about year-round education*. Raleigh: North Carolina Educational Policy Research Center.

Tier: Tier 2

Activity - Summer Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will be invited to attend a six week extended learning program during the summer.	Academic Support Program	Tier 2	Monitor	06/27/2016	08/11/2016	\$0	General Fund	Summer school staff and administration will be accountable for the implementation of this activity.
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Activity - First Grade Family Literacy Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
First grade students and their families will participate in an afternoon of literacy activities and games.	Parent Involvement	Tier 1	Implement	11/02/2016	11/02/2016	\$200	Title I Schoolwide	First grade teachers and literacy coach will be accountable for the implementation of this activity.

Activity - Pizza Hut BOOK IT! Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given the opportunity to participate in the Pizza Hut BOOK IT! program.	Academic Support Program	Tier 1	Implement	10/03/2016	03/31/2017	\$0	No Funding Required	All classroom teachers and support staff will be accountable for the implementation of this activity.

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to design an after school tutoring program for at risk students.	Academic Support Program	Tier 3	Getting Ready	09/06/2016	05/25/2017	\$0	Section 31a	All staff will be responsible for the implementation of this activity.

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Activity - Raz-Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coach will supplement reading instruction using Raz-Kids. Students will have access to this program at home to promote parent support and involvement.	Technology , Parent Involvement, Academic Support Program	Tier 3	Getting Ready	09/06/2016	06/12/2017	\$90	Title I Schoolwide	Literacy Coach will be responsible for the implementation of this activity.
Activity - Learning Game Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to join their child for an afternoon participating in educational games. Each family will be provided with a game to take home.	Supplemental Materials, Parent Involvement, Academic Support Program	Tier 1	Implement	05/25/2017	05/25/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.
Activity - Family Game Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Patton students and their families will participate in an evening of literacy games and activities. All games will be raffled off to participating families.	Supplemental Materials, Parent Involvement, Academic Support Program	Tier 1	Implement	03/10/2016	03/10/2016	\$0	Title I Schoolwide	All staff will be responsible for the implementation of this activity.
Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.

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Strategy 5:

Technology in the Classroom - Teachers will use educational technology to support the learning of all students.

Category:

Research Cited: Bajcsy, R. (2002). Technology and learning. In Visions 2020: Transforming education and training through advanced technologies. Washington, DC: U.S. Department of Commerce. [<http://www.technology.gov/reports/TechPolicy/2020Visions.pdf>]

Bakia, M., Shear, L., Toyama, Y., and Lassseter, A. (2012). Understanding the Implications of Online Learning for Educational Productivity (PDF). Washington, DC: U.S. Department of Education, Office of Educational Technology.

Lemke, C., Coughlin, E., and Reifsneider, D. (2009). Technology in Schools: What the Research Says(PDF). Culver City, CA: Commissioned by Cisco.

Tamim, R.M., Bernard, R.M., Borokhovski, E., Abrami, P.C., Schmid, R. F. (2011). What Forty Years of Research Says About the Impact of Technology on Learning: A Second-Order Meta-Analysis and Validation Study. Review of Educational Research, 81(1), 4-28.

Tier: Tier 1

Activity - MobyMax	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will visit the computer lab (three times weekly) to complete MobyMax sessions on reading.	Technology	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All classroom teachers and technology paraprofessionals will be accountable for the implementation of this activity.

Activity - Interactive Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use Mimios, iPads, and ELMOs to support instruction in Reading Mastery, Corrective Reading, and Horizons.	Technology	Tier 1	Getting Ready	09/06/2016	06/12/2017	\$0	Title I Schoolwide	All classroom teachers will be accountable for the implementation of this activity.
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Activity - Technology Readiness Infrastructure Grant	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and administrator will use skills from Technology Readiness Infrastructure Grant (TRIG) Classroom Readiness Course to support instruction in the classroom.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/12/2017	\$0	No Funding Required	All teachers and principal will be accountable for the implementation of this activity.

Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.

Strategy 6:

Marzano Protocol - The Marzano Protocol monitors and supports implementation of research based strategies into classroom instruction.

Category: Learning Support Systems

Research Cited: "Investigating a Systematic Process to Develop Teacher Expertise: A Comparative Case Study" by Mielke, Paul George.

"Systemic Educational Coaching in the Middletown City School District: The Impact on Teacher Pedagogy"

"First Implementation Year Study for the Correlation of Value-Added Model Scores, Average Scores on Marzano Elements, and Quality Ratings for Pedagogy"

"Educational Leadership: Best of Educational Leadership 2003-2004: The Key to Classroom Management"

Tier: Tier 1

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Activity - Total Participation Techniques	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Total Participation Techniques to increase cooperative learning in the classroom. Using a variety of cooperative learning techniques, teachers will actively and cognitively engage students in the learning process.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All teachers and principal will be responsible for the implementation of this activity.
Activity - Using Scales	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create learning scales that outline the specific skills students must obtain to reach academic goals.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All teachers and principal will be responsible for the implementation of this activity.
Activity - Marzano Teacher Evaluation Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will conduct classroom walkthroughs and evaluate teachers using a complete set of practices directly related to improved student performance, organized into four domains that develop teacher expertise.	Walkthrough, Technology	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	No Funding Required	Principal will be responsible for the implementation of this activity.
Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	No Funding Required	All teachers and principal will be responsible for the implementation of this activity.

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Strategy 7:

Developing the English Language Learner - Accommodations and extra academic support will be given to ELL students.

Category: Learning Support Systems

Research Cited: August, D. (2002). Literacy for English-language learners: Four key issues. Paper presented at the U.S. Department of Education's Summit on English Language Acquisition, Washington, DC.

García, G. G., & Beltrán, D. (2003). Revisioning the blueprint: Building for the academic success of English learners. In G. G. García (Ed.), English learners: Reaching the highest level of English literacy (pp. 197-226). Newark, DE: International Reading Association.

Nagy, W. E., & Herman, P. A. (1987). Breadth and depth of vocabulary knowledge: Implications for acquisition and instruction. In M. G. McKeown & M. E. Curtis (Eds.), The nature of vocabulary acquisition. Hillsdale, N.J.: Lawrence Erlbaum Associates.

Slavin, R. E., & Cheung, A. (2003). Effective programs for English language learners: A best-evidence synthesis. Baltimore: Johns Hopkins University, CRESPAR.

Tier: Tier 2

Activity - ELL Tutor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL tutors will meet with targeted students weekly to work on reading skills to support math instruction.	Academic Support Program	Tier 2	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	MISD ELL tutors will be responsible for the implementation of this activity.

Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Direct Instruction (Reading Mastery) to instruct ELL students in reading.	Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.

Activity - Smarty Ants Online Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will use the interactive program, Smarty Ants, which provides online differentiated instruction for all grade levels, K-5.	Technology , Academic Support Program	Tier 2	Implement	09/19/2016	05/26/2017	\$0	No Funding Required	MISD ELL tutors will be responsible for the implementation of this activity.
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Activity - WiDA Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL students are tested annually using the WiDA assessment to track progress in English Language acquisition.	Other - Assessment	Tier 2	Monitor	03/01/2017	03/31/2017	\$0	No Funding Required	Literacy Coach will be responsible for the implementation of this activity.

Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 2	Evaluate	06/05/2017	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.

Strategy 8:

Community Involvement - Parents, families, educators and community members will form a partnership to assure that all students K-5 have the support and resources they need to succeed in school and in life.

Category: School Culture

Research Cited: Jaynes, W.H. 2003. A meta-analysis: The effects of parental involvement on minority children's academic achievement. Education & Urban Society 35(2): 202-218.

Henderson, Anne T. and K.L. Mapp. 2002. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Austin, TX: National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory

Reynolds, Arthur and M. Clements. 2005. Parental Involvement and Children's School Success. In School-Family Partnerships: Promoting the Social, Emotional, and Academic Growth of Children, edited by E. Patrikakou et al. New York: Teachers College Press.

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Zinth, K. 2005. Parental Involvement in Education. State Notes, Education Commission of the States. Denver. See www.ecs.org.

Tier: Tier 1

Activity - Open House/Annual Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will hold a parent informational meeting during Open House to explain policies, procedures, and assessment data.	Community Engagement	Tier 1	Implement	09/06/2016	09/27/2016	\$0	No Funding Required	Principal will be responsible for the implementation of this activity.
Activity - Superintendent Discussion Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Superintendent will host a discussion group monthly which invites members of the community to a meeting that is open to all and serves as a vehicle to share news of district programs, policies and future plans.	Community Engagement	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	Superintendent will be responsible for the implementation of this activity.
Activity - Patton Parent Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will host monthly meetings with Patton Parent Club members to address building culture concerns.	Community Engagement	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	Principal will be responsible for the implementation of this activity.
Activity - Business Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Patton Elementary will continue partnerships with the following local businesses: Hungry Howie's, Morley Candy, Costco, Target, Firehouse Subs, Culver's, Pot Belly Subs, and Box Tops for Education.	Community Engagement	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	Principal, staff, and parents will be responsible for the implementation of this activity.
Activity - Bright Smiles Dentistry	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bright Smiles Dentistry will provide free teeth cleanings, fluoride treatments, and cavity fillings for students at our school.	Community Engagement	Tier 1	Implement	11/02/2016	11/30/2016	\$0	No Funding Required	Principal and Bright Smiles Dentistry staff will be responsible for the implementation of this activity.
Activity - MEEMIC Grants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MEEMIC Insurance Agency will provide grants for qualified applicants to supplement instruction.	Community Engagement	Tier 1	Implement	09/06/2016	05/31/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.

Goal 3: All students will improve their science skills.

Measurable Objective 1:

85% of Fifth grade students will demonstrate a proficiency in all strands in Science by 06/12/2024 as measured by the Spring M-Step..

Strategy 1:

Core Science Instruction - Teachers/staff will use instructional/supplemental materials to improve science skills and content knowledge.

Category:

Research Cited: Harvey, S., & Goudvis, A. (2007). Strategies That Work. Portland, ME: 2007.

Jones, J., & Leahy, S. (November 2006). Developing Strategic Readers. Science and Children.

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

Tier: Tier 1

Activity - District Science Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Roseville Community Schools science curriculum to instruct in skills and content knowledge.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All regular classroom teachers and support staff will be accountable for the implementation of this activity.
Activity - Classroom Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Principal and teacher leaders will conduct classroom walkthroughs on a monthly basis to monitor fidelity in classroom instruction.	Walkthrough	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	No Funding Required	The building Principal and teacher leaders will be responsible for the implementation of this activity.
Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.

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Activity - Discovery Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Discovery Education to supplement the core science curriculum.	Technology , Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All classroom teachers will be accountable for the implementation of this activity.

Strategy 2:

Supplemental Science Instruction - All 3-5 grade teachers/staff will use supplemental materials to enhance science instruction.

Category:

Research Cited: Abell, S. K. (1990). A case for the elementary science specialist. *School Science and Mathematics*, 90, 291-301.

Dobey, D. C., & Schafer, L. E. (1984). The effects of knowledge on elementary science inquiry teaching. *Science Education*, 68, 39-51.

Tier: Tier 2

Activity - Auxiliary Science Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Auxiliary science teacher will instruct kindergarten, second, third, and fourth grade students, on a weekly basis, to supplement science skills and content knowledge taught in the classroom.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	General Fund	Auxiliary science teacher will be responsible for the implementation of this activity.

Activity - Classroom Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Building Principal and teacher leaders will conduct classroom walkthroughs on a monthly basis to monitor fidelity in classroom instruction.	Walkthrough	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	No Funding Required	The building Principal and teacher leaders will be responsible for the implementation of this activity.
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Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.

Activity - Science Weekly	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Science Weekly magazine to supplement and enhance science instruction.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$1426	Title I Schoolwide	All teachers and principal will be responsible for the implementation of this activity.

Strategy 3:

Technology in the Classroom - Teachers will use educational technology to support the learning of all students.

Category:

Research Cited: Research Cited: Bajcsy, R. (2002). Technology and learning. In Visions 2020: Transforming education and training through advanced technologies.

Washington, DC: U.S. Department of Commerce. [<http://www.technology.gov/reports/TechPolicy/2020Visions.pdf>]

Bakia, M., Shear, L., Toyama, Y., and Lasseter, A. (2012). Understanding the Implications of Online Learning for Educational Productivity (PDF). Washington, DC:

U.S. Department of Education, Office of Educational Technology.

Lemke, C., Coughlin, E., and Reifsneider, D. (2009). Technology in Schools: What the Research Says(PDF). Culver City, CA: Commissioned by Cisco.

Tamim, R.M., Bernard, R.M., Borokhovski, E., Abrami, P.C., Schmid, R. F. (2011). What Forty Years of Research Says About the Impact of Technology on Learning: A Second-Order Meta-Analysis and Validation Study. *Review of Educational Research*, 81(1), 4-28.

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Tier: Tier 1

Activity - MobyMax	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will visit the computer lab (three times weekly) to complete MobyMax sessions.	Technology , Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All classroom teachers and technology paraprofessional will be accountable for the implementation of this activity.
Activity - Interactive Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Mimios, iPads, and ELMOs to support instruction in the Roseville Community Schools Core Science Curriculum.	Technology	Tier 1	Implement	09/06/2016	06/12/2017	\$0	Title I Schoolwide	All classroom teachers will be accountable for the implementation of this activity.
Activity - Discovery Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Discovery Education to supplement the core science curriculum.	Technology , Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All classroom teachers will be accountable for the implementation of this activity.
Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.
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Strategy 4:

Classroom Instruction That Works - Train All Staff K-5, including special education, auxiliary and instructional aides in Classroom Instruction That Works

Category:

Research Cited: Brophy, J., & Good, T. (1986). Teacher behavior and student achievement. In M.Wittrock (Ed.), Handbook of research on teaching (pp. 328–375). New York: Macmillan.

Franke, M. L., Levi, L., & Empson, S. B. (1991). Children’s mathematics: Cognitively guided instruction. Portsmouth, NH: Heinemann.

Tymms, P. B., & Fitz-Gibbin, C. T. (1992). The relationship of homework to A-level results. Educational Research, 34(1), 3–10.

Tier: Tier 1

Activity - Setting Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will set objectives that are specific to state standards, connect objectives to previous learning and communicate objectives to students/parents, using strategies from Classroom Instruction That Works.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All staff will be accountable for the implementation of this activity.

Activity - Providing Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with feedback as to their progress towards objectives, using strategies from Classroom Instruction That Works.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All regular classroom teachers and support staff will be responsible for the implementation of this activity.

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Activity - Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with cooperative learning opportunities, using strategies from Classroom Instruction That Works.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All regular classroom teachers and support staff will be responsible for the implementation of this activity.
Activity - Technology Readiness Infrastructure Grant (TRIG)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff members will use TRIG technology to enhance Classroom Instruction That Works strategies.	Technology	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All classroom teachers will be accountable for the implementation of this activity.
Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	09/06/2016	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.
Activity - Classroom Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Building Principal and teacher leaders will conduct classroom walkthroughs on a monthly basis to monitor fidelity in Classroom Instruction That Works.	Walkthrough	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	No Funding Required	Building Principal and teacher leaders will be responsible for the implementation of this activity.
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Strategy 5:

Marzano Protocol - The Marzano Protocol monitors and supports implementation of research based strategies into classroom instruction.

Category: Learning Support Systems

Research Cited: "Investigating a Systematic Process to Develop Teacher Expertise: A Comparative Case Study" by Mielke, Paul George.

"Systemic Educational Coaching in the Middletown City School District: The Impact on Teacher Pedagogy"

"First Implementation Year Study for the Correlation of Value-Added Model Scores, Average Scores on Marzano Elements, and Quality Ratings for Pedagogy"

"Educational Leadership: Best of Educational Leadership 2003-2004: The Key to Classroom Management"

Tier: Tier 1

Activity - Total Participation Techniques	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Total Participation Techniques to increase cooperative learning in the classroom. Using a variety of cooperative learning techniques, teachers will actively and cognitively engage students in the learning process.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All teachers and principal will be responsible for the implementation of this activity.

Activity - Using Scales	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create learning scales that outline the specific skills students must obtain to reach academic goals.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All teachers and principal will be responsible for the implementation of this activity.

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Activity - Marzano Teacher Evaluation Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will conduct classroom walkthroughs and evaluate teachers using a complete set of practices directly related to improved student performance, organized into four domains that develop teacher expertise.	Walkthrough	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	No Funding Required	Principal will be responsible for the implementation of this activity.

Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	No Funding Required	All teachers and principal will be responsible for the implementation of this activity.

Strategy 6:

Extended Learning Time - Students will be given extended learning opportunities throughout the year.

Category: Learning Support Systems

Research Cited: Alexander, K. L., Entwisle, D. R., & Olson, L. S., (2007). Lasting consequences of the summer learning gap. *American Sociological Review*, 72(4), 167–180.

National Association for Year-Round Education. (2007). *Statistical summaries of year-round education programs, 2006–2007*. San Diego, CA: Author.

Worthen, B. R., & Zsiray, S. W. (1994). *What twenty years of educational studies reveal about year-round education*. Raleigh: North Carolina Educational Policy Research Center.

Tier: Tier 2

Activity - Summer Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will be invited to attend a six week extended learning program during the summer.	Academic Support Program	Tier 2	Implement	06/27/2016	08/11/2016	\$0	No Funding Required	Summer school staff and administration will be accountable for the implementation of this activity.
Activity - After school Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to design an after school tutoring program for at-risk students.	Academic Support Program	Tier 3	Getting Ready	09/08/2016	05/26/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.
Activity - Auxiliary Science Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Auxiliary science teacher will instruct kindergarten, second, third, and fourth grade students, on a weekly basis, to supplement science skills and content knowledge taught in the classroom.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	Auxiliary science teacher will be responsible for the implementation of this activity.
Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.

Strategy 7:

Data Driven Instruction - All staff will meet at least three times a year to review and analyze 2Inform data reports, MobyMax, MAP reports, and report cards to: make

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decisions about adjusting core instruction, identify students in need of Tier II and Tier III supports, and decide which students require additional diagnostics.

Category: Other - Data

Research Cited: Bright, G. W., and S. N. Friel. (1998). Graphical representations: Helping students interpret data. Reflections on statistics: Learning, teaching, and assessment in grades K–12 (pp. 6388). Mahwah, NJ: Erlbaum.

Choppin, J. (2002). Data use in practice: Examples from the school level. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, La.

Thorn, C. A. (2002). Data use in the classroom: The challenges of implementing data-based decision-making at the school level. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, La.

U.S. Department of Education, Office of Planning, Evaluation and Policy Development. (2010). Use of education data at the local level: From accountability to instructional improvement. Washington, D.C.: Author.

Tier: Tier 1

Activity - MobyMax Data Reports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
dfdsfd	Technology	Tier 1	Implement	05/02/2016	05/09/2016	\$0	Other	dfds

Activity - NWEA-MAP Data Reports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will meet at least three times a year to review and analyze NWEA-MAP data reports to: make decisions about adjusting core instruction, identify students in need of Tier II & Tier III supports, and decide which students require additional diagnostics.	Technology	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.

Activity - 2Inform Data Reports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will meet at least three times a year to review and analyze 2Inform data reports to: make decisions about adjusting core instruction, identify students in need of Tier II & Tier III supports, and decide which students require additional diagnostics.	Technology	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.

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Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.

Strategy 8:

Developing the English Language Learner - Accommodations and extra academic support will be given to ELL students.

Category: Learning Support Systems

Research Cited: August, D. (2002). Literacy for English-language learners: Four key issues. Paper presented at the U.S. Department of Education's Summit on English Language Acquisition, Washington, DC.

García, G. G., & Beltrán, D. (2003). Revisioning the blueprint: Building for the academic success of English learners. In G. G. García (Ed.), English learners: Reaching the highest level of English literacy (pp. 197-226). Newark, DE: International Reading Association.

Nagy, W. E., & Herman, P. A. (1987). Breadth and depth of vocabulary knowledge: Implications for acquisition and instruction. In M. G. McKeown & M. E. Curtis (Eds.), The nature of vocabulary acquisition. Hillsdale, N.J.: Lawrence Erlbaum Associates.

Slavin, R. E., & Cheung, A. (2003). Effective programs for English language learners: A best-evidence synthesis. Baltimore: Johns Hopkins University, CRESPAR.

Tier: Tier 2

Activity - ELL Tutors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL tutors will meet with targeted students weekly to work on reading skills to support math instruction.	Academic Support Program	Tier 2	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	MISD ELL tutors will be responsible for the implementation of this activity.

Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use Direct Instruction to instruct ELL students in science.	Academic Support Program	Tier 2	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.
Activity - Smarty Ants Online Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use the interactive program, Smarty Ants, which provides online differentiated instruction for all grade levels, K-5.	Technology , Academic Support Program	Tier 2	Implement	09/19/2016	05/26/2017	\$0	No Funding Required	MISD ELL tutors will be responsible for the implementation of this activity.
Activity - WiDA Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL students are tested annually using the WiDA assessment to track progress in English Language acquisition.	Technology , Other - Assessment	Tier 2	Monitor	03/01/2017	03/31/2017	\$0	No Funding Required	Literacy Coach will be responsible for the implementation of this activity.
Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 2	Evaluate	06/05/2017	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.

Strategy 9:

Community Involvement - Parents, families, educators and community members will form a partnership to assure that all students K-5 have the support and resources they need to succeed in school and in life.

Category: School Culture

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Research Cited: Jeynes, W.H. 2003. A meta-analysis: The effects of parental involvement on minority children's academic achievement. *Education & Urban Society* 35(2): 202-218.

Henderson, Anne T. and K.L. Mapp. 2002. *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. Austin, TX: National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory

Reynolds, Arthur and M. Clements. 2005. Parental Involvement and Children's School Success. In *School-Family Partnerships: Promoting the Social, Emotional, and Academic Growth of Children*, edited by E. Patrikakou et al. New York: Teachers College Press.

Zinth, K. 2005. Parental Involvement in Education. State Notes, Education Commission of the States. Denver. See www.ecs.org.

Tier: Tier 1

Activity - Open House/Annual Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will hold a parent informational meeting during Open House to explain policies, procedures, and assessment data.	Community Engagement	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	Principal will be responsible for the implementation of this activity.

Activity - Superintendent Discussion Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Superintendent will host a discussion group monthly which invites members of the community to a meeting that is open to all and serves as a vehicle to share news of district programs, policies and future plans.	Community Engagement	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	Superintendent will be responsible for the implementation of this activity.

Activity - Patton Parent Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will host monthly meetings with Patton Parent Club members to address building culture concerns.	Community Engagement	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	Principal will be responsible for the implementation of this activity.

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Activity - Business Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Patton Elementary will continue partnerships with the following local businesses: Hungry Howie's, Morley Candy, Costco, Target, Firehouse Subs, Culver's, Pot Belly Subs, and Box Tops for Education.	Community Engagement	Tier 1	Getting Ready	09/06/2016	06/12/2017	\$0	No Funding Required	Principal, staff, and parents will be responsible for the implementation of this activity.
Activity - Bright Smiles Dentistry	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bright Smiles Dentistry will provide free teeth cleanings, fluoride treatments, and cavity fillings for students at our school.	Community Engagement	Tier 1	Implement	11/02/2016	11/30/2016	\$0	No Funding Required	Principal and Bright Smiles Dentistry staff will be responsible for the implementation of this activity.
Activity - MEEMIC Grants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MEEMIC Insurance Agency will provide grants for qualified applicants to supplement instruction.	Community Engagement	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.

Goal 4: All students will become proficient in social studies

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 all strands in Social Studies by 06/10/2024 as measured by Spring, 2024 M-STEP.

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Strategy 1:

Core Social Studies Instruction - Teachers will use Roseville Community Schools social studies curriculum to instruct in skills and content knowledge.

Category:

Research Cited: Harvey, S., & Goudvis, A. (2007). *Strategies That Work*. Portland, ME: 2007.

Jones, J., & Leahy, S. (November 2006). *Developing Strategic Readers*. Science and Children.

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

<https://oaklandk12-public.rubiconatlas.org/>

Tier: Tier 1

Activity - District Social Studies Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Roseville Community Schools social studies curriculum to instruct in skills and content knowledge.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All classroom teachers will be accountable for the implementation of this activity.
Activity - Classroom Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Principal and teacher leaders will conduct classroom walkthroughs on a monthly basis to monitor fidelity in classroom instruction.	Walkthrough	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	No Funding Required	Building Principal and teacher leaders will conduct classroom walkthroughs on a monthly basis to monitor fidelity in classroom instruction.

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Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All classroom teachers will be accountable for the implementation of this activity.
Activity - Discovery Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Discovery Education to supplement the core social studies curriculum.	Technology, Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All classroom teachers will be accountable for the implementation of this activity.
Activity - Studies Weekly	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Studies Weekly to supplement and enhance the core social studies curriculum.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$1427	Title I Schoolwide	All teachers and principal will be responsible for the implementation of this activity.

Strategy 2:

Core Democratic Values - Teachers and students will participate in a variety of activities to support the instruction and understanding of the Core Democratic Values.

Category:

Research Cited: Harvey, S., & Goudvis, A. (2007). Strategies That Work. Portland, ME: 2007.

http://www.michigan.gov/documents/10-02_Core_democratic_Values_48832_7.pdf

http://www.michigan.gov/documents/10-02_Core_democratic_Values_48832_7.pdf

Improving Social Studies Achievement: Today and Tomorrow, Bruce Brousseau and Karen R. Todorov, September, 1998.

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CIVITAS-A Framework For Civic Education: National Council For Social Studies Bulletin, Bahmueller, Charles F., No. 86, 1991.

Tier: Tier 1

Activity - Student Council	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model the voting process by having each class elect two representatives for the school student council. Students will organize and participate in a variety of activities throughout the year.	Extra Curricular	Tier 1	Implement	09/26/2016	06/12/2017	\$0	No Funding Required	All classroom teachers will be accountable for the implementation of this activity.
Activity - Character Education Assembly	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will conduct several assemblies throughout the year focusing on appropriate student behavior in the classroom, on the bus, and in the community.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.
Activity - Caught Being Good Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Principal will provide incentives for positive behavior.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All classroom teachers and the Principal will be accountable for the implementation of this activity.
Activity - Recycling Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Recycling club members and staff sponsor will collect and recycle paper and plastic materials on a weekly basis and deliver to the local recycling center.	Other	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	Recycling Club staff sponsor and the Principal will be accountable for the implementation of this activity.
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Activity - Food Drive	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Council will sponsor a school-wide food drive for needy families in our community.	Community Engagement	Tier 1	Implement	10/03/2016	11/23/2016	\$0	No Funding Required	All staff will be accountable for the implementation of this activity.

Activity - Turkey Bucks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Council will sponsor the Turkey Bucks program, in which students donate money to purchase turkeys for needy families in the community.	Community Engagement	Tier 1	Implement	11/02/2016	11/23/2016	\$0	No Funding Required	All staff will be accountable for the implementation of this activity.

Activity - Patriotism Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students on the significance of Veterans Day, Memorial Day and Patriotism.	Academic Support Program	Tier 1	Implement	11/01/2016	06/12/2017	\$0	No Funding Required	All classroom teachers will be responsible for the implementation of the activity.

Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	No Funding Required	All staff will be accountable for the implementation of this activity.
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Strategy 3:

Classroom Instruction That Works - Train All Staff K-5, including special education, auxiliary and instructional aides in Classroom Instruction That Works.

Category:

Research Cited: Brophy, J., & Good, T. (1986). Teacher behavior and student achievement. In M. Wittrock (Ed.), Handbook of research on teaching (pp. 328–375). New York: Macmillan.

Franke, M. L., Levi, L., & Empson, S. B. (1991). Children's mathematics: Cognitively guided instruction. Portsmouth, NH: Heinemann.

Tymms, P. B., & Fitz-Gibbin, C. T. (1992). The relationship of homework to A-level results. Educational Research, 34(1), 3–10.

Tier: Tier 1

Activity - Setting Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will set objectives that are specific to state standards, connect objectives to previous learning and communicate objectives to students/parents, using strategies from Classroom Instruction That Works.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All staff will be accountable for the implementation of this activity.

Activity - Providing Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with feedback as to their progress towards objectives, using strategies from Classroom Instruction That Works.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All classroom teachers will be accountable for the implementation of this activity.

Activity - Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will provide students with cooperative learning opportunities, using strategies from Classroom Instruction That Works.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All classroom teachers will be accountable for the implementation of this activity.
Activity - Technology Readiness Infrastructure Grant	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff members will use TRIG technology to enhance Classroom Instruction That Works strategies.	Technology	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All classroom teachers will be accountable for the implementation of this activity.
Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet at the end of the year to ensure they analyze their impact and fidelity of implementation the way the strategy was intended and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	No Funding Required	All staff will be accountable for the implementation of this activity.
Activity - Classroom Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Principal and teacher leaders will conduct classroom walkthroughs on a monthly basis to monitor fidelity in Classroom Instruction That Works.	Walkthrough	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	No Funding Required	Building Principal and teacher leaders will be responsible for the implementation of this activity.

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Strategy 4:

Technology in the Classroom - Teachers will use educational technology to support the learning of all students.

Category:

Research Cited: Bajcsy, R. (2002). Technology and learning. In Visions 2020: Transforming education and training through advanced technologies. Washington, DC:

U.S. Department of Commerce. [<http://www.technology.gov/reports/TechPolicy/2020Visions.pdf>

Bakia, M., Shear, L., Toyama, Y., and Lasseter, A. (2012). Understanding the Implications of Online Learning for Educational Productivity (PDF). Washington, DC:

U.S. Department of Education, Office of Educational Technology.

Lemke, C., Coughlin, E., and Reifsneider, D. (2009). Technology in Schools: What the Research Says(PDF). Culver City, CA: Commissioned by Cisco.

Tamim, R.M., Bernard, R.M., Borokhovski, E., Abrami, P.C., Schmid, R. F. (2011). What Forty Years of Research Says About the Impact of Technology on Learning: A Second-Order Meta-Analysis and Validation Study. Review of Educational Research, 81(1), 4-28.

Tier: Tier 1

Activity - MobyMax	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will visit the computer lab (three times weekly) to complete MobyMax sessions.	Technology , Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All classroom teachers and technology paraprofessional will be accountable for the implementation of this activity.

Activity - Interactive Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Mimios, iPads, and ELMOs to support instruction in the Roseville Community Schools Core Science Curriculum.	Technology	Tier 1	Implement	09/06/2016	06/12/2017	\$0	Title I Schoolwide	All classroom teachers will be accountable for the implementation of this activity.

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Activity - Discovery Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Discovery Education to supplement the core social studies curriculum.	Technology , Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All classroom teachers will be accountable for the implementation of this activity.
Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.

Strategy 5:

Marzano Protocol - The Marzano Protocol monitors and supports implementation of research based strategies into classroom instruction.

Category: Learning Support Systems

Research Cited: "Investigating a Systematic Process to Develop Teacher Expertise: A Comparative Case Study" by Mielke, Paul George.

"Systemic Educational Coaching in the Middletown City School District: The Impact on Teacher Pedagogy"

"First Implementation Year Study for the Correlation of Value-Added Model Scores, Average Scores on Marzano Elements, and Quality Ratings for Pedagogy"

"Educational Leadership: Best of Educational Leadership 2003-2004: The Key to Classroom Management"

Tier: Tier 1

Activity - Total Participation Techniques	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use Total Participation Techniques to increase cooperative learning in the classroom. Using a variety of cooperative learning techniques, teachers will actively and cognitively engage students in the learning process.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All teachers and principal will be responsible for the implementation of this activity.
Activity - Using Scales	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create learning scales that outline the specific skills students must obtain to reach academic goals.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All teachers and principal will be responsible for the implementation of this activity.
Activity - Marzano Teacher Evaluation Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will conduct classroom walkthroughs and evaluate teachers using a complete set of practices directly related to improved student performance, organized into four domains that develop teacher expertise.	Walkthrough, Technology	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	No Funding Required	Principal will be responsible for the implementation of this activity.
Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	No Funding Required	All teachers and principal will be responsible for the implementation of this activity.

Strategy 6:

Extended Learning Time - Students will be given extended learning opportunities throughout the year.

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Category: Learning Support Systems

Research Cited: Alexander, K. L., Entwisle, D. R., & Olson, L. S., (2007). Lasting consequences of the summer learning gap. *American Sociological Review*, 72(4), 167–180.

National Association for Year-Round Education. (2007). *Statistical summaries of year-round education programs, 2006–2007*. San Diego, CA: Author.

Worthen, B. R., & Zsiray, S. W. (1994). *What twenty years of educational studies reveal about year-round education*. Raleigh: North Carolina Educational Policy Research Center.

Tier: Tier 2

Activity - Summer Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be invited to attend a six week extended learning program during the summer.	Academic Support Program	Tier 2	Implement	06/27/2016	08/11/2016	\$0	No Funding Required	Summer school staff and administration will be accountable for the implementation of this activity.
Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to design an after school tutoring program for at-risk students.	Academic Support Program	Tier 3	Getting Ready	09/08/2016	05/26/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.
Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.
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Strategy 7:

Developing the English Language Learner - Accommodations and extra academic support will be given to ELL students.

Category: Learning Support Systems

Research Cited:

August, D. (2002). Literacy for English-language learners: Four key issues. Paper presented at the U.S. Department of Education's Summit on English Language Acquisition, Washington, DC.

García, G. G., & Beltrán, D. (2003). Revisioning the blueprint: Building for the academic success of English learners. In G. G. García (Ed.), English learners: Reaching the highest level of English literacy (pp. 197-226). Newark, DE: International Reading Association.

Nagy, W. E., & Herman, P. A. (1987). Breadth and depth of vocabulary knowledge: Implications for acquisition and instruction. In M. G. McKeown & M. E. Curtis (Eds.), The nature of vocabulary acquisition. Hillsdale, N.J.: Lawrence Erlbaum Associates.

Slavin, R. E., & Cheung, A. (2003). Effective programs for English language learners: A best-evidence synthesis. Baltimore: Johns Hopkins University, CRESPAR.

Tier: Tier 2

Activity - ELL Tutor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL tutors will meet with targeted students weekly to work on reading skills to support math instruction.	Academic Support Program	Tier 2	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	MISD ELL tutors will be responsible for the implementation of this activity.

Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use Direct Instruction to instruct ELL students in social studies.	Academic Support Program	Tier 2	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.
Activity - Smarty Ants Online Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use the interactive program, Smarty Ants, which provides online differentiated instruction for all grade levels, K-5.	Technology , Academic Support Program	Tier 2	Implement	09/19/2016	05/26/2017	\$0	No Funding Required	MISD ELL tutors will be responsible for the implementation of this activity.
Activity - WiDA Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL students are tested annually using the WiDA assessment to track progress in English Language acquisition.	Other - Assessment	Tier 2	Monitor	03/01/2017	03/31/2017	\$0	No Funding Required	Literacy Coach will be responsible for the implementation of this activity.
Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 2	Evaluate	06/05/2017	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.

Strategy 8:

Data Driven Instruction - All staff will meet at least three times a year to review and analyze 2Inform data reports, MobyMax, MAP reports, and report cards to: make decisions about adjusting core instruction, identify students in need of Tier II and Tier III supports, and decide which students require additional diagnostics.

Category: Other - Data

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Research Cited: Bright, G. W., and S. N. Friel. (1998). Graphical representations: Helping students interpret data. Reflections on statistics: Learning, teaching, and assessment in grades K–12 (pp. 6388). Mahwah, NJ: Erlbaum.

Choppin, J. (2002). Data use in practice: Examples from the school level. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, La.

Thorn, C. A. (2002). Data use in the classroom: The challenges of implementing data-based decision-making at the school level. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, La.

U.S. Department of Education, Office of Planning, Evaluation and Policy Development. (2010). Use of education data at the local level: From accountability to instructional improvement. Washington, D.C.: Author.

Tier: Tier 1

Activity - MobyMax Data Reports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will meet at least three times a year to review and analyze MobyMax data reports to: make decisions about adjusting core instruction, identify students in need of Tier II & Tier III supports, and decide which students require additional diagnostics.	Technology	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.
Activity - NWEA-MAP Data Reports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will meet at least three times a year to review and analyze NWEA-MAP data reports to: make decisions about adjusting core instruction, identify students in need of Tier II & Tier III supports, and decide which students require additional diagnostics.	Other - Data	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.
Activity - 2Inform Data Reports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All staff will meet at least three times a year to review and analyze 2Inform data reports to: make decisions about adjusting core instruction, identify students in need of Tier II & Tier III supports, and decide which students require additional diagnostics.	Other - Data	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.
Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.

Strategy 9:

Community Involvement - Parents, families, educators and community members will form a partnership to assure that all students K-5 have the support and resources they need to succeed in school and in life.

Category: School Culture

Research Cited: Jaynes, W.H. 2003. A meta-analysis: The effects of parental involvement on minority children's academic achievement. *Education & Urban Society* 35(2): 202-218.

Henderson, Anne T. and K.L. Mapp. 2002. *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. Austin, TX: National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory

Reynolds, Arthur and M. Clements. 2005. Parental Involvement and Children's School Success. In *School-Family Partnerships: Promoting the Social, Emotional, and Academic Growth of Children*, edited by E. Patrikakou et al. New York: Teachers College Press.

Zinth, K. 2005. Parental Involvement in Education. State Notes, Education Commission of the States. Denver. See www.ecs.org.

Tier: Tier 1

Activity - Open House/Annual Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Principal will hold a parent informational meeting during Open House to explain policies, procedures, and assessment data.	Community Engagement	Tier 1	Implement	09/06/2016	09/27/2016	\$0	No Funding Required	Principal will be responsible for the implementation of this activity.
Activity - Superintendent Discussion Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Superintendent will host a discussion group monthly which invites members of the community to a meeting that is open to all and serves as a vehicle to share news of district programs, policies and future plans.	Community Engagement	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	Superintendent will be responsible for the implementation of this activity.
Activity - Patton Parent Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will host monthly meetings with Patton Parent Club members to address building culture concerns.	Community Engagement	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	Principal will be responsible for the implementation of this activity.
Activity - Business Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Patton Elementary will continue partnerships with the following local businesses: Hungry Howie's, Morley Candy, Costco, Target, Firehouse Subs, Culver's, Pot Belly Subs, and Box Tops for Education.	Community Engagement	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	Principal, staff, and parents will be responsible for the implementation of this activity.
Activity - Bright Smiles Dentistry	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Bright Smiles Dentistry will provide free teeth cleanings, fluoride treatments, and cavity fillings for students at our school.	Community Engagement	Tier 1	Implement	11/02/2016	11/30/2016	\$0	No Funding Required	Principal and Bright Smiles Dentistry staff will be responsible for the implementation of this activity
Activity - MEEMIC Grants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MEEMIC Insurance Agency will provide grants for qualified applicants to supplement instruction.	Community Engagement	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.

Goal 5: All students will become proficient writers.

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 across all content areas in Writing by 06/10/2024 as measured by Spring, 2024 M-STEP..

Strategy 1:

Direct Instruction - Teachers/staff will use direct instructional/supplemental materials to improve writing skills.

Category:

Research Cited: Atlas Rubicon: <http://oaklandk12-public.rubiconatlas.org>

Calkins, Lucy website: www.readingandwritingproject.com

Linda Darling-Hammond, Ph.D. Stanford University Professor and nationally known researcher: <http://www.edutopia.org/international-teaching-learning-assessment-video>

Smarter Balance <http://www.smarterbalanced.org/smarter-balanced-assessments/> Scroll down to Zip files grades 3-5, 6-8, 9-11

Adams, G. & Englemann, S. (1996) Research on Direct Instruction: 25 years beyond DISTAR. Seattle, WA. Educational Achievement Systems.

Bredenkamp, S., al. e. (2000) Learning to Read and Write: Developmentally Appropriate Practices for Young Children. Washington DC: The National Association for the Education of Young Children.

School Improvement Plan

Lucile S. Patton Elem. School

Harvey, S., Goudvis, A. (2007) Strategies That Work. Portland, ME 2007.

Developmental Studies Center. "Being a Writer"

Tier: Tier 1

Activity - MAISA Writing Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model specific writing strategies through scripted lessons and provide guided practice. Students will incorporate these skills into their writing pieces.	Direct Instruction	Tier 1	Implement	09/06/2016	06/12/2017	\$0	General Fund	All classroom teachers and technology paraprofessional will be accountable for the implementation of this activity.

Activity - Reading Mastery (Language) (K-5)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will assess and place students in leveled groups for the Reading Mastery (Language) program. Explicit direct instruction in writing will be done on a daily basis for the duration of the school year.	Direct Instruction	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All regular classroom teachers and support staff will be responsible for the implementation of this activity.

Activity - MAISA Writing Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing teachers will participate in MAISA Writing professional development.	Professional Learning	Tier 1	Getting Ready	08/22/2016	04/24/2017	\$800	Title II Part A	All regular classroom teachers and support staff will be responsible for the implementation of this activity.

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Activity - Intervention for Title I At-Risk Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coach/staff will assess and place students in small groups for intervention, remedies for writing instruction.	Academic Support Program	Tier 2	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	Literacy Coach/staff will be accountable for the implementation of this activity.
Activity - Classroom Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Principal and teacher leaders will conduct classroom walkthroughs on a monthly basis to monitor fidelity in classroom instruction.	Walkthrough	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	No Funding Required	The building Principal and teacher leaders will be responsible for the implementation of this activity.
Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.

Strategy 2:

Classroom Instruction That Works - Teachers will set objectives that are specific to Common Core State Standards, connect objectives to previous learning, and communicate objectives to students/parents, using strategies from Classroom Instruction That Works.

Category:

Research Cited: Brophy, J., & Good, T. (1986). Teacher behavior and student achievement. In M. Wittrock (Ed.), Handbook of research on teaching (pp. 328–375). New York: Macmillan.

Franke, M. L., Levi, L., & Empson, S. B. (1991). Children's mathematics: Cognitively guided instruction. Portsmouth, NH: Heinemann.

Tymms, P. B., & Fitz-Gibbin, C. T. (1992). The relationship of homework to A-level results. Educational Research, 34(1), 3–10.

School Improvement Plan

Lucile S. Patton Elem. School

Tier: Tier 1

Activity - Setting Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will set objectives that are specific to Common Core State Standards, connect objectives to previous learning, and communicate objectives to students/parents, using strategies from Classroom Instruction That Works.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All regular classroom teachers and support staff will be responsible for the implementation of this activity.
Activity - Providing Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with feedback as to their progress towards objectives, using strategies from Classroom Instruction That Works.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All regular classroom teachers and support staff will be responsible for the implementation of this activity.
Activity - Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with Cooperative Learning opportunities, using strategies from classroom Instruction That Works.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All regular classroom teachers and support staff will be responsible for the implementation of this activity.
Activity - Technology Readiness Infrastructure Grant (TRIG)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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All staff members will use TRIG technology to enhance Classroom Instruction That Works strategies.	Technology	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All regular classroom teachers and support staff will be responsible for the implementation of this activity.
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Activity - Classroom Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Principal and teacher leaders will conduct classroom walkthroughs on a monthly basis to monitor fidelity in Classroom Instruction That Works.	Walkthrough	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	No Funding Required	The building Principal and teacher leaders will be responsible for the implementation of this activity.

Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	No Funding Required	All regular classroom teachers and support staff will be responsible for the implementation of this activity.

Strategy 3:

Extended Learning Time - Extended Learning Time - Writing - Students will be given extended learning opportunities throughout the year.

Category:

Research Cited: Alexander, K. L., Entwisle, D. R., & Olson, L. S., (2007). Lasting consequences of the summer learning gap. *American Sociological Review*, 72(4), 167–180.

National Association for Year-Round Education. (2007). *Statistical summaries of year-round education programs, 2006–2007*. San Diego, CA: Author.

Worthen, B. R., & Zsiray, S. W. (1994). *What twenty years of educational studies reveal about year-round education*. Raleigh: North Carolina Educational Policy

School Improvement Plan

Lucile S. Patton Elem. School

Research Center.

Tier: Tier 2

Activity - Summer Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be invited to attend a six week extended learning program during the summer.	Academic Support Program	Tier 2	Monitor	06/27/2016	08/11/2016	\$0	No Funding Required	Summer school staff and administration will be accountable for the implementation of this activity.
Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to design an after school tutoring program for at risk students. Reading A-Z and Writing A-Z will be used as resources for this program.	Academic Support Program	Tier 3	Getting Ready	09/06/2016	05/26/2017	\$0	Title I Schoolwide	All staff will be responsible for the implementation of this activity.
Activity - First Grade Family Literacy Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
First grade students and their families will participate in an afternoon of literacy activities and games.	Parent Involvement	Tier 1	Implement	11/02/2016	11/02/2016	\$0	Title I Schoolwide	First grade teachers and literacy coach will be accountable for the implementation of this activity.
Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.
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Strategy 4:

Technology in the Classroom - Teachers will use educational technology to support the learning of all students.

Category:

Research Cited: Bakia, M., Shear, L., Toyama, Y., and Lasseter, A. (2012). Understanding the Implications of Online Learning for Educational Productivity (PDF).

Washington, DC: U.S. Department of Education, Office of Educational Technology.

Lemke, C., Coughlin, E., and Reifsneider, D. (2009). Technology in Schools: What the Research Says(PDF). Culver City, CA: Commissioned by Cisco.

Tamim, R.M., Bernard, R.M., Borokhovski, E., Abrami, P.C., Schmid, R. F. (2011). What Forty Years of Research Says About the Impact of Technology on Learning: A Second-Order Meta-Analysis and Validation Study. Review of Educational Research, 81(1), 4-28.

Tier: Tier 3

Activity - MobyMax	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will visit the computer lab (three times weekly) to complete MobyMax sessions on language arts.	Technology	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	No Funding Required	All classroom teachers and technology paraprofessional will be accountable for the implementation of this activity.

Activity - Interactive Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use Mimios, iPads, and ELMOs to support writing instruction in the classroom.	Technology	Tier 1	Getting Ready	09/06/2016	06/12/2017	\$0	Title I Schoolwide	All classroom teachers and technology paraprofessional will be accountable for the implementation of this activity.
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Activity - Technology Readiness Infrastructure Grant	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and administrator will complete the Technology Readiness Infrastructure Grant (TRIG) Classroom Readiness Course.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/12/2017	\$0	No Funding Required	All classroom teachers and technology paraprofessional will be accountable for the implementation of this activity.

Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.

Strategy 5:

Marzano Protocol - The Marzano Protocol monitors and supports implementation of research based strategies into classroom instruction.

Category: Learning Support Systems

Research Cited: "Investigating a Systematic Process to Develop Teacher Expertise: A Comparative Case Study" by Mielke, Paul George.

"Systemic Educational Coaching in the Middletown City School District: The Impact on Teacher Pedagogy"

"First Implementation Year Study for the Correlation of Value-Added Model Scores, Average Scores on Marzano Elements, and Quality Ratings for Pedagogy"

"Educational Leadership: Best of Educational Leadership 2003-2004: The Key to Classroom Management"

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Tier: Tier 1

Activity - Total Participation Techniques	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Total Participation Techniques to increase cooperative learning in the classroom. Using a variety of cooperative learning techniques, teachers will actively and cognitively engage students in the learning process.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All teachers and principal will be responsible for the implementation of this activity.
Activity - Using Scales	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create learning scales that outline the specific skills students must obtain to reach academic goals.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All teachers and principal will be responsible for the implementation of this activity.
Activity - Marzano Teacher Evaluation Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will conduct classroom walkthroughs and evaluate teachers using a complete set of practices directly related to improved student performance, organized into four domains that develop teacher expertise.	Walkthrough, Technology	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	Principal will be responsible for the implementation of this activity.
Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	No Funding Required	All teachers and principal will be responsible for the implementation of this activity.
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Strategy 6:

Data Driven Instruction - All staff will meet at least three times a year to review and analyze 2Inform data reports, MobyMax, MAP reports, and report cards to: make decisions about adjusting core instruction, identify students in need of Tier II and Tier III supports, and decide which students require additional diagnostics.

Category: Other - Data

Research Cited: Bright, G. W., and S. N. Friel. (1998). Graphical representations: Helping students interpret data. Reflections on statistics: Learning, teaching, and assessment in grades K–12 (pp. 6388). Mahwah, NJ: Erlbaum.

Choppin, J. (2002). Data use in practice: Examples from the school level. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, La.

Thorn, C. A. (2002). Data use in the classroom: The challenges of implementing data-based decision-making at the school level. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, La.

U.S. Department of Education, Office of Planning, Evaluation and Policy Development. (2010). Use of education data at the local level: From accountability to instructional improvement. Washington, D.C.: Author.

Tier: Tier 1

Activity - MobyMax Data Reports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will meet at least three times a year to review and analyze MobyMax data reports to: make decisions about adjusting core instruction, identify students in need of Tier II & Tier III supports, and decide which students require additional diagnostics.	Technology	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.

Activity - NWEA-MAP Data Reports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All staff will meet at least three times a year to review and analyze NWEA-MAP data reports to: make decisions about adjusting core instruction, identify students in need of Tier II & Tier III supports, and decide which students require additional diagnostics.	Technology	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.
Activity - 2Inform Data Reports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will meet at least three times a year to review and analyze 2Inform data reports to: make decisions about adjusting core instruction, identify students in need of Tier II & Tier III supports, and decide which students require additional diagnostics.	Technology	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.
Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.

Strategy 7:

Developing the English Language Learner - Accommodations and extra academic support will be given to ELL students.

Category: Learning Support Systems

Research Cited: August, D. (2002). Literacy for English-language learners: Four key issues. Paper presented at the U.S. Department of Education's Summit on English Language Acquisition, Washington, DC.

García, G. G., & Beltrán, D. (2003). Revisioning the blueprint: Building for the academic success of English learners. In G. G. García (Ed.), English learners: Reaching the highest level of English literacy (pp. 197-226). Newark, DE: International Reading Association.

Nagy, W. E., & Herman, P. A. (1987). Breadth and depth of vocabulary knowledge: Implications for acquisition and instruction. In M. G. McKeown & M. E. Curtis (Eds.), The nature of vocabulary acquisition. Hillsdale, N.J.: Lawrence Erlbaum Associates.

Slavin, R. E., & Cheung, A. (2003). Effective programs for English language learners: A best-evidence synthesis. Baltimore: Johns Hopkins University, CRESPAR.

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Tier: Tier 2

Activity - ELL Tutors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL tutors will meet with targeted students weekly to work on reading skills to support math instruction.	Academic Support Program	Tier 2	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	MISD ELL tutors will be responsible for the implementation of this activity.
Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Direct Instruction to instruct ELL students in writing.	Academic Support Program	Tier 2	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.
Activity - Smarty Ants Online Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use the interactive program, Smarty Ants, which provides online differentiated instruction for all grade levels, K-5.	Technology , Academic Support Program	Tier 2	Implement	09/19/2016	05/26/2017	\$0	No Funding Required	MISD ELL tutors will be responsible for the implementation of this activity.
Activity - WiDA Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL students are tested annually using the WiDA assessment to track progress in English Language acquisition.	Other - Assessment	Tier 2	Monitor	03/01/2017	03/31/2017	\$0	No Funding Required	Literacy Coach will be responsible for the implementation of this activity.

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Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 2	Evaluate	06/05/2017	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.

Strategy 8:

Community Involvement - Parents, families, educators and community members will form a partnership to assure that all students K-5 have the support and resources they need to succeed in school and in life.

Category: School Culture

Research Cited: Jaynes, W.H. 2003. A meta-analysis: The effects of parental involvement on minority children's academic achievement. *Education & Urban Society* 35(2): 202-218.

Henderson, Anne T. and K.L. Mapp. 2002. *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. Austin, TX: National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory

Reynolds, Arthur and M. Clements. 2005. Parental Involvement and Children's School Success. In *School-Family Partnerships: Promoting the Social, Emotional, and Academic Growth of Children*, edited by E. Patrikakou et al. New York: Teachers College Press.

Zinth, K. 2005. Parental Involvement in Education. State Notes, Education Commission of the States. Denver. See www.ecs.org.

Tier: Tier 1

Activity - Open House/Annual Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will hold a parent informational meeting during Open House to explain policies, procedures, and assessment data.	Community Engagement	Tier 1	Implement	09/06/2016	09/27/2016	\$0	No Funding Required	Principal will be responsible for the implementation of this activity.

Activity - Superintendent Discussion Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Superintendent will host a discussion group monthly which invites members of the community to a meeting that is open to all and serves as a vehicle to share news of district programs, policies and future plans.	Community Engagement	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	Superintendent will be responsible for the implementation of this activity.
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Activity - Patton Parent Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will host monthly meetings with Patton Parent Club members to address building culture concerns.	Community Engagement	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	Principal will be responsible for the implementation of this activity.

Activity - Business Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Patton Elementary will continue partnerships with the following local businesses: Hungry Howie's, Morley Candy, Costco, Target, Firehouse Subs, Culver's, Pot Belly Subs, and Box Tops for Education.	Community Engagement	Tier 1	Implement	09/06/2016	06/12/2017	\$0	No Funding Required	Principal, staff, and parents will be responsible for the implementation of this activity.

Activity - Bright Smiles Dentistry	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bright Smiles Dentistry will provide free teeth cleanings, fluoride treatments, and cavity fillings for students at our school.	Community Engagement	Tier 1	Implement	11/02/2016	11/30/2016	\$0	No Funding Required	Principal and Bright Smiles Dentistry staff will be responsible for the implementation of this activity.

Activity - MEEMIC Grants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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MEEMIC Insurance Agency will provide grants for qualified applicants to supplement instruction.	Community Engagement	Tier 1	Implement	09/06/2016	05/31/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.
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Goal 6: All students at Patton Elementary will establish collaborative agreements of acceptable behavior.

Measurable Objective 1:

collaborate to establish acceptable behavior expectations. by 06/12/2017 as measured by disciplinary referrals..

Strategy 1:

Capturing Kids' Hearts - Capturing Kids' Hearts helps teachers create high-achieving centers of learning by strengthening students' connectedness to others through enhancing healthy bonds with their teachers and establishing collaborative agreements of acceptable behavior.

Category: School Culture

Research Cited: Chall, J.S. (1967). Learning to Read: The Great Debate. New York: McGrawHill.

Cook, B.G. & Cook, L. (2004). Bringing science into the classroom by basing craft on research. J. Learning Disabilities, 37(3): 240247.

Crockett, J.B. (2004). Supporting science in the schoolhouse: Four ideas to foster effective instruction in contemporary schools. Introduction to the Special Issue. J. Learning Disabilities, 37(3): 186188.

Shohamy, D., Myers, C.E., Onlaor, S., & Gluck, M.A. (2004). Role of the basal ganglia in category learning: How do patients with Parkinson's disease learn? Behavioral Neuroscience, 118(4): 676686.

Swanson, H. L. (2001). Searching for the best model for instructing students with learning disabilities. Focus on Exceptional Children, pp. 118.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers, staff, and administrators learn and practice skills they will use and model in their classrooms.	Professional Learning	Tier 1	Getting Ready	08/29/2016	09/01/2016	\$15000	Title II Part A	All staff members will be responsible for the implementation of this activity.
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Activity - EXCEL Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The EXCEL Model teaches how to create a safe, effective environment for learning.	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.

Activity - Strategy Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	No Funding Required	All staff will be responsible for the implementation of this activity.

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
Family Game Night	Patton students and their families will participate in an evening of math games and activities. All games will be raffled off to participating families.	Supplemental Materials, Parent Involvement, Academic Support Program	Tier 1	Implement	03/09/2017	03/09/2017	\$500	All classroom teachers and support staff will be responsible for the implementation of this activity.
Interactive Technology	Teachers will use Mimios, iPads, and ELMOs to support instruction in Reading Mastery, Corrective Reading, and Horizons.	Technology	Tier 1	Getting Ready	09/06/2016	06/12/2017	\$0	All classroom teachers will be accountable for the implementation of this activity.
Studies Weekly	Teachers will use Studies Weekly to supplement and enhance the core social studies curriculum.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$1427	All teachers and principal will be responsible for the implementation of this activity.
Learning Game Day	Parents will be invited to join their child for an afternoon participating in educational games. Each family will be provided with a game to take home.	Supplemental Materials, Parent Involvement, Academic Support Program	Tier 1	Implement	05/26/2017	05/26/2017	\$0	All staff will be responsible for the implementation of this activity.

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Intervention for Title I At-Risk Students	Literacy Coach/staff will assess and place students in small groups for Early Interventions in Reading, remedies for Reading Mastery, and fluency practice.	Academic Support Program	Tier 2	Implement	09/06/2016	06/12/2017	\$0	Literacy Coach/staff will be accountable for the implementation of this activity.
After School Tutoring	Staff will collaborate to design an after school tutoring program for at risk students. Reading A-Z and Writing A-Z will be used as resources for this program.	Academic Support Program	Tier 3	Getting Ready	09/06/2016	05/26/2017	\$0	All staff will be responsible for the implementation of this activity.
First Grade Family Literacy Day	First grade students and their families will participate in an afternoon of literacy activities and games.	Parent Involvement	Tier 1	Implement	11/02/2016	11/02/2016	\$200	First grade teachers and literacy coach will be accountable for the implementation of this activity.
Science Weekly	Teachers will use Science Weekly magazine to supplement and enhance science instruction.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$1426	All teachers and principal will be responsible for the implementation of this activity.
Family Game Night	Patton students and their families will participate in an evening of literacy games and activities. All games will be raffled off to participating families.	Supplemental Materials, Parent Involvement, Academic Support Program	Tier 1	Implement	03/10/2016	03/10/2016	\$0	All staff will be responsible for the implementation of this activity.
Intervention for Title I At-Risk Students	Math Aide/staff will assess and place students in small groups for intervention and remedies for Connecting Math Concepts.	Academic Support Program	Tier 3	Implement	09/06/2016	06/12/2017	\$19723	Math Aide/staff will be accountable for the implementation of this activity.

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Interactive Technology	Teachers will use Mimios, iPads, and ELMOs to support instruction in the Roseville Community Schools Core Science Curriculum.	Technology	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All classroom teachers will be accountable for the implementation of this activity.
MobyMax	Students will visit the computer lab (three times weekly) to complete MobyMax sessions on math.	Technology	Tier 2	Implement	09/06/2016	06/12/2017	\$699	All classroom teachers and technology paraprofessional will be accountable for the implementation of this activity.
Interactive Technology	Teachers will use Mimios, iPads, and ELMOs to support instruction in the Roseville Community Schools Core Science Curriculum.	Technology	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All classroom teachers will be accountable for the implementation of this activity.
Interactive Technology	Teachers will use Mimios, iPads, and ELMOs to support writing instruction in the classroom.	Technology	Tier 1	Getting Ready	09/06/2016	06/12/2017	\$0	All classroom teachers and technology paraprofessional will be accountable for the implementation of this activity.

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First Grade Family Literacy Day	First grade students and their families will participate in an afternoon of literacy activities and games.	Parent Involvement	Tier 1	Implement	11/02/2016	11/02/2016	\$0	First grade teachers and literacy coach will be accountable for the implementation of this activity.
Raz-Kids	Literacy Coach will supplement reading instruction using Raz-Kids. Students will have access to this program at home to promote parent support and involvement.	Technology, Parent Involvement, Academic Support Program	Tier 3	Getting Ready	09/06/2016	06/12/2017	\$90	Literacy Coach will be responsible for the implementation of this activity.

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Corrective Reading	Literacy Coach/staff will assess and place students in leveled groups for the Corrective Reading program. Explicit direct instruction in decoding, fluency, and comprehension will be done on a daily basis for the duration of the school year.	Direct Instruction	Tier 3	Implement	09/06/2016	06/12/2017	\$0	Literacy Coach will be accountable for the implementation of this activity.
Horizons	Literacy coach/staff will assess and place students in the Horizons program. Explicit direct instruction will be done in decoding, fluency, and comprehension on a daily basis for the duration of the school year.	Academic Support Program	Tier 2	Implement	09/06/2016	06/12/2017	\$0	All classroom teachers and Literacy Coach will be accountable for the implementation of this activity.

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After School Tutoring	Staff will collaborate to design an after school tutoring program for at risk students.	Academic Support Program	Tier 3	Getting Ready	09/08/2015	05/27/2016	\$2000	All staff will be responsible for the implementation of this activity.
After School Tutoring	Staff will collaborate to design an after school tutoring program for at risk students.	Academic Support Program	Tier 3	Getting Ready	09/06/2016	05/25/2017	\$0	All staff will be responsible for the implementation of this activity.

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MobyMax Data Reports	dfdsfd	Technology	Tier 1	Implement	05/02/2016	05/09/2016	\$0	dfds

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers, staff, and administrators learn and practice skills they will use and model in their classrooms.	Professional Learning	Tier 1	Getting Ready	08/29/2016	09/01/2016	\$15000	All staff members will be responsible for the implementation of this activity.
Reading Mastery Consultants	Reading Mastery consultants will observe classroom teachers teaching Reading Mastery. They will provide guidance and support for instruction.	Professional Learning	Tier 1	Monitor	10/10/2016	06/12/2017	\$0	All regular classroom teachers and Reading Mastery consultant will be accountable for the implementation of this activity.

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MAISA Writing Professional Development	Writing teachers will participate in MAISA Writing professional development.	Professional Learning	Tier 1	Getting Ready	08/22/2016	04/24/2017	\$800	All regular classroom teachers and support staff will be responsible for the implementation of this activity.
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
2Inform Data Reports	All staff will meet at least three times a year to review and analyze 2Inform data reports to: make decisions about adjusting core instruction, identify students in need of Tier II & Tier III supports, and decide which students require additional diagnostics.	Technology	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	All regular classroom teachers and support staff will be accountable for the implementation of this activity.
Reading Mastery (K-5)	Staff will assess and place students in leveled groups for the Reading Mastery program. Explicit direct instruction in comprehension, decoding, and fluency will be done on a daily basis for the duration of the school year.	Direct Instruction	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All regular classroom teachers/staff will be responsible for the implementation of this activity.
Summer Program	Students will be invited to attend a six week extended learning program during the summer.	Academic Support Program	Tier 2	Monitor	06/27/2016	08/11/2016	\$0	Summer school staff and administration will be accountable for the implementation of this activity.

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Connecting Math Concepts (K-5)	Staff will assess and place students in leveled groups for the Connecting Math Concepts program. Explicit direct instruction in mathematics will be done on a daily basis for the duration of the school year.	Direct Instruction	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All regular classroom teachers/staff will be accountable for the implementation of this activity.
2Inform Data Reports	All staff will meet at least three times a year to review and analyze 2Inform data reports to: make decisions about adjusting core instruction, identify students in need of Tier II & Tier III supports, and decide which students require additional diagnostics.	Technology	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	All regular classroom teachers and support staff will be accountable for the implementation of this activity.
Summer Program	Students will be invited to attend a six week extended learning program during the summer.	Academic Support Program	Tier 2	Monitor	06/27/2016	08/11/2016	\$0	Summer school staff and administration will be accountable for the implementation of this activity.
MAISA Writing Lessons	Teachers will model specific writing strategies through scripted lessons and provide guided practice. Students will incorporate these skills into their writing pieces.	Direct Instruction	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All classroom teachers and technology paraprofessional will be accountable for the implementation of this activity.
Auxiliary Science Instruction	Auxiliary science teacher will instruct kindergarten, second, third, and fourth grade students, on a weekly basis, to supplement science skills and content knowledge taught in the classroom.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	Auxiliary science teacher will be responsible for the implementation of this activity.

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NWEA MAP Testing	Students will be assessed three times annually using MAP.	Technology	Tier 1	Evaluate	09/08/2015	06/10/2016	\$0	AIMSweb assessment team will be accountable for the implementation of this activity.
NWEA MAP Testing	Students will be assessed three times annually using MAP testing.	Technology	Tier 1	Evaluate	09/06/2016	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
NWEA-MAP Data Reports	All staff will meet at least three times a year to review and analyze NWEA-MAP data reports to: make decisions about adjusting core instruction, identify students in need of Tier II & Tier III supports, and decide which students require additional diagnostics.	Technology	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All regular classroom teachers and support staff will be accountable for the implementation of this activity.
NWEA-MAP Data Reports	All staff will meet at least three times a year to review and analyze NWEA-MAP data reports to: make decisions about adjusting core instruction, identify students in need of Tier II & Tier III supports, and decide which students require additional diagnostics.	Technology	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	All regular classroom teachers and support staff will be accountable for the implementation of this activity.

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Discovery Education	Teachers will use Discovery Education to supplement the core science curriculum.	Technology , Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All classroom teachers will be accountable for the implementation of this activity.
MEEMIC Grants	MEEMIC Insurance Agency will provide grants for qualified applicants to supplement instruction.	Community Engagement	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
MobyMax Data Reports	All staff will meet at least three times a year to review and analyze MobyMax data reports to: make decisions about adjusting core instruction, identify students in need of Tier II & Tier III supports, and decide which students require additional diagnostics.	Technology	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All regular classroom teachers and support staff will be accountable for the implementation of this activity.
Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	All teachers and principal will be responsible for the implementation of this activity.
Summer Program	Students will be invited to attend a six week extended learning program during the summer.	Academic Support Program	Tier 2	Implement	06/27/2016	08/11/2016	\$0	Summer school staff and administration will be accountable for the implementation of this activity.

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Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
Superintendent Discussion Groups	Superintendent will host a discussion group monthly which invites members of the community to a meeting that is open to all and serves as a vehicle to share news of district programs, policies and future plans.	Community Engagement	Tier 1	Implement	09/06/2016	06/12/2017	\$0	Superintendent will be responsible for the implementation of this activity.
Interactive Technology	Teachers will use Mimios, iPads, and ELMO's to support instruction in Connecting Math Concepts.	Technology	Tier 1	Getting Ready	09/06/2016	06/12/2017	\$0	All classroom teachers will be accountable for the implementation of this activity.
Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	09/06/2016	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 2	Evaluate	06/05/2017	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.

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After School Tutoring	Staff will collaborate to design an after school tutoring program for at-risk students.	Academic Support Program	Tier 3	Getting Ready	09/08/2016	05/26/2017	\$0	All staff will be responsible for the implementation of this activity.
Bright Smiles Dentistry	Bright Smiles Dentistry will provide free teeth cleanings, fluoride treatments, and cavity fillings for students at our school.	Community Engagement	Tier 1	Implement	11/02/2016	11/30/2016	\$0	Principal and Bright Smiles Dentistry staff will be responsible for the implementation of this activity.
Bright Smiles Dentistry	Bright Smiles Dentistry will provide free teeth cleanings, fluoride treatments, and cavity fillings for students at our school.	Community Engagement	Tier 1	Implement	11/02/2016	11/30/2016	\$0	Principal and Bright Smiles Dentistry staff will be responsible for the implementation of this activity.
WiDA Assessment	ELL students are tested annually using the WiDA assessment to track progress in English Language acquisition.	Other - Assessment	Tier 2	Monitor	03/01/2017	03/31/2017	\$0	Literacy Coach will be responsible for the implementation of this activity.
Setting Objectives	Teachers will set objectives that are specific to state standards, connect objectives to previous learning and communicate objectives to students/parents, using strategies from Classroom Instruction That Works.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All staff will be accountable for the implementation of this activity.
MEEMIC Grants	MEEMIC Insurance Agency will provide grants for qualified applicants to supplement instruction.	Community Engagement	Tier 1	Implement	09/06/2016	05/31/2017	\$0	All staff will be responsible for the implementation of this activity.

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Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 2	Evaluate	06/05/2017	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	All teachers and principal will be responsible for the implementation of this activity.
Setting Objectives	Teachers will set objectives that are specific to Common Core State Standards, connect objectives to previous learning, and communicate objectives to students/parents, using strategies from Classroom Instruction That Works.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All regular classroom teachers and support staff will be responsible for the implementation of this activity.
Business Partnerships	Patton Elementary will continue partnerships with the following local businesses: Hungry Howie's, Morley Candy, Costco, Target, Firehouse Subs, Culver's, Pot Belly Subs, and Box Tops for Education.	Community Engagement	Tier 1	Implement	09/06/2016	06/12/2017	\$0	Principal, staff, and parents will be responsible for the implementation of this activity.
MobyMax	Students will visit the computer lab (three times weekly) to complete MobyMax sessions on reading.	Technology	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All classroom teachers and technology professional will be accountable for the implementation of this activity.

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2Inform Data Reports	All staff will meet at least three times a year to review and analyze 2Inform data reports to: make decisions about adjusting core instruction, identify students in need of Tier II & Tier III supports, and decide which students require additional diagnostics.	Technology	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
Discovery Education	Teachers will use Discovery Education to supplement the core social studies curriculum.	Technology , Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All classroom teachers will be accountable for the implementation of this activity.
Cooperative Learning	Teachers will provide students with cooperative learning opportunities, using strategies from Classroom Instruction That Works.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All regular classroom teachers and support staff will be responsible for the implementation of this activity.
Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
ELL Tutors	ELL tutors will meet with targeted students weekly to work on reading skills to support math instruction.	Academic Support Program	Tier 2	Implement	09/06/2016	06/12/2017	\$0	MISD ELL tutors will be responsible for the implementation of this activity.
Turkey Bucks	Student Council will sponsor the Turkey Bucks program, in which students donate money to purchase turkeys for needy families in the community.	Community Engagement	Tier 1	Implement	11/02/2016	11/23/2016	\$0	All staff will be accountable for the implementation of this activity.

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MobyMax Data Reports	All staff will meet at least three times a year to review and analyze MobyMax data reports to: make decisions about adjusting core instruction, identify students in need of Tier II & Tier III supports, and decide which students require additional diagnostics.	Technology	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
WiDA Assessment	ELL students are tested annually using the WiDA assessment to track progress in English Language acquisition.	Technology, Other - Assessment	Tier 2	Monitor	03/01/2017	03/31/2017	\$0	Literacy Coach will be responsible for the implementation of this activity.
Daily Math Practice/ADD (1-5)	Teachers will use Daily Math Practice/ADD instructional materials to supplement mathematics skills taught in the classroom.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All regular classroom teachers and support staff will be accountable for the implementation of this activity.
Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	All teachers and principal will be responsible for the implementation of this activity.
Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 2	Evaluate	06/05/2017	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.

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Open House/Annual Meeting	Principal will hold a parent informational meeting during Open House to explain policies, procedures, and assessment data.	Community Engagement	Tier 1	Implement	09/06/2016	09/27/2016	\$0	Principal will be responsible for the implementation of this activity.
MobyMax Data Reports	All staff will meet at least three times a year to review and analyze MobyMax data reports to: make decisions about adjusting core instruction, identify students in need of Tier II & Tier III supports, and decide which students require additional diagnostics.	Technology	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All regular classroom teachers and support staff will be accountable for the implementation of this activity.
Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1		06/05/2017	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
Cooperative Learning	Teachers will provide students with cooperative learning opportunities, using strategies from Classroom Instruction That Works.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All classroom teachers will be accountable for the implementation of this activity.
Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.

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MobyMax	Students will visit the computer lab (three times weekly) to complete MobyMax sessions.	Technology , Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All classroom teachers and technology paraprofessional will be accountable for the implementation of this activity.
Technology Readiness Infrastructure Grant	All teachers and administrator will complete the Technology Readiness Infrastructure Grant (TRIG) Classroom Readiness Course.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/12/2017	\$0	All classroom teachers and technology paraprofessional will be accountable for the implementation of this activity.
Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	09/06/2016	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
Summer Program	Students will be invited to attend a six week extended learning program during the summer.	Academic Support Program	Tier 2	Monitor	06/27/2016	08/11/2016	\$0	Summer school staff and administration will be accountable for the implementation of this activity.

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Patton Parent Club	Principal will host monthly meetings with Patton Parent Club members to address building culture concerns.	Community Engagemen t	Tier 1	Implement	09/06/2016	06/12/2017	\$0	Principal will be responsible for the implementation of this activity.
Smarty Ants Online Instruction	Students will use the interactive program, Smarty Ants, which provides online differentiated instruction for all grade levels, K-5.	Technology , Academic Support Program	Tier 2	Implement	09/19/2016	05/26/2017	\$0	MISD ELL tutors will be responsible for the implementation of this activity.
Superintendent Discussion Groups	Superintendent will host a discussion group monthly which invites members of the community to a meeting that is open to all and serves as a vehicle to share news of district programs, policies and future plans.	Community Engagemen t	Tier 1	Implement	09/06/2016	06/12/2017	\$0	Superintendent will be responsible for the implementation of this activity.
Classroom Walkthroughs	Building Principal and teacher leaders will conduct classroom walkthroughs on a monthly basis to monitor fidelity in classroom instruction.	Walkthrough	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	The building Principal and teacher leaders will be responsible for the implementation of this activity.
Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaborati on	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaborati on	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	All teachers and principal will be responsible for the implementation of this activity.

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MobyMax	Students will visit the computer lab (three times weekly) to complete MobyMax sessions on language arts.	Technology	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	All classroom teachers and technology paraprofessional will be accountable for the implementation of this activity.
Strategy Evaluation	Staff will meet at the end of the year to ensure they analyze their impact and fidelity of implementation the way the strategy was intended and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	All staff will be accountable for the implementation of this activity.
Providing Feedback	Teachers will provide students with feedback as to their progress towards objectives, using strategies from Classroom Instruction That Works.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All classroom teachers will be accountable for the implementation of this activity.
Connecting Math Concepts Professional Development	New teachers will participate in Connecting Math Concepts professional development.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/12/2017	\$0	All regular classroom staff and support staff will be accountable for the implementation of this activity.
Technology Readiness Infrastructure Grant	Staff will use Technology Readiness Infrastructure Grant (TRIG) activities to support math instruction.	Technology	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	All teachers and principal will be accountable for the implementation of this activity.

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Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
Cooperative Learning	Teachers will provide students with Cooperative Learning opportunities, using strategies from Classroom Instruction That Works.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All regular classroom teachers and support staff will be responsible for the implementation of this activity.
2Inform Data Reports	All staff will meet at least three times a year to review and analyze 2Inform data reports to: make decisions about adjusting core instruction, identify students in need of Tier II & Tier III supports, and decide which students require additional diagnostics.	Technology	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
Classroom Walkthroughs	Building Principal and teacher leaders will conduct classroom walkthroughs on a monthly basis to monitor fidelity in Classroom Instruction That Works.	Walkthrough	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	All classroom teachers will be accountable for the implementation of this activity.
Cooperative Learning	Teachers will provide students with Cooperative Learning opportunities using strategies from Classroom Instruction That Works.	Professional Learning	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All regular classroom teachers and support staff will be responsible for the implementation of this activity.

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Classroom Walkthroughs	Building Principal and teacher leaders will conduct classroom walkthroughs on a monthly basis to monitor fidelity in Classroom Instruction That Works.	Walkthrough	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	The building Principal and teacher leaders will be responsible for the implementation of this activity.
NWEA-MAP Data Reports	All staff will meet at least three times a year to review and analyze NWEA-MAP data reports to: make decisions about adjusting core instruction, identify students in need of Tier II & Tier III supports, and decide which students require additional diagnostics.	Other - Data	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
After school Tutoring	Staff will collaborate to design an after school tutoring program for at-risk students.	Academic Support Program	Tier 3	Getting Ready	09/08/2016	05/26/2017	\$0	All staff will be responsible for the implementation of this activity.
Smarty Ants Online Instruction	Students will use the interactive program, Smarty Ants, which provides online differentiated instruction for all grade levels, K-5.	Technology , Academic Support Program	Tier 2	Implement	09/19/2016	05/26/2017	\$0	MISD ELL tutors will be responsible for the implementation of this activity.
Classroom Walkthroughs	Building Principal and teacher leaders will conduct classroom walkthroughs on a monthly basis to monitor fidelity in Connecting Math Concepts.	Walkthrough	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	Building Principal and teacher leaders will be responsible for the implementation of this activity.
Character Education Assembly	Staff will conduct several assemblies throughout the year focusing on appropriate student behavior in the classroom, on the bus, and in the community.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.

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Classroom Walkthroughs	Building Principal and teacher leaders will conduct classroom walkthroughs on a monthly basis to monitor fidelity in Classroom Instruction That Works.	Walkthrough	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	Building Principal and teacher leaders will be responsible for the implementation of this activity.
EXCEL Model	The EXCEL Model teaches how to create a safe, effective environment for learning.	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
Cooperative Learning	Teachers will provide students with Cooperative Learning opportunities, using strategies from Classroom Instruction That Works.	Academic Support Program	Tier 1	Implement	09/08/2015	06/15/2016	\$0	All regular classroom teachers and support staff will be responsible for the implementation of this activity.
Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	All teachers and principal will be responsible for the implementation of this activity.
NWEA-MAP Data Reports	All staff will meet at least three times a year to review and analyze NWEA-MAP data reports to: make decisions about adjusting core instruction, identify students in need of Tier II & Tier III supports, and decide which students require additional diagnostics.	Technology	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.

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Reading Mastery (Language) (K-5)	Staff will assess and place students in leveled groups for the Reading Mastery (Language) program. Explicit direct instruction in writing will be done on a daily basis for the duration of the school year.	Direct Instruction	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All regular classroom teachers and support staff will be responsible for the implementation of this activity.
Total Participation Techniques	Teachers will use Total Participation Techniques to increase cooperative learning in the classroom. Using a variety of cooperative learning techniques, teachers will actively and cognitively engage students in the learning process.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All teachers and principal will be responsible for the implementation of this activity.
Marzano Teacher Evaluation Model	Principal will conduct classroom walkthroughs and evaluate teachers using a complete set of practices directly related to improved student performance, organized into four domains that develop teacher expertise.	Walkthrough	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	Principal will be responsible for the implementation of this activity.
MEEMIC Grants	MEEMIC Insurance Agency will provide grants for qualified applicants to supplement instruction.	Community Engagement	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
Total Participation Techniques	Teachers will use Total Participation Techniques to increase cooperative learning in the classroom. Using a variety of cooperative learning techniques, teachers will actively and cognitively engage students in the learning process.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All teachers and principal will be responsible for the implementation of this activity.
Direct Instruction	Teachers will use Direct Instruction (Connecting Math Concepts) to instruct ELL students in mathematics.	Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.

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Learning Game Day	Parents will be invited to join their child for an afternoon participating in educational games. Each family will be provided with a game to take home.	Supplemental Materials, Parent Involvement, Academic Support Program	Tier 1	Implement	05/25/2017	05/25/2017	\$0	All staff will be responsible for the implementation of this activity.
Caught Being Good Program	Teachers and Principal will provide incentives for positive behavior.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All classroom teachers and the Principal will be accountable for the implementation of this activity.
Business Partnerships	Patton Elementary will continue partnerships with the following local businesses: Hungry Howie's, Morley Candy, Costco, Target, Firehouse Subs, Culver's, Pot Belly Subs, and Box Tops for Education.	Community Engagement	Tier 1	Implement	09/06/2016	06/12/2017	\$0	Principal, staff, and parents will be responsible for the implementation of this activity.
Setting Objectives	Teachers will set objectives that are specific to Common Core State Standards, connect objectives to previous learning, and communicate objectives to students/parents, using strategies from Classroom Instruction That Works.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All regular classroom teachers and support staff will be responsible for the implementation of this activity.
ELL Tutor	ELL tutors will meet with targeted students weekly to work on reading skills to support math instruction.	Academic Support Program	Tier 2	Implement	09/06/2016	06/12/2017	\$0	MISD ELL tutors will be responsible for the implementation of this activity.

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Intervention for Title I At-Risk Students	Literacy Coach/staff will assess and place students in small groups for intervention, remedies for writing instruction.	Academic Support Program	Tier 2	Implement	09/06/2016	06/12/2017	\$0	Literacy Coach/staff will be accountable for the implementation of this activity.
Open House/Annual Meeting	Principal will hold a parent informational meeting during Open House to explain policies, procedures, and assessment data.	Community Engagement	Tier 1	Implement	09/06/2016	09/27/2016	\$0	Principal will be responsible for the implementation of this activity.
Technology Readiness Infrastructure Grant (TRIG)	All staff members will use TRIG technology to enhance Classroom Instruction That Works strategies.	Technology	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All classroom teachers will be accountable for the implementation of this activity.
Bright Smiles Dentistry	Bright Smiles Dentistry will provide free teeth cleanings, fluoride treatments, and cavity fillings for students at our school.	Community Engagement	Tier 1	Implement	11/02/2016	11/30/2016	\$0	Principal and Bright Smiles Dentistry staff will be responsible for the implementation of this activity.
Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, the fidelity of the implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	09/06/2016	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
Using Scales	Teachers will create learning scales that outline the specific skills students must obtain to reach academic goals.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All teachers and principal will be responsible for the implementation of this activity.

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Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
Total Participation Techniques	Teachers will use Total Participation Techniques to increase cooperative learning in the classroom. Using a variety of cooperative learning techniques, teachers will actively and cognitively engage students in the learning process.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All teachers and principal will be responsible for the implementation of this activity.
Pizza Hut BOOK IT! Program	Students will be given the opportunity to participate in the Pizza Hut BOOK IT! program.	Academic Support Program	Tier 1	Implement	10/03/2016	03/31/2017	\$0	All classroom teachers and support staff will be accountable for the implementation of this activity.
Discovery Education	Teachers will use Discovery Education to supplement the core social studies curriculum.	Technology , Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All classroom teachers will be accountable for the implementation of this activity.
Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.

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Providing Feedback	Teachers will provide students with feedback as to their progress towards objectives, using strategies from Classroom Instruction That Works.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All regular classroom teachers and support staff will be responsible for the implementation of this activity.
Patton Parent Club	Principal will host monthly meetings with Patton Parent Club members to address building culture concerns.	Community Engagement	Tier 1	Implement	09/06/2016	06/12/2017	\$0	Principal will be responsible for the implementation of this activity.
Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
Using Scales	Teachers will create learning scales that outline the specific skills students must obtain to reach academic goals.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All teachers and principal will be responsible for the implementation of this activity.
Connecting Math Concepts Consultants	Connecting Math Concepts consultants will observe classroom teachers teaching Connecting Math Concepts. They will provide guidance and support for instruction.	Professional Learning	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	All regular classroom teachers and Connecting Math Concepts consultant will be accountable for the implementation of this activity.

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Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
Patton Parent Club	Principal will host monthly meetings with Patton Parent Club members to address building culture concerns.	Community Engagement	Tier 1	Implement	09/06/2016	06/12/2017	\$0	Principal will be responsible for the implementation of this activity.
Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	All regular classroom teachers and support staff will be responsible for the implementation of this activity.
Open House/Annual Meeting	Principal will hold a parent informational meeting during Open House to explain policies, procedures, and assessment data.	Community Engagement	Tier 1	Implement	09/06/2016	09/27/2016	\$0	Principal will be responsible for the implementation of this activity.
Providing Feedback	Teachers will provide students with feedback as to their progress towards objectives, using strategies from Classroom Instruction That Works.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All regular classroom teachers and support staff will be responsible for the implementation of this activity.

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Providing Feedback	Teachers will provide students with feedback as to their progress towards objectives, using strategies from Classroom Instruction That Works.	Professional Learning	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All regular classroom teachers and support staff will be responsible for the implementation of this activity.
Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
NWEA-MAP Data Reports	All staff will meet at least three times a year to review and analyze NWEA-MAP data reports to: make decisions about adjusting core instruction, identify students in need of Tier II & Tier III supports, and decide which students require additional diagnostics.	Technology	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
Classroom Walkthroughs	Building Principal and teacher leaders will conduct classroom walkthroughs on a monthly basis to monitor fidelity in Classroom Instruction That Works.	Walkthrough	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	Building Principal and teacher leaders will be responsible for the implementation of this activity.
WiDA Assessment	ELL students are tested annually using the WiDA assessment to track progress in English Language acquisition.	Other - Assessment	Tier 2	Monitor	03/01/2017	03/31/2017	\$0	Literacy Coach will be responsible for the implementation of this activity.
Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.

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Setting Objectives	Teachers will set objectives that are specific to Common Core State Standards, connect objectives to previous learning, and communicate objectives to students/parents, using strategies from Classroom Instruction That Works.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All regular classroom teachers and support staff will be responsible for the implementation of this activity.
Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 2	Evaluate	06/05/2017	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
Reading Mastery Professional Development	New teachers will participate in Reading Mastery professional development.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/12/2017	\$0	All regular classroom teachers and support staff will be accountable for the implementation of this activity.
MEEMIC Grants	MEEMIC Insurance Agency will provide grants for qualified applicants to supplement instruction.	Community Engagement	Tier 1	Implement	09/06/2016	05/31/2017	\$0	All staff will be responsible for the implementation of this activity.
Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.

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Classroom Walkthroughs	Building Principal and teacher leaders will conduct classroom walkthroughs on a monthly basis to monitor fidelity in classroom instruction.	Walkthrough	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	Building Principal and teacher leaders will conduct classroom walkthroughs on a monthly basis to monitor fidelity in classroom instruction.
Marzano Teacher Evaluation Model	Principal will conduct classroom walkthroughs and evaluate teachers using a complete set of practices directly related to improved student performance, organized into four domains that develop teacher expertise.	Walkthrough, Technology	Tier 1	Implement	09/06/2016	06/12/2017	\$0	Principal will be responsible for the implementation of this activity.
Auxiliary Science Instruction	Auxiliary science teacher will instruct kindergarten, second, third, and fourth grade students, on a weekly basis, to supplement science skills and content knowledge taught in the classroom.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	Auxiliary science teacher will be responsible for the implementation of this activity.
Recycling Program	Recycling club members and staff sponsor will collect and recycle paper and plastic materials on a weekly basis and deliver to the local recycling center.	Other	Tier 1	Implement	09/06/2016	06/12/2017	\$0	Recycling Club staff sponsor and the Principal will be accountable for the implementation of this activity.
Providing Feedback	Teachers will provide students with feedback as to their progress towards objectives, using strategies from Classroom Instruction That Works.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All regular classroom teachers and support staff will be responsible for the implementation of this activity.

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District Science Curriculum	Teachers will use Roseville Community Schools science curriculum to instruct in skills and content knowledge.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All regular classroom teachers and support staff will be accountable for the implementation of this activity.
Technology Readiness Infrastructure Grant (TRIG)	All staff members will use TRIG technology to enhance Classroom Instruction That Works strategies.	Technology	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All regular classroom teachers and support staff will be responsible for the implementation of this activity.
Total Participation Techniques	Teachers will use Total Participation Techniques to increase cooperative learning in the classroom. Using a variety of cooperative learning techniques, teachers will actively and cognitively engage students in the learning process.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All teachers and principal will be responsible for the implementation of this activity.
Business Partnerships	Patton Elementary will continue partnerships with the following local businesses: Hungry Howie's, Morley Candy, Costco, Target, Firehouse Subs, Culver's, Pot Belly Subs, and Box Tops for Education.	Community Engagement	Tier 1	Implement	09/06/2016	06/12/2017	\$0	Principal, staff, and parents will be responsible for the implementation of this activity.
Smarty Ants Online Instruction	Students will use the interactive program, Smarty Ants, which provides online differentiated instruction for all grade levels, K-5.	Technology, Academic Support Program	Tier 2	Implement	09/19/2016	05/26/2017	\$0	MISD ELL tutors will be responsible for the implementation of this activity.

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Using Scales	Teachers will create learning scales that outline the specific skills students must obtain to reach academic goals.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All teachers and principal will be responsible for the implementation of this activity.
District Social Studies Curriculum	Teachers will use Roseville Community Schools social studies curriculum to instruct in skills and content knowledge.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All classroom teachers will be accountable for the implementation of this activity.
Marzano Teacher Evaluation Model	Principal will conduct classroom walkthroughs and evaluate teachers using a complete set of practices directly related to improved student performance, organized into four domains that develop teacher expertise.	Walkthrough, Technology	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	Principal will be responsible for the implementation of this activity.
Classroom Walkthroughs	Building Principal and teacher leaders will conduct classroom walkthroughs on a monthly basis to monitor fidelity in Classroom Instruction That Works.	Walkthrough	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	Building Principal and teacher leaders will be responsible for the implementation of this activity.
ELL Tutor	ELL tutors will meet with targeted students weekly to work on reading skills to support math instruction.	Academic Support Program	Tier 2	Implement	09/06/2016	06/12/2017	\$0	MISD ELL tutors will be responsible for the implementation of this activity.

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Classroom Walkthroughs	Building Principal and teacher leaders will conduct classroom walkthroughs on a monthly basis to monitor fidelity in classroom instruction.	Walkthrough	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	The building Principal and teacher leaders will be responsible for the implementation of this activity.
Classroom Walkthroughs	Building Principal and teacher leaders will conduct classroom walkthroughs on a monthly basis to monitor fidelity in classroom instruction.	Walkthrough	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	The building Principal and teacher leaders will be responsible for the implementation of this activity.
Total Participation Techniques	Teachers will use Total Participation Techniques to increase cooperative learning in the classroom. Using a variety of cooperative learning techniques, teachers will actively and cognitively engage students in the learning process.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All teachers and principal will be responsible for the implementation of this activity.
ELL Tutors	ELL tutors will meet with targeted students weekly to work on reading skills to support math instruction.	Academic Support Program	Tier 2	Implement	09/06/2016	06/12/2017	\$0	MISD ELL tutors will be responsible for the implementation of this activity.
ELL Tutor	ELL tutors will meet with targeted students weekly to work on reading skills to support math instruction.	Academic Support Program	Tier 2	Implement	09/06/2016	06/12/2017	\$0	MISD ELL tutors will be responsible for the implementation of this activity.

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Superintendent Discussion Groups	Superintendent will host a discussion group monthly which invites members of the community to a meeting that is open to all and serves as a vehicle to share news of district programs, policies and future plans.	Community Engagement	Tier 1	Implement	09/06/2016	06/12/2017	\$0	Superintendent will be responsible for the implementation of this activity.
MobyMax	Students will visit the computer lab (three times weekly) to complete MobyMax sessions.	Technology, Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All classroom teachers and technology paraprofessional will be accountable for the implementation of this activity.
Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 2	Evaluate	06/05/2017	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
Smarty Ants Online Instruction	Students will use the interactive program, Smarty Ants, which provides online differentiated instruction for all grade levels, K-5.	Technology, Academic Support Program	Tier 2	Implement	09/19/2016	05/26/2017	\$0	MISD ELL tutors will be responsible for the implementation of this activity.
Business Partnerships	Patton Elementary will continue partnerships with the following local businesses: Hungry Howie's, Morley Candy, Costco, Target, Firehouse Subs, Culver's, Pot Belly Subs, and Box Tops for Education.	Community Engagement	Tier 1	Implement	09/06/2016	06/12/2017	\$0	Principal, staff, and parents will be responsible for the implementation of this activity.

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Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All classroom teachers will be accountable for the implementation of this activity.
Superintendent Discussion Groups	Superintendent will host a discussion group monthly which invites members of the community to a meeting that is open to all and serves as a vehicle to share news of district programs, policies and future plans.	Community Engagement	Tier 1	Implement	09/06/2016	06/12/2017	\$0	Superintendent will be responsible for the implementation of this activity.
Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
WiDA Assessment	ELL students are tested annually using the WiDA assessment to track progress in English Language acquisition.	Other - Assessment	Tier 2	Monitor	03/01/2017	03/31/2017	\$0	Literacy Coach will be responsible for the implementation of this activity.
Open House/Annual Meeting	Principal will hold a parent informational meeting during Open House to explain policies, procedures, and assessment data.	Community Engagement	Tier 1	Implement	09/06/2016	06/12/2017	\$0	Principal will be responsible for the implementation of this activity.
Classroom Walkthroughs	Building Principal and teacher leaders will conduct classroom walkthroughs on a monthly basis to monitor fidelity in classroom instruction.	Walkthrough	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	The building Principal and teacher leaders will be responsible for the implementation of this activity.

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Open House/Annual Meeting	Principal will hold a parent informational meeting during Open House to explain policies, procedures, and assessment data.	Community Engagement	Tier 1	Implement	09/06/2016	09/27/2016	\$0	Principal will be responsible for the implementation of this activity.
Food Drive	Student Council will sponsor a school-wide food drive for needy families in our community.	Community Engagement	Tier 1	Implement	10/03/2016	11/23/2016	\$0	All staff will be accountable for the implementation of this activity.
Bright Smiles Dentistry	Bright Smiles Dentistry will provide free teeth cleanings, fluoride treatments, and cavity fillings for students at our school.	Community Engagement	Tier 1	Implement	11/02/2016	11/30/2016	\$0	Principal and Bright Smiles Dentistry staff will be responsible for the implementation of this activity.
Learning Scales	Teachers will create learning scales that outline the specific skills students must obtain to reach academic goals.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All teachers and principal will be responsible for the implementation of this activity.
Direct Instruction	Teachers will use Direct Instruction to instruct ELL students in social studies.	Academic Support Program	Tier 2	Implement	09/06/2016	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
2Inform Data Reports	All staff will meet at least three times a year to review and analyze 2Inform data reports to: make decisions about adjusting core instruction, identify students in need of Tier II & Tier III supports, and decide which students require additional diagnostics.	Other - Data	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.

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Direct Instruction	Teachers will use Direct Instruction (Reading Mastery) to instruct ELL students in reading.	Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
Patton Parent Club	Principal will host monthly meetings with Patton Parent Club members to address building culture concerns.	Community Engagement	Tier 1	Implement	09/06/2016	06/12/2017	\$0	Principal will be responsible for the implementation of this activity.
Direct Instruction	Teachers will use Direct Instruction to instruct ELL students in science.	Academic Support Program	Tier 2	Implement	09/06/2016	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
Superintendent Discussion Groups	Superintendent will host a discussion group monthly which invites members of the community to a meeting that is open to all and serves as a vehicle to share news of district programs, policies and future plans.	Community Engagement	Tier 1	Implement	09/06/2016	06/12/2017	\$0	Superintendent will be responsible for the implementation of this activity.

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Using Scales	Teachers will create learning scales that outline the specific skills students must obtain to reach academic goals.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All teachers and principal will be responsible for the implementation of this activity.
MobyMax Data Reports	All staff will meet at least three times a year to review and analyze MobyMax data reports to: make decisions about adjusting core instruction, identify students in need of Tier II & Tier III supports, and decide which students require additional diagnostics.	Technology	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
Bright Smiles Dentistry	Bright Smiles Dentistry will provide free teeth cleanings, fluoride treatments, and cavity fillings for students at our school.	Community Engagement	Tier 1	Implement	11/02/2016	11/30/2016	\$0	Principal and Bright Smiles Dentistry staff will be responsible for the implementation of this activity.
Strategy Evaluation	Staff will meet at the end of the year to analyze the impact of the strategy, fidelity of implementation, and determine recommendations for the future.	Teacher Collaboration	Tier 1	Evaluate	06/05/2017	06/12/2017	\$0	All staff will be accountable for the implementation of this activity.
Setting Objectives	Teachers will set objectives that are specific to state standards, connect objectives to previous learning and communicate objectives to students/parents, using strategies from Classroom Instruction That Works.	Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All staff will be accountable for the implementation of this activity.
MEEMIC Grants	MEEMIC Insurance Agency will provide grants for qualified applicants to supplement instruction.	Community Engagement	Tier 1	Implement	09/06/2016	05/31/2017	\$0	All staff will be responsible for the implementation of this activity.

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Patton Parent Club	Principal will host monthly meetings with Patton Parent Club members to address building culture concerns.	Community Engagement	Tier 1	Implement	09/06/2016	06/12/2017	\$0	Principal will be responsible for the implementation of this activity.
Direct Instruction	Teachers will use Direct Instruction to instruct ELL students in writing.	Academic Support Program	Tier 2	Implement	09/06/2016	06/12/2017	\$0	All staff will be responsible for the implementation of this activity.
MobyMax	Students will visit the computer lab (three times weekly) to complete MobyMax sessions in math.	Technology	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All classroom teachers and technology paraprofessional will be responsible for the implementation of this activity.
WiDA Assessment	ELL students are tested annually using the WiDA assessment to track progress in English Language acquisition.	Other - Assessment	Tier 2	Monitor	03/01/2017	03/31/2017	\$0	Literacy Coach will be responsible for the implementation of this activity.
Technology Readiness Infrastructure Grant	All teachers and administrator will use skills from Technology Readiness Infrastructure Grant (TRIG) Classroom Readiness Course to support instruction in the classroom.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/12/2017	\$0	All teachers and principal will be accountable for the implementation of this activity.

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Business Partnerships	Patton Elementary will continue partnerships with the following local businesses: Hungry Howie's, Morley Candy, Costco, Target, Firehouse Subs, Culver's, Pot Belly Subs, and Box Tops for Education.	Community Engagemen t	Tier 1	Getting Ready	09/06/2016	06/12/2017	\$0	Principal, staff, and parents will be responsible for the implementation of this activity.
Marzano Teacher Evaluation Model	Principal will conduct classroom walkthroughs and evaluate teachers using a complete set of practices directly related to improved student performance, organized into four domains that develop teacher expertise.	Walkthrough, Technology	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	Principal will be responsible for the implementation of this activity.
Smarty Ants Online Instruction	Students will use the interactive program, Smarty Ants, which provides online differentiated instruction for all grade levels, K-5.	Technology , Academic Support Program	Tier 2	Implement	09/19/2016	05/26/2017	\$0	MISD ELL tutors will be responsible for the implementation of this activity.
Discovery Education	Teachers will use Discovery Education to supplement the core science curriculum.	Technology , Academic Support Program	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All classroom teachers will be accountable for the implementation of this activity.
Summer Program	Students will be invited to attend a six week extended learning program during the summer.	Academic Support Program	Tier 2	Implement	06/27/2016	08/11/2016	\$0	Summer school staff and administration will be accountable for the implementation of this activity.

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Student Council	Teachers will model the voting process by having each class elect two representatives for the school student council. Students will organize and participate in a variety of activities throughout the year.	Extra Curricular	Tier 1	Implement	09/26/2016	06/12/2017	\$0	All classroom teachers will be accountable for the implementation of this activity.
Technology Readiness Infrastructure Grant	All staff members will use TRIG technology to enhance Classroom Instruction That Works strategies.	Technology	Tier 1	Implement	09/06/2016	06/12/2017	\$0	All classroom teachers will be accountable for the implementation of this activity.
Patriotism Activities	Teachers will instruct students on the significance of Veterans Day, Memorial Day and Patriotism.	Academic Support Program	Tier 1	Implement	11/01/2016	06/12/2017	\$0	All classroom teachers will be responsible for the implementation of the activity.
Marzano Teacher Evaluation Model	Principal will conduct classroom walkthroughs and evaluate teachers using a complete set of practices directly related to improved student performance, organized into four domains that develop teacher expertise.	Walkthrough, Technology	Tier 1	Monitor	09/06/2016	06/12/2017	\$0	Principal will be responsible for the implementation of this activity.