School Improvement Plan

Alfred E. Upton Elementary School
Royal Oak Schools

Mr. John Grzywack, Principal
4400 Mandalay Ave
Royal Oak, MI 48073-1622
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Introduction

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

During the 2019-2020 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.
## Improvement Plan Assurance

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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).
1. How was the comprehensive needs assessment process conducted?

Upton's School Improvement Leadership Team met throughout the year to gather data to complete the needs assessment. Our dynamic team of educators includes: Anna Falkiewicz, Response to Intervention Coordinator; Tammy Martin, Title I Teacher, Janine Loveday, Kindergarten Teacher; Lisa Eicher, Third Grade Teacher, Tim Boyer, 4th grade teacher, Kristin Wasil, 4th grade teacher, Joelle Jarrait, parent, Lisa Ze Winters, parent and John Grzywack, Building Principal. Our PTA co-president, Marcella Rogers also provides feedback from the PTA for our needs assessment. In addition, parents give feedback at monthly meetings for Response to Intervention students. Input is also provided from with the Title III ESL coordinator.

ACADEMIC ACHIEVEMENT DATA
To obtain academic achievement data, the team collected reports from various sources including MI School Data, and the district data specialist. Our district data specialist was able to provide us with several academic reports including results from all students, as well as data broken down into our different subgroups for the last three academic years. Using these reports, as well as data from our Response to Intervention meetings, we were able to gather a variety of data from state and local assessments.

PERCEPTION DATA
In order to collect perception data from the staff, parents and students the team used 3 different surveys. We surveyed parents using a Google survey created by the SILT team. We developed a Google survey to get input from all staff at Upton. We also developed a Google survey for grades 4-5 to get feedback from the students. A focus group of Response to Intervention Tier II and III and ESL parents and students also provided important feedback about their needs and wants at Upton Elementary.

PROGRAM/PROCESS DATA
For our program/process data, we examined the responses to our NCA Interim Self-assessment.

DEMOGRAPHIC DATA
For Demographic data, we also relied heavily upon board office staff and our school secretary. They were able to provide us reports on subgroup make-up, discipline, mobility and attendance.

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?

Our School Improvement Leadership Team analyzed the School Improvement Plan, prior years M-STEP data in all subject areas for grades 3-5, DRA scores for grades K-2, NWEA scores in reading and math for K-5, M-STEP ELA scores for Writing for grades 3-5, and Response to Intervention meeting notes. We identified trends and made instructional decisions to improve our schoolwide performance. We reviewed subgroup data for each content area. However, most subgroups (with the exception of Economically Disadvantaged) did not have a significant number of students in order to identify trends. Therefore, we concentrated on the Economically disadvantaged (ED) subgroup. This group includes Limited English Proficient, African American, and Students with Disabilities.
CONCLUSIONS: These conclusions are based on the data below from 2015-present.

STUDENT ACHIEVEMENT:
2018-2019

MATH
Math is our highest academic area in grades K-1
The number of students scoring proficient on the Spring 2019 NWEA assessment increased in grades k-1 from 2018 to 2019. Scores decreased slightly (less than 5%) in grades 2, 3 & 4th grade. 2019 M-STEP scores will be analyzed to compare to 2019 NWEA scores. The achievement gap between our economically disadvantaged students and our non economically disadvantaged students decreased in grades 1-5 from 2018-2019. There was a significant increase in the gap in kindergarten from 2018-2019. This may be due to the fact that we have the lowest percentage of ED students in Kindergarten compared to grades 1-5 and overall Math scores were the highest in Kindergarten compared to grades 1-5. Meeting the needs of our economically disadvantaged students will remain a major focus of profession development in 2019-2020.

Our current practice of implementing the workshop model is working well in grades K-1, with overall math scores increasing each year. However, we still need to focus on closing the gap between economically disadvantaged students and non-economically disadvantaged students.

Reading/Writing
Reading continues to be our highest academic area in grades 2-5.
The number of students scoring proficient on the Spring 2019 NWEA assessment increased in grades k,2,&5, yet decreased in grades 1, 3, & 4. 2019 M-STEP scores will be analyzed to compare to the 2019 NWEA scores. The gap between economically disadvantaged and non economically disadvantaged students still remains a concern in all grades. This indicates that we need to continue our literacy instruction while continuing to play special attention toward interventions that can best help the economically disadvantaged students to be successful. Students scoring proficient on the Spring DRA for grades 1,-2 are consistent with the percentage of proficient scores on the Spring NWEA assessment. More Kindergarten students scored proficient on the DRA than the NWEA.

Science:
M-STEP Science scores are not available for the 2017-2018 schools year as this was a pilot year. Over the past 3 years scores have continued to increase and the gap between Non-ED and ED students has decreased. With the adoption of the new science standards and a new curriculum program we are confident this will continue to be the trend. 2019-2020 PD at the district level will focus on the new science curriculum. In Science, the main strategy will be to continue time on task (150 minutes weekly in grades K-2 and 225 minutes weekly in grades 3-5) in order to allow students more access to the curriculum. Teachers will also research and use supplemental materials, including Discovery Science, Mystery Science, and other I-Pad applications. Also, Science teachers will incorporate vocabulary acquisition strategies during daily science instruction in order to improve understanding of science concepts.

Social Studies:
21% compared to 16% scored proficient on the 2018 M-STEP test compared to 2017. However, there is still a significant gap between ED and Non-ED students. In Social Studies, the main strategy will be to continue time on task (150 minutes weekly in grades K-2 and 225 minutes weekly in grades 3-5) in order to allow students more access to the curriculum. Social Studies teachers will incorporate vocabulary acquisition strategies during daily science instruction in order to improve understanding of science concepts.

ACADEMIC ACHIEVEMENT DATA

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We analyzed data from the M-Step test in 2015-16, 2016-2017, & 2017-2018 for all students and our sub- group of economically disadvantaged students. 2018-2019 data is not available until the Fall of 2019. When results are released the data will be analyzed by the School Improvement Team.

M-STEP Scores
2017-2018
34% of all 3rd grade students scored proficient on the math M-Step test in the Spring of 2018.
18% of 3rd grade ED students scored proficient compared to 45% non-ED students on the math M-Step in the Spring of 2018.
48% of all 4th grade students scored proficient on the math M-Step test in the Spring of 2018.
20% of 4th grade ED Students scored proficient compared to 64% non-Ed students on the math M-Step test in the Spring of 2018.
43% of all 5th grade students scored proficient on the math M-Step test in the Spring of 2018.
18% of 5th grade ED-Students scored proficient compared to 68% non-Ed students on the math M-Step test in the Spring of 2018.

M-STEP Scores
2016-2017
37% of all 3rd grade students scored proficient on the math M-Step test in the Spring of 2017.
22% of 3rd grade ED students scored proficient compared to 50% non-ED students on the the math M-Step in the Spring of 2017.
58% of all 4th grade students scored proficient on the math M-Step test in the Spring of 2017.
36% of 4th grade Ed- Students scored proficient compared to 78% non-Ed students on the math M-Step test in the Spring of 2017.
26% of all 5th grade students scored proficient on the math M-Step test in the Spring of 2017.
19% of 5th grade ED-Students scored proficient compared to 32% non-Ed students on the math M-Step test in the Spring of 2017.

M-STEP scores
2015-2016
38.3% of all 3rd grade students scored proficient on the math M-Step test in the Spring of 2016.
25% of 3rd grade ED students scored proficient compared to 52 % non-ED students on the math M-Step test in the Spring of 2016.
50% of all 4th grade students scored proficient on the math M-Step test in the Spring of 2016.
40% of 4th grade ED students scored proficient compared to 56% non-Ed students on the math M-Step test in the Spring of 2016.
36.4% of all 5th grade students scored proficient on the math M-Step test in the Spring of 2016.
20% of 5th grade ED students scored proficient compared to 45% non-Ed students on the math M-Step test in the Spring of 2016.
NWEA

We have analyzed NWEA math scores for 2016-2017, 2017-2018, 2018-2019. During these 3 years, grades 1-5 took the test in the Fall, Winter and Spring. Kindergarten took the test in the Spring only. Since all students took the test in the Spring, and the state assessment is given in the Spring, we have decided to focus our analysis on the Spring results.

In 2018-2019 we continued to look at data for all students and economically disadvantaged students in the Spring of 2019. We focused on 2018-2019 Spring NWEA scores compared to 2017-2018 & 2016-2017 Spring NWEA scores to see if scores are improving and if we are closing the gap between ED students and non-ED students.

We have also analyzed Spring 2018 Math M-Step scores compared to 2018 Spring NWEA Scores. 2019 M-Step Scores will not be available until the fall of 2019. We will analyze this data in the fall of 2019 and make revisions to our plan as needed.

NWEA MATH
Spring 2018-2019

70% of all kindergarten students scored proficient on the 2018-2019 math NWEA Spring assessment.
47% of kindergarten ED students scored proficient compared to 83% of kindergarten non-ED students.

57% of all 1st grade students scored proficient on the 2018-2019 math NWEA Spring assessment.
50% of 1st grade ED students scored proficient compared to 61% of 1st grade non-ED students.

55% of all 2nd grade students scored proficient on the 2018-2019 math NWEA Spring assessment.
48% of 2nd grade ED students scored proficient compared to 61% on 2nd grade non-ED students.

40% of all 3rd grade students scored proficient on the 2018-2019 math NWEA Spring assessment.
33% of 3rd grade ED students scored proficient compared to 50% of 3rd grade non-ED students.

54% of all 4th grade students scored proficient on the 2018-2019 math NWEA Spring assessment.
41% of 4th grade ED students scored proficient compared to 62% of 4th grade non-ED students.

49% of all 5th grade students scored proficient on the 2018-2019 math NWEA Spring assessment.
47% of 5th grade ED students scored proficient compared to 50% of 5th grade non-ED students.

NWEA MATH
Spring 2017-2018

61% of all kindergarten students scored proficient on the 2017-2018 math NWEA Spring assessment.
56% of kindergarten ED students scored proficient compared to 63% of kindergarten non-ED students.

65% of all 1st grade students scored proficient on the 2017-2018 math NWEA Spring assessment.
50% of 1st grade ED students scored proficient compared to 76% of 1st grade non-ED students.

56% of all 2nd grade students scored proficient on the 2017-2018 math NWEA Spring assessment.
38% of 2nd grade ED students scored proficient compared to 73% on 2nd grade non-ED students.

45% of all 3rd grade students scored proficient on the 2017-2018 math NWEA Spring assessment.
30% of 3rd grade ED students scored proficient compared to 57% of 3rd grade non-ED students.

55% of all 4th grade students scored proficient on the 2017-2018 math NWEA Spring assessment.  
40% of 4th grade ED students scored proficient compared to 64% of 4th grade non-ED students.

61% of all 5th grade students scored proficient on the 2017-2018 math NWEA Spring assessment.  
38% of 5th grade ED students scored proficient compared to 83% of 5th grade non-ED students.

NWEA MATH  
Spring 2016-2017

66% of all kindergarten students scored proficient on the 2016-2017 math NWEA Spring assessment.  
43% of kindergarten ED students scored proficient compared to 70% of kindergarten non-ED students.

53% of all 1st grade students scored proficient on the 2016-2017 math NWEA Spring assessment.  
44% of 1st grade ED students scored proficient compared to 55% of 1st grade non-ED students.

40% of all 2nd grade students scored proficient on the 2016-2017 math NWEA Spring assessment.  
36% of 2nd grade ED students scored proficient compared to 49% on 2nd grade non-ED students.

31% of all 3rd grade students scored proficient on the 2016-2017 math NWEA Spring assessment.  
14% of 3rd grade ED students scored proficient compared to 35% of 3rd grade non-ED students.

58% of all 4th grade students scored proficient on the 2016-2017 math NWEA Spring assessment.  
40% of 4th grade ED students scored proficient compared to 67% of 4th grade non-ED students.

55% of all 5th grade students scored proficient on the 2016-2016 math NWEA Spring assessment.  
67% of 5th grade ED students scored proficient compared to 52% of 5th grade non-ED students.

READING/ELA  
We analyzed data from the M-Step test in 2015-16, 2016-2017, & 2017-2018 for all students and our sub-group of economically disadvantaged students. 2018-2019 data is not available until the Fall of 2019. When results are released the data will be analyzed by the School Improvement Team.

ELA- M-STEP

2017-2018

40% of all 3rd grade students scored proficient on the ELA M-Step test in the Spring of 2018.  
23% of 3rd grade ED students scored proficient compared to 52% non-ED students on the ELA M-Step test in the Spring of 2018.

43% of all 4th grade students scored proficient on the ELA M-Step test in the Spring of 2018.  
20% of 4th grade ED students scored proficient compared to 56% of non-ED students on the ELA M-Step test in the Spring of 2018.
36% of all 5th grade students scored proficient on the ELA M-Step test in the Spring of 2018.

14% of 5th grade ED students scored proficient compared to 59% of non-ED students on the ELA M-Step test in the Spring of 2018.

2016-2017

34% of all 3rd grade students scored proficient on the ELA M-Step test in the Spring of 2017.

23% of 3rd grade ED students scored proficient compared to 44% non-ED students on the ELA M-Step test in the Spring of 2017.

44% of all 4th grade students scored proficient on the ELA M-Step test in the Spring of 2017.

27% of 4th grade ED students scored proficient compared to 61% of non-ED students on the ELA M-Step test in the Spring of 2017.

34% of all 5th grade students scored proficient on the ELA M-Step test in the Spring of 2017.

44% of 5th grade ED students scored proficient compared to 27% of non-ED students on the ELA M-Step test in the Spring of 2017.

ELA-M-STEP

2015-2016

40.4% of all 3rd grade students scored proficient on the ELA M-Step test in the Spring of 2016.

20.8% of 3rd grade ED students scored proficient compared to 61% non-ED students on the ELA M-Step test in the Spring of 2016.

40% of all 4th grade students scored proficient on the ELA M-Step test in the Spring of 2016.

33.3% of 4th grade ED students scored proficient compared to 44% of non-ED students on the ELA M-Step test in the Spring of 2016.

29.5% of all 5th grade students scored proficient on the ELA M-Step test in the Spring of 2016.

20% of 5th grade ED students scored proficient compared to 35% of non-ED students on the ELA M-Step test in the Spring of 2016.

NWEA READING

We have analyzed NWEA reading scores for 2016-2017, 2017-2018, 2018-2019. During these 3 years, grades 1-5 took the test in the Fall, Winter and Spring. Kindergarten took the test in the Spring only. Since all students took the test in the Spring, and the state assessment is given in the Spring, we have decided to focus our analysis on the Spring results.

In 2018-2019 we continued to look at data for all students and economically disadvantaged students in the Spring of 2019. We focused on 2018-2019 Spring NWEA scores compared to 2017-2018 & 2016-2017 Spring NWEA scores to see if scores are improving and if we are closing the gap between ED students and non-ED students.

We have also analyzed Spring 2018 Reading M-Step scores compared to 2018 Spring NWEA Scores. 2019 M-Step Scores will not be available until the fall of 2019. We will analyze this data in the fall of 2019 and make revisions to our plan as needed.

NWEA Reading

Spring 2018-2019

51% of all kindergarten students scored proficient on the 2018-2019 NWEA Spring assessment.
20% of kindergarten ED student scored proficient compared to 65% of non-ED students.

46% of all 1st grade students scored proficient on the 2018-2019 NWEA Spring assessment.
22% of 1st grade ED students scored proficient compared to 58% of non-ED students.

63% of all 2nd grade students scored proficient on the 2018-2019 NWEA Spring assessment.
48% of 2nd grade ED students scored proficient compared to 75% of non-ED students.

42% of all 3rd grade students scored proficient on the 2018-2019 NWEA Spring assessment.
33% of 3rd grade ED students scored proficient compared to 50% of non-ED students.

61% of all 4th grade students scored proficient on the 2018-2019 NWEA Spring assessment.
47% of 4th grade ED students scored proficient compared to 69% of non-ED students.

51% of all 5th grade students scored proficient on the 2018-2019 NWEA Spring assessment.
40% of 5th grade ED students scored proficient compared to 60% of non-ED students.

Spring 2017-2018

48% of all kindergarten students scored proficient on the 2017-2018 NWEA Spring assessment.
38% of kindergarten ED student scored proficient compared to 58% of non-ED students.

64% of all 1st grade students scored proficient on the 2017-2018 NWEA Spring assessment.
45% of 1st grade ED students scored proficient compared to 76% of non-ED students.

48% of all 2nd grade students scored proficient on the 2017-2018 NWEA Spring assessment.
33% of 2nd grade ED students scored proficient compared to 62% of non-ED students.

57% of all 3rd grade students scored proficient on the 2017-2018 NWEA Spring assessment.
48% of 3rd grade ED students scored proficient compared to 63% of non-ED students.

63% of all 4th grade students scored proficient on the 2017-2018 NWEA Spring assessment.
53% of 4th grade ED students scored proficient compared to 68% of non-ED students.

41% of all 5th grade students scored proficient on the 2017-2018 NWEA Spring assessment.
14% of 5th grade ED students scored proficient compared to 65% of non-ED students.

NWEA Reading
Spring 2016-2017

36% of all kindergarten students scored proficient on the 2016-2017 NWEA Spring assessment.
43 of kindergarten ED student scored proficient compared to 60% of non-ED students.
51% of all 1st grade students scored proficient on the 2016-2017 NWEA Spring assessment.  
33% of 1st grade ED students scored proficient compared to 55% of non-ED students.

44% of all 2nd grade students scored proficient on the 2016-2017 NWEA Spring assessment.  
27% of 2nd grade ED students scored proficient compared to 49% of non-ED students.

48% of all 3rd grade students scored proficient on the 2016-2017 NWEA Spring assessment.  
29% of 3rd grade ED students scored proficient compared to 56% of non-ED students.

51% of all 4th grade students scored proficient on the 2016-2017 NWEA Spring assessment.  
33% of 4th grade ED students scored proficient compared to 60% of non-ED students.

37% of all 5th grade students scored proficient on the 2016-2017 NWEA Spring assessment.  
44% of 5th grade ED students scored proficient compared to 34% of non-ED students.

DRA- Developmental Reading Assessment

The school improvement team decided to continue to analyze data from the Developmental Reading Assessment (DRA) for students in grades K-2. The team felt that the information gathered from the reading portion of the NWEA and the ELA M-Step for grades 3-5 was adequate to measure growth and to identify need.

DRA- Spring 2018-2019

86% of all kindergarten students were at or above grade level on the 2018-2019 Spring DRA assessment.  
67% of kindergarten ED students were at or above grade level compared to 94% of non-ED students

52% of all 1st grade students were at or above grade level on the 2018-2019 Spring DRA assessment.  
44% of 1st grade ED students were at or above grade level compared to 44% of non-Ed students

67% of all 2nd grade students were at or above grade level on the 2018-2019 Spring DRA assessment  
52% of 2nd grade ED students were at or above grade level compared to 79% of non-ED students.

DRA- Spring 2017-2018

57% of all kindergarten students were at or above grade level on the 2017-2018 Spring DRA assessment.  
38% of kindergarten ED students were at or above grade level compared to 65% of non-ED students

67% of all 1st grade students were at or above grade level on the 2017-2018 Spring DRA assessment.  
45% of 1st grade ED students were at or above grade level compared to 82% of non-Ed students.
68% of all 2nd grade students were at or above grade level on the 2017-2018 Spring DRA assessment. 
67% of 2nd grade ED students were at or above grade level compared to 77% of non-ED students.

62% of all 3rd grade students were at or above grade level on the 2017-2018 Spring DRA assessment. 
52% of 3rd grade ED students were at or above grade level compared to 73% of non-ED students.

DRA 
Spring 2016-2017

72.9% of all kindergarten students were at or above grade level on the 2016-2017 Spring DRA assessment. 
42.8% of kindergarten ED students were at or above grade level compared to 78% of non-ED students.

64% of all 1st grade students were at or above grade level on the 2017-2018 Spring DRA assessment. 
66.6% of 1st grade ED students were at or above grade level compared to 63.4% of non-ED students.

58% of all 2nd grade students were at or above grade level on the 2017-2018 Spring DRA assessment. 
36.3% of 2nd grade ED students were at or above grade level compared to 64.1% of non-ED students.

The school improvement team decided in 2015-2016 to also analyze data from the Directed Reading Assessment (DRA) that is given to all students in the Spring of each year. This assessment contains a writing section in the upper grades to assess comprehension of the text.

WRITING 
2017-2018

The NWEA Language Usage test is no longer given in the Royal Oak School District. It was decided since the state assessment (M-STEP) and the NWEA tests both analyze various writing skills, these results would be used to analyze our Writing goal. 
See Data Above Under Reading Section

SCIENCE & SOCIAL STUDIES
We analyzed data from the M-Step test in 2015-16, 2016-2017, & 2017-2018 for all students and our sub- group of economically disadvantaged students. 2018-2019 data is not available until the Fall of 2019. When results are released the data will be analyzed by the School Improvement Team.

SCIENCE
M-STEP Scores

2017-2018-
Pilot year- No data was provided

2016-2017
13% of all 4th grade students scored proficient on the Science M-Step test in the Spring of 2017.
9% of 4th grade ED students scored proficient compared to 17% of non-ED students.

2015-2016
10% of all 4th grade students scored proficient on the Science M-Step test in the Spring of 2016.
6.7% of 4th grade ED students scored proficient compared to 12% of non-ED students.

2014-2015
6.5% of all 4th grade students scored proficient on the Science M-Step test in the Spring of 2015.
0% of 4th grade ED students scored proficient compared to 10% of non-ED students.

SOCIAL STUDIES
M-STEP Scores

2017-2018
21% of all 5th grade students scored proficient on the Social Studies M-Step test in the Spring of 2017.
5% of 5th grade ED students scored proficient compared to 36% of non-ED students.

2016-2017
16% of all 5th grade students scored proficient on the Social Studies M-Step test in the Spring of 2017.
0% of 5th grade ED students scored proficient compared to 27% of non-ED students.

2015-2016
6.8% of all 5th grade students scored proficient on the Social Studies M-Step test in the Spring of 2016.
0% of 5th grade ED students scored proficient compared to 10% of non-ED students.

2014-2015
27.5% of all 5th grade students scored proficient on the Social Studies M-Step test in the Spring of 2015.
6% of 5th grade ED students scored proficient compared to 37% of non-ED students.

PERCEPTION

STUDENTS
The 4th and 5th grade students were surveyed in the Fall 2018 and Spring 2019. The overall responses to the question of "Do you feel you matter at Upton" were positive, however a small percentage of students responded that they didn't feel they mattered at Upton. Students were asked about their thoughts on our implementation of Morning Meetings. Students felt that morning meetings gave them the chance to get to know others and be heard. They like the activities connected to our morning meetings and majority would like to see them continue and expand. Students would like to see more fun activities and more chances to share. When asked for other areas they would like to see changes the most common answers revolved around recess and lunch room. They would like to see better food and more things to do at
Student survey results were reviewed at a School Improvement Leadership Team meeting and with staff during two different Wednesday PDs. We discussed the results and how we can continue to build on our morning meetings. It was suggested that we see how we can use morning meetings to specifically address student concerns about friendships and social interactions. We would like to see if they think morning meetings helped them create and maintain healthy friendships. We also discussed recess and how we might be able to improve those experiences through new equipment and structured play.

PARENTS

A parent survey was given in the Fall 2018 and Spring 2019. Overall, parents rated their experience as positive. Over 90% of our parent responses rated their experiences at Upton as either Extremely Good or Good. We had only one response that rated us as poor and the rest as neutral. The reasons for their ratings ranged from welcoming staff and environment, positive interactions with others, and consistent communication. Parents felt like their voices were heard and their son/daughters were being kept safe and learning. This data was consistent from fall to spring. The concerns parents shared were also consistent. Parents pointed out the safety concerns with pick up and drop off. They wanted more presence from law enforcement and consistent expectations for all parents. Class size was another common concern. Parents would like to see class sizes reduced to best serve all students. On the spring survey, parents were asked about our implementation of the Cars program to ensure safe pick and drop off of our K-1 students. We received positive comments about the program with some recommendations for improvement.

Parent survey results were reviewed at a School Improvement Leadership Team meeting and two staff meetings. Last year, one of our major concerns was the lack of participation in our parent surveys. We only had 29 responses in the Fall of this current year and were searching for ways to improve our participation. A member of the PTA brought a concern to our attention about the need to provide an email address in order to take the survey. This was unintentional and we realized how this might make parents wary of responding. We posted our survey on Survey Monkey and saw our numbers triple in one week. We received much more data from our parents and were glad to see the overall positive experiences continued to make up most of our parent experiences. We are working on ways to address concerns about parking, pickup and drop off in the new school year.

STAFF

All staff were surveyed in the Fall 2018 and Spring 2019. Staff unanimously felt they mattered at Upton. They provided several reasons centered on coworkers and students and the positive relationships. Staff felt our school culture was positive and they pointed out the work our Sunshine committee does and the positive relationships among most colleagues. There were some concerns about handling issues between staff and how to best communicate and work together. The Spring survey saw many of the same positive comments about community and culture. Staff was asked about professional development and what they saw as most beneficial in this school year. The majority of answers focused on our work with Cultures of Thinking, Restorative Practices and Morning Meetings. Some teachers found the 3C training for Social Studies to be helpful as well. When asked about suggestions for next year, teachers mentioned trauma informed practices, more restorative practices, Language Arts, and technology. When asked about suggestions for overall school practices, some teachers would like to see more consistent disciplinary decisions and more clear, consistent expectations for students. They would also like to see a more focused professional development plan.

The School Improvement team will work to create our Professional Development Calendar for the upcoming school year. We will work with all staff to implement clear expectations for staff and student learning. We will also continue to brainstorm ideas to improve staff communication.

SCHOOL PROGRAMS/PROCESS DATA

To gather program/process data, we completed the NCA Self Assessment during a School Improvement Leadership team meeting.
CONCLUSIONS

When examining the individual statements within each category on the self assessment, it was evident that the area we need to focus on in regards to purpose and direction is the need to ensure a systematic process for reviewing and revising our purpose statement at least annually. As our purpose statement is to "ensure high levels of learning for all students", we need to make sure that there are programs and services for ALL students, not just those struggling. The second area of need expressed on our interim self assessment was in Resources and Support Systems. Upon evaluation, we realized that many of the statements that were rated low are beyond our control as they relate to staffing issues that are decided at a Board level.

DEMOGRAPHIC DATA:

2018-19

Upton Elementary School is one of six public Elementary schools within the Royal Oak Schools District. Currently, the Upton attendance area covers the northwest corner of Royal Oak. Upton enrolls 281 students from a variety of family backgrounds including professional white collar, blue collar and non-working parents. The student population has become culturally and racially diverse within the last seventeen years.

We have 12 full-day regular education classrooms in grades Kindergarten to Fifth Grade. As of June, 2013, Upton is a school-wide Title I school.

Our student population is made up of many different ethnic families and families of socioeconomic variations. Upton's ELL and Economically Disadvantaged populations are one of the highest in the district.

The diverse population at Upton continues to present on-going challenges for the staff to ensure high levels of learning for all students, yet Upton's diversity is one of our greatest strengths. As a result of our diversity, Upton's teachers continuously monitor and adjust instruction to meet the needs of our different cultures and learners.

Another challenge has been attendance issues as there is no bussing in Royal Oak. In addition to the transportation issue, Upton has a significant number of families living in rental properties, which contributes to the transiency of our population. One of Upton’s greatest strengths is the dedicated and highly qualified staff that create a sense of community. The Upton Staff members serve on a variety of building and district committees as well as professional organizations.

As of Count Day, 281 students were enrolled at Upton; this is a decrease of 17 students from last year;
18 students (8%) receive ELL services; decreased slightly in the last 5 years; increase in long-term ELL families and less newcomers;
101 students (36%) receive either free or reduced lunch, over 40% in the last 5 years
174 students (62%) are White; 86 students (31%) are African American; 13 students (5%) are Hispanic or Latino; 8 students (3%) are Asian American
93 students (33%) of our population attend Upton through the School of Choice option, increase in number of students from last year
36 students (11%) receive Special Education Services, slight increase from last year
19 students (6%) receives 504 services, same number of students from last year

CONCLUSIONS

Demographic data reveals that the student population at Upton is becoming increasingly more diverse (especially amongst the Economically Disadvantaged, and African American subgroups). Staff will continue to receive more training on effectively meeting the needs of our increasingly diverse learners. An analysis of demographic data also revealed that excessive absences show a need for more parent engagement activities and training on the importance of school. In addition, discipline data, although improving, shows a need to continue training our staff on effective discipline practices with diverse students.
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.

We identified that closing the achievement gap between economically disadvantaged students and non economically disadvantaged students as a priority need at Upton. Therefore, we created specific objectives for economically disadvantaged students under each goal (Math, English Language Arts, Science, and Social Studies) and included specific strategies and activities under these objectives designed to increase the academic success of our economically disadvantaged students.

We also identified time on task in Science and Social Studies as a priority need at Upton. Therefore, we included Science and Social Studies as separate goals where they had previously been included in our English Language Arts goal. In both Science and Social Studies, we included the strategy of time on task and identified activities for each.

A third priority need that we identified is the need for discipline strategies. Consequently, we included a Positive Behavior Intervention Support strategy within each goal area. Under this strategy, we selected three activities that will be included across the curriculum.

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?

Economically Disadvantaged students were identified specifically as an area of need in all content areas based on academic achievement and demographic data. Therefore, the team's focus in creating goals, objectives, strategies and activities was to identify beneficial strategies not only for all students, but for ED students specifically in mind. The team has researched instructional strategies designed to help ED students succeed specifically in science and social studies.
1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State’s standards.

All of the strategies and activities in the schoolwide plan focus on helping all students reach the State’s standards. Specifically, the strategies that focus on helping all students reach the state standards are listed below:

**MATH**
Teachers will use a workshop model of instruction (60 minutes daily) which consists of inquiry-based learning, exploration time, and debriefing of important mathematical findings. Teachers will situate mathematics within authentic contexts in order to increase student engagement and achievement. Teachers will work in grade level teams to explore the district adopted series, Math Expressions.

**ELA (English Language Arts)**
Teachers will designate a 120 minute English Language Arts block daily that includes small group instruction, reading workshop, writing workshop, word work, and read aloud with accountable talk. Within the reading workshop, all students will have an increased amount of time to read just-right leveled texts in order to increase academic achievement in reading. Within this 120 minute block teachers will also use the MAISA writing units and writer’s workshop model for instruction in writing which includes a teaching point for the day, a sustained period of independent writing time, and time for students to debrief about the writing. Teachers will monitor all student’s progress during individual writing conferences. Teachers will provide quality feedback and utilize checklists during weekly writing conferences.

**SCIENCE**
In Science, the main strategy will be to continue time on task (150 minutes weekly in grades K-2 and 225 minutes weekly in grades 3-5) in order to allow students more access to the curriculum. Teachers will also research and use supplemental materials, including Discovery Science, Mystery Science, and other I-Pad applications. Also, Science teachers will incorporate vocabulary acquisition strategies during daily science instruction in order to improve understanding of science concepts. Teachers will implement the new Science Curriculum based on State Standards.

**SOCIAL STUDIES**
In Social Studies, the main strategy will be to continue time on task (150 minutes weekly in grades K-2 and 225 minutes weekly in grades 3-5) in order to allow students more access to the curriculum. Social Studies teachers will incorporate vocabulary acquisition strategies during daily social studies instruction in order to improve understanding of social studies concepts.

**ALL AREAS**
In addition to the above strategies, a Positive Behavior Intervention Supports strategy will be used across all goal areas. This strategy includes four activities designed to improve student behavior in the classroom, thus eliminating distractions and allowing for more time on task. Visible thinking routines will continue be implemented across the curriculum in order to increase student engagement and foster a deeper understanding of the academic content.
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).

All of Upton's research-based methods and strategies are designed to either improve the quality or quantity of instruction. All research citations are listed in Upton's School Improvement Plan. The following methods and strategies which will increase the quality and quantity of instruction:

FOCUSING ON IMPROVING THE QUALITY OF INSTRUCTION:
The workshop model will continue to be implemented in math, reading and writing. In addition, in the goal area of mathematics, teachers will situate mathematics within authentic contexts in order to increase student engagement and achievement. To improve the quality of instruction in the goal area of English Language Arts, students will engage in 120 minutes of balanced English Language Arts instruction daily that includes small group instruction, reading workshop, writing workshop, word work, an read aloud with accountable talk. With this 120 minutes of instruction all teachers will use the workshop model of instruction for writing and will monitor student progress by providing quality feedback and utilizing checklists during weekly writing conferences. In Science and Social students, teachers will research and use supplemental materials, including Discovery Science and other I-pad applications. Technology in the school, including I-pads, Chromebooks and Apple TVs will engage students more in instruction. A new Science Curriculum will also be implemented in 2019-2020.

FOCUS ON INCREASING INSTRUCTION
Teachers will meet on a regular basis to review formative assessments and identify challenges so that intensive small group instruction can take place and build students' skills. In mathematics, students can receive in-class small group, or small group instruction with the Response to Intervention Coordinator and or Title 1 teacher, or ESL teacher using the research-based concrete-representational abstract model of teaching mathematics. In reading, all students will have an increased amount of time to read just-right leveled texts during reading workshop in order to increase academic achievement in reading. Students needing interventions will work with the Response to Intervention Coordinator, Learning Support Specialist, and/or Title I Teacher. They participate in the Leveled Literacy program by Fountas and Pinnell, or the Fast ForWord, SuccessMaker, and Read Live computerized intervention programs. Small group ESL reading interventions are also available. In writing, teachers will provide additional assistance to students needing writing interventions and teach writing traits and strategies in a one to one or small group setting. In addition, ESL students will receive additional instruction in writing using the Step Up to Writing program. In Science and Social Studies, the main strategy will be to increase time on task (150 minutes weekly in grades K-2 and 225 minutes weekly in grades 3-5) in order to allow students more access to the curriculum. ESL curriculum will include the language of science and social studies as outlined in the adopted WIDA standards (World Class Instructional Design and Assessment).

In addition to the above mentioned strategies, Special Education students can receive academic support as designated in their Individualized Education Plans. Upton will also increase the quantity of instruction by identifying students for the district sponsored summer school program.

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

All research-based reform strategies located in schoolwide plan align with the findings of the needs assessment. The Upton School Improvement Leadership Team identified three “priority needs” at Upton. We identified the need for better classroom management and discipline procedures in order to limit distractions in the classroom, increase time on task, and increase student achievement. As a result of this need, we included Positive Behavior Intervention Supports as a strategy across all goal areas. This strategy includes four activities designed to improve student behavior in the classroom, thus eliminating distractions and allowing for more time on task. Visible thinking
routines will also be implemented across the curriculum in order to increase student engagement and foster a deeper understanding of the academic content.  

In addition, Upton's School Improvement Leadership identified increased Science and Social Studies instruction in class as a priority need. Therefore, we included the strategy of increasing time on task (150 minutes weekly in grades K-2 and 225 minutes weekly in grades 3-5) in these areas. Another priority need that we identified is that we need to better meet the need of our Economically Disadvantaged students. Therefore, we included intervention strategies in the plans to specifically increase the achievement of this subgroup. In addition, we provided a professional development activity for teacher training on meeting the needs of this particular subgroup.

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.

Several strategies in the schoolwide plan provide a level of interventions for students who need the most instructional support. At regularly scheduled Response to Intervention meetings, the Response to Intervention team analyzes data, and designs interventions for students who need the most instructional support. These interventions are provided within the classroom by the classroom teachers. If students are not making expected progress in the classroom, with teacher provided intervention, students are recommended for a more intensive intervention with one of the school's interventionists.

Several interventionists provide support at Upton. The Response to Intervention teacher, Learning Support Specialist, and/or Title I teacher at the school provides in class support and small group mathematics interventions to those who need the most support through the concrete-representational-abstract instructional model. The Response to Intervention Coordinator, Learning Support Specialist, and/or Title I teacher also provides computer assisted interventions in math and reading (Fast ForWord, Read Live, and Successmaker). The Response to Intervention teacher and/or Title I teacher also provides interventions to the most at risk students with Leveled Literacy Intervention (which includes many science and social studies themed books). The English as a Second Language teacher and instructional paraprofessionals provide interventions to students who speak English as a second language. These interventions include support in mathematics using the concrete-representational-abstract instructional model, small group leveled reading intervention, and Step Up to Writing interventions. Additionally, in Science and Social Studies, ESL staff will provide specific instruction in the language of science and social studies as outlined in the adopted WIDA standards (World Class Instructional Design and Assessment). Students with an Individualized Education Plan receive services as outlined in their plans. These services may include academic support, speech and language instruction, and/or social work. The Academic Support Teacher provides instruction to students with IEPs (the appropriate programming/interventions are developed in Individualized Education Plans). All interventionists also provide PD (professional development) to teachers so that they may better meet the needs of those that need instructional support.

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

The school determines if student needs are being met at Response to Intervention meetings and at Student Study Team meetings. At Response to Intervention meetings, teachers bring their class data, and interventionists bring their data. The team then analyzes the data and determines if the intervention is meeting the needs of the student. The team decides if the intervention should be continued, modified, discontinued, or if a different intervention is appropriate.

For students who have not responded through two rounds of interventions a Student Study Team is held. At this meeting, a team of specialists (including the classroom teacher, interventionists, the school psychologist, the principal, and the parent(s)) meet to Review Existing Evaluation Data. It is then determined if additional testing for special education services is appropriate.
### Component 3: Instruction by Highly Qualified Staff

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<td>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.</td>
<td></td>
<td>Yes</td>
<td>Yes. Currently, Upton Elementary has 2 full time paraprofessional staff that were hired as instructional paraprofessionals. Both paraprofessionals work with students within a classroom setting as a requirement in Individual Education Plans (IEPs). Both of these paraprofessionals at Upton Elementary are Highly Qualified according to NCLB standards.</td>
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<td>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.</td>
<td></td>
<td>Yes</td>
<td>Yes. Royal Oak Schools takes great pride in employing only highly qualified teachers in each of its buildings. As listed in each of our postings for employment within the Royal Oak Schools, only candidates meeting the NCLB standards of Highly Qualified are considered for employment. Individual applicants are initially screened by the Human Resources Department and the Building Principal. Only candidates meeting the established and posted standards are selected for interview. The annual staffing assignment process is completed with a strict focus on Highly Qualified standards.</td>
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Component 4: Strategies to Attract Highly Qualified Teachers

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

We will be hiring an additional member to our staff this school year as a Kindergarten teacher. Our previous Kindergarten teacher that was in this position will become our full-time Developmental Kindergarten teacher.

All staff members are expected to return next school year.

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

Upton Elementary has a professional staff of 11 full time classroom teachers, and 2 half time classroom teachers (grades K-5). Upton also has 5 support teachers (Special Education, Title I, Title III, RtI, and Learning Support Specialist). Additionally, 4 teachers provide part-time services as non-core staff (i.e. Art, Music, Spanish, Physical Education). Upton’s principal has been at the school for 9 years. Upton will be hiring an additional teacher for this upcoming school year. Upton Elementary has an experienced teaching staff ranging from newly hired in 2014-15 - 35 years.

EXPERIENCE LEVELS OF STAFF (YEARS OF TEACHING EXPERIENCE)
0-5 years: 3 teachers
6-10 years: 2 teachers
11-15 years: 4 teachers
16-20 years: 9 teachers
21 years or more: 5 teachers

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

Upton Elementary has a strong community feeling that contributes to retaining highly qualified teachers. There are several components that are key to teachers wanting to work at Upton: compassionate staff, approachable and understanding principal, effective primary literacy program, and a fourth/fifth grade team that works together for math, science, social studies and writing instruction.

First, the staff truly care and respect each other. The teachers enjoy each other’s company throughout the day and support each other professionally and personally. Stakeholders are treated with respect and compassion in the school office, as well.

Next, the compassionate leadership at Upton is very attractive to teachers. The leadership at Upton advocates for students, teachers and parents every single day. Teachers have many opportunities for leadership roles in the school, such as School Improvement Leadership Team, Positive Behavior Intervention Supports, Building Faculty Committee, plus many various subcommittees. The Principal is approachable and accessible.

In addition, there is a lot of grade level collaboration and team teaching at Upton in math, science and social studies. Specifically, the Primary Unit staff is a solid core of teachers that provide non-graded literacy instruction in first and second grades. These teachers collaborate daily...
to stay on the cutting edge of what students need to learn. Parents are eager to have their students attend Upton because of the effective primary literacy program and the highly effective teachers. Beginning in the 2013-14 school year, the fourth and fifth grade teachers teamed up to deliver math, science, social studies and writing instruction. Teachers specialize in their content area and provide students with a well rounded school experience.

Finally, there is very supportive parent participation in the PTA (Parent Teacher Association). Representatives from the PTA and school programs such as Title I and Title III (ESL) have representatives who are involved in programming, decisions, and volunteering in classrooms. There is a cohesive team between teachers and parents, and this has a positive impact on instruction and extracurricular activities.

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

Royal Oak Schools has made the commitment to only hire and retain Highly Qualified teaching staff in all of our schools. Clear measures are taken to actively attract and recruit High Quality teaching staff, as well, particularly to our identified High Needs schools. The Royal Oak Board of Education and Administrative staff consistently focus decision-making on servicing the needs of "all" students, and employing staff to fulfill and reach goals which align with these high standards. The Royal Oak Schools website offers specific and valuable information to prospective teachers regarding the climate and culture of the School District, the effects of strong community support, the consistent focus on high levels of student achievement, as well as specific information about each of the individual schools.

Royal Oak Schools belongs to a consortium of Oakland County Districts providing collaborative assistance in recruiting professional staff throughout the county and the state. The Central Office Human Resource Administration attends job recruitment fairs at state universities, offers recruitment strategies to other Oakland County School Districts, provides recruitment training to District Human Resources support staff, and maintains strong professional relationships with surrounding Districts’ Human Resources Administrators. Royal Oak schools belongs to Oakland Schools, a very respected ISD, which provides high quality professional development to Oakland County teachers. Upton is centrally located with easy access by freeway and Woodward Avenue to reach Oakland Schools. Upton also has strong community ties, frequently collaborating with Royal Oak Public Library and various businesses in order to provide better quality programs, services and resources to teachers and parent outreach.

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?

In order to decrease the turnover rate, teachers are provided opportunities to serve in leadership capacities on committees in order to serve an integral part of what takes place on a daily basis. The staff works as a cohesive team to support one another, especially during difficult times. Teaming approaches have been established to build professional partnerships to develop curriculum, share ideas, and assist one another. Staff are also recognized throughout the year for the quality work they are performing. This takes place during staff professional development as each teacher has an opportunity to honor a colleague.
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 aligned with the comprehensive needs assessment. Based upon our conclusions of the needs assessment, we developed goals in all four core academic areas: English Language Arts, Mathematics, Science, and Social Studies. Professional Development in these areas include: Math Intervention, Math Expressions, Lab Classrooms for Readers Workshop, Lab Classrooms for Math Workshop, Readers Workshop, Discovery Education Science/Other supplemental materials (including iPad applications), Science Intervention, Social Studies Intervention, and Social Studies Supplemental materials (including iPad applications).

In addition to the professional development specific to the goal areas, professional development that reaches across all goal areas includes: Classroom Culture, Trauma-Informed Teaching, Morning Meeting, Cultural Competence, Cultures of Thinking, and Response to Intervention Meetings.

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

All the professional development activities have multiple meetings designated to each topic so that the professional development is ongoing. In addition, many of the activities in the professional development plan extend out at least three years as part of Upton’s commitment to ongoing professional development. In order to ensure the sustainability of the professional development activities, teachers will be surveyed on the effectiveness of the professional development in their classrooms. In addition, part of the schoolwide plan evaluation is to look at the expected outcomes in the professional development plan and determine whether the evidence supports continuing the activity, modifying the activity, or eliminating the activity.

Since the 2013-14 school year, the district calendar includes 24 late start Wednesday mornings. On these days, teachers participate in 90 minute professional development meetings.

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<td>3. The school's Professional Learning Plan is complete.</td>
<td>Yes</td>
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<td>Professional Development 2019-20</td>
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Component 6: Strategies to Increase Parental Involvement

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

At Upton Elementary, parents have been involved in the development of the schoolwide plan. Parents were integral in the collection of perception data for the Comprehensive Needs Assessment. We have three parents on the School Improvement Leadership team that have attended several meetings. Their input has been very valuable in developing our plan. We look forward to having these parents be part of the Leadership team in 2019-2020. Two parent representatives are also Upton PTA officers and have shared updates with parents at monthly meetings. A focus group of Title I Targeted parents and ESL parents also provided feedback on the plan.

The school will strive to continue to provide accessible communication to parents. Parent representatives will continue to serve on the School Improvement Leadership team and meet regularly in order to review the schoolwide plan and provide feedback on what is working and what needs to be improved. These parent representatives will continue to receive and share feedback from the Parent Teacher Association. There will continue to be an at-risk and Title III Focus group, which will meet monthly to review the plan and suggest improvements in an ongoing cycle of improvement. Parents will continue to be encouraged to volunteer within the classroom in order to be active stakeholders and observe the schoolwide plan in action.

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

Parents have been involved in the implementation of the schoolwide plan in several different ways. For one, parents serve on various committees within the school. Several parents of Title I Focus Group students have attended monthly coffee talk meetings. In addition, a majority of parents attended parent teacher conferences. Parents responded to surveys which was vital in obtaining perception data for the school. Upton also has several parent classroom volunteers. Parents also play an important role in student study team meetings by attending and offering input in order to make sure their child receives the most appropriate timely, additional assistance available.

Upton's PTA also plays a key role in the implementation of the schoolwide plan. The PTA pays for our subscription to Discovery Science each year to support the school strategy to increase time on task in science. The PTA sponsored 2 book fairs in 2018-19 to support the school strategy of providing students with "Just Right" books. They PTA has also provided assemblies that support the schoolwide plan. For example, in the 2018-19 school year, The PTA provides funding for all the materials for the yearly Science Night and Math Night.

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

Parent representatives serve on the School Improvement Leadership team and regularly review the schoolwide plan. In addition, parents were surveyed in 2018-2019 and will be surveyed again throughout the 2019-2020 school year in order to gather feedback about how well the plan meets their needs, as well as their child's academic needs. The Title I and Title III Focus group will also provide ongoing feedback. These sources of data provide evidence that the School Improvement Leadership Team will use when evaluating the effectiveness of the schoolwide plan.
5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

1118(e)1 STATE CONTENT STANDARDS, ASSESSMENT AND MONITORING
- RtI (Response to Intervention) meetings are held with all pertinent team members (RtI Coordinator, principal, school psychologist, classroom teacher, Title I teacher, ESL teacher) meet regularly to discuss student progress.
- Letters/intervention reports are sent home to inform parents of interventions and results.
- Students in Kindergarten--3rd grade who are identified with a reading deficiency through the Royal Oak Schools Assessment System, will receive Individual Reading Intervention Plans (IRIP). Parents are invited to participate in developing the IRIP.
- Curriculum guides are sent home to all parents by the district.
- WIDA test results (World-class Instructional Design and Assessment) are sent to all LEP (Limited English Proficient) students.
- M-STEP (Michigan Student Test of Educational Progress) results are sent to all 3rd-5th grade students.
- Assessment results and progress are discussed at Parent Teacher Conferences.
- NWEA reports are sent home with students 3 times a year.

1118(e)2 MATERIALS AND TRAINING FOR PARENTS
Family engagement nights as well as Coffee Talk morning activities will take place in order to involve parents in their child's education and share strategies for at-home learning. The topics will include:
1. Science Night
2. Math Night
3 Thinking Routines supporting Cultures of Thinking
4. Royal Oak Library representative to provide information about resources at the library for the school year. (Fall)
5. Online Educational Resources
6. Boys and Girls Club Representative
7. At home learning: reading, math, social studies and science
- Upton will house a Title I and Title III (ESL) resource center. Parents will have access to guided reading books, parental help resources, math activities, English Language Acquisition workbooks, and other resources purchased through Title I and Title III funds.
- Upton will continue to put pertinent information for parents in our e-Folder (Upton website where electronic parent documents are stored).
- Parents of a child who has an IRIP are provided with additional reading resources.

1118(e)3 TRAINING STAFF ON PARENTAL INVOLVEMENT
- Upton teachers will engage in late start Professional Development meetings during the 2019-2020 school year. At each building level Professional Development, staff can share and explore resources that provide tips and training for how to work well with a variety of families.
- Upton's SILT (School Improvement Leadership Team) will explore the possibility of bringing in an outside speaker or consultant to facilitate these meetings.

1118(e)4 COORDINATE WITH OTHER PARENTAL INVOLVEMENT PROGRAMS
- Title I and Title III (ESL) events will be planned in coordination to incorporate and meet district and building goals, Title I and Title III goals and integrate funds effectively.

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<td>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)?</td>
<td>Yes</td>
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<td>Parent Involvement Policy</td>
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Title I and Title III parent representatives will be invited to be part of our School Improvement Leadership Team meetings.

- Kindergarten teachers will coordinate with the Addams Early Childhood and pre-K students in order to set up effective transitions to Kindergarten.

- PTA and Title I will coordinate parental involvement programs in order to maximize parental participation.

1118(e)5 INFORM PARENTS OF SCHOOL AND PARENT PROGRAMS IN A TIMELY AND PRACTICAL FORMAT IN A LANGUAGE THEY CAN UNDERSTAND

- Pertinent documents are translated into three major languages: Albanian, Spanish, and Arabic including, free and reduced lunch forms, school discipline policy, information form, and the ESL Handbook and program information

- The ESL Program distributes a Bilingual Liaison Protocol to families in order to provide them with contact information for ESL advocates or translators if assistance is needed for education related needs.

- Upton Elementary will provide user-friendly language to explain acronyms and pertinent documents.

- School communication, calendar and documents will be housed in Upton's e-Folder in simplified English. Pertinent documents will be sent home by hard copy in Monday Folders.

- All parents are invited to Parent/Teacher Conferences in the Fall. If they are unable to attend on the specified dates, teachers make efforts to find an alternative. Parents may request a subsequent conference if desired later in the year.

- Interpreters will be offered to all ESL families for IEPs or parent teacher conferences for struggling students.

1118(e)14 PROVIDE SUPPORT FOR PARENTAL INVOLVEMENT AT PARENT REQUEST

- Upton will make every effort to accommodate parent requests to ensure that students' and parents' individual needs are met in order to foster more positive involvement.

- Upton will provide interpreters at parent meetings and conferences upon request or if deemed necessary by the ESL department.

1118(f) MIGRANT, DISABLED & LEP PARENT PARTICIPATION

- Upton does not have Migrant parents at this time. In the event that Migrant students enroll, the ESL Coordinator will plan parent outreach activities and make sure that they are informed and included in all parent outreach events.

- The Title I and ESL program will collaborate in order to ensure that LEP families are informed and included in all parent outreach events in a language they can understand; to the extent we are able to do this.

For more information, contact the Director of Instruction at Royal Oak's board office:
Telephone: 248-435-8400 x 1123

- Upton will provide accommodations as needs arise to disabled parents to ensure that they are informed, included and able to participate in all parent outreach events.

For more information, contact Upton's office:
Telephone: 248-549-4968

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

Each year Upton Elementary will survey parents throughout the year. Each survey will specifically address the parental involvement component. Also, at focus group meetings of at-risk and English as a Second Language Parents, surveys will be conducted asking parents for their input into the parental involvement component of the plan. In addition, at monthly PTA meetings, parents will be encouraged to provide feedback in regards to the plan. In the Spring, the School Improvement Leadership Team will evaluate the effectiveness of the schoolwide program including the parent involvement component.
7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

Based upon the results from the schoolwide parent surveys, survey results from the at-risk and ESL focus group and other parent feedback, the parental involvement policy and parent compact will be revised annually. In addition, the School Improvement Leadership team will use this evidence to make appropriate revisions to the schoolwide plan will be made annually based upon this perception feedback and other sources of data.

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

The school-parent compact was developed by the School Improvement Leadership Team, which included two parent representatives. Under the guidance of Sybil Lenzi, our schoolwide facilitator, we divided into groups to review each section to ensure that it was written in a language which all could understand, and that the team agreed with expectations of teachers, parents and students. Parents and staff reviewed the parent responsibilities, a team of teachers reviewed teacher responsibilities, and the whole group reviewed student responsibilities. Finally, the team met together to review and revise the entire document. After this initial meeting, the draft of the school parent compact was shared with a Title I and ESL Focus Group comprised of students and parents in order to gather feedback. This group agreed to the compact with only a few minor changes. In addition, teachers reviewed the compact and provided feedback. Also, the parent representatives on the School Improvement Leadership Team presented the compact to the PTA. Each year, the School Improvement Leadership team reviews the compact and revises it as needed.

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

All teachers will review the parent compact at individual parent/teacher conferences in the Fall. Parents will be prompted to initial the compact indicating that it was discussed with the teacher. The compact is also presented each year at Curriculum Night.

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

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The School's School-Parent Compact is attached.</td>
<td>Yes</td>
<td></td>
<td>School-Parent Compact</td>
</tr>
</tbody>
</table>

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

Report cards are sent home quarterly. The report cards include a key of the different criteria for success. If parents have questions about the report card, they are encouraged to set up a conference with the teacher for clarification.

Parent reports are sent home explaining the results of the M-STEP test.
NWEA reports are sent home with a letter explaining how to interpret the results.
As appropriate, a translator is provided to communicate assessment data in a family's native language.
Parents of students participating in intervention services receive progress monitoring data (AIMSweb assessments) with a letter explaining current and proposed services.
Parents of students with an IRIP (Individualized Reading Intervention Plan) receive progress monitoring data, and updates to the plan 3 times a year.
WIDA (World Class Instructional Design and Assessment) scores are sent home with parent translations in the three major languages.
A coffee talk meeting for at-risk and ESL students is designated for explaining the different assessments the school uses. A translator is available at these meetings.
Parents who have questions about assessment results should contact the school office at (248)549-4968.
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?

The district holds a Kindergarten Welcome Night for parents of preschool age children in January of the school year prior to their students entering Kindergarten.

When parents enroll their children for Kindergarten, they are given a Transition to School Backpack. This backpack is filled with materials to help prepare students for Kindergarten. Included in this backpack is "a 3-month calendar filled with activities for kids to do each day, from counting and sorting to identifying letters." It includes tactile number cards, counting links, foam letters, a journal for drawing and writing, and more materials for learning.

Upton also hosts a Kindergarten Snapshot in mid-August. During this event, both parents and students will be invited in to meet the staff and learn about the curriculum. While parents talk with the principal and other school leaders about how they can help support their child at home, the preschool age children will have the opportunity to complete activities with the Kindergarten Teachers.

In later August, just before school starts, incoming Kindergarten students and their parents are again invited to the school for Kindergarten Meet the Teacher, so that they may meet the Kindergarten teacher and explore the classroom. This will assist both the children and the parents with the transition into Kindergarten. The Upton PTA also hosts a Kindergarten "playdate" as part of this event.

In addition to the scheduled events with preschool children, Upton staff will attend Individualized Education Plan meetings and conduct visits with incoming Kindergarten students coming from in-district preschool programs and the local Head Start Program which is housed in Royal Oak.

Kindergarten teachers correspond with pre-school teachers in order to receive information about incoming students. Part of what we were trying to improve is the communication for the transition to Kindergarten. We have received more detailed information about students and their needs in order to better plan for this transition.

This upcoming school year, 2019-20, Upton will be offering a Developmental Kindergarten program. Developmental kindergarten is designed for children who are of kindergarten enrollment age (5 years old by September 1 of the school year) or for children whose parents complete a waiver (5 years old by December 1 of the school year). The program allows students additional time to physically and emotionally develop in a safe and secure environment before attending kindergarten. Students in developmental kindergarten experience similar opportunities as other kindergarten students, but are taught at a pace and intensity dependent on individual readiness. Developmental kindergarten students will be taught by a certified teacher endorsed in early childhood, and they will participate in many activities around language & literacy, math, science, social studies, technology & computers, social experiences and dramatic play. Students also attend traditional specials classes, including physical education, Spanish, art and music.

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?
At the district-wide Kindergarten Welcome night in January of the year prior to their child's entrance to Kindergarten, parents of preschoolers have the opportunity to see the building, meet the staff and learn about the curriculum. During this evening, Kindergarten teachers present parents with tips on skills they should be working on with their preschooler in order to better prepare them for success in Kindergarten. A written copy of these tips is sent home with parents.

When parents enroll their children for Kindergarten, they are given a Transition to School Backpack. This backpack is filled with materials to help prepare students for Kindergarten. Included in this backpack is “a 3-month calendar filled with activities for kids to do each day, from counting and sorting to identifying letters.” It includes tactile number cards, counting links, foam letters, a journal for drawing and writing, and more materials for learning.

At the whole school open house in the spring, families have the opportunity to tour the school and Kindergarten classrooms. They are able to meet the Kindergarten teachers and talk about the educational program as well as general tips for Kindergarten success.

During Upton's Snapshot, parents receive training on strategies that preschool age children need when they enter Kindergarten while their children meet and participate in activities with the Kindergarten teachers.

In September, when parents bring their children in for Kindergarten Meet the Teacher, parents are able to get answers to pertinent questions and get tips for making it a successful school year.
1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Upton Elementary teachers routinely analyze student achievement data to increase student performance in the classroom. Teachers use the academic assessments to recommend students for Tier 2 and Tier 3 interventions, to create flexible groupings for differentiated instruction, to reteach difficult concepts, and to communicate progress with parents. Daily anecdotal data, weekly assessments, monthly strategic monitoring, and quarterly assessments are analyzed by every teacher to inform instruction in the classroom. The various data samples are examined further at the regular Response to Intervention meetings, with the RtI team. The RtI team is composed of the grade level colleagues, intervention teachers, School Psychologist, and Principal. Data is examined to determine if the students’ are responding to instruction, and identifying individual students that are struggling with and exceeding expectations. Plans are made to modify core instruction with the purpose of increasing performance in the areas of confusion and extending instruction in areas of early mastery. For students that do not to respond to core instruction over time, students receive an intervention with one of the schools interventionists.

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

Teachers collaborate during weekly common planning time to determine which unit assessments will be most effective to measure performance. Continuing into 2019-20, Royal Oak will provide late starts where grade level teachers will analyze progress monitoring data collaboratively. Data is also analyzed during quarterly Response to Intervention meetings with interventionists, School Psychologist, and Principal.

The Upton School Improvement Leadership Team (SILT), which leads the school in assessment analysis, assessment design, and professional development, is composed of 4 classroom teachers, three intervention teachers, 3 parents, and the school Principal.

Upton teachers have been and are currently represented on County and District curriculum committees, such as Royal Oak Learning Council, District Improvement Teams Reading, Math & Writing, and Oakland County Pilot and Review Reading Writing & Math. Teacher representatives have been instrumental in developing a District Assessment Calendar for all elementary schools.
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.

At Upton Elementary, the school engages in a response to intervention process to identify students for interventions, based on not meeting the following criteria:

**READING**
K assessment goals:
AIMS Web TEL (LNF, LSF) in green or blue
DRA level 4
NWEA MPG Reading test above 40th percentile

1st Grade assessment goals:
NWEA MPG Reading test above 40th percentile
DRA Level 16

2nd grade assessment goals:
NWEA MPG Reading test above 40th percentile
DRA Level 28

3rd grade assessment goals:
NWEA MAP Reading test above 40th percentile
M-STEP proficient
DRA Level 38

4th and 5th grade assessment goals:
NWEA MAP Reading test above 40th percentile
M-STEP proficient

**WRITING**
K-2 assessment Goal: 3 or 4 on the Writing Pathways Rubrics for Opinion, Informational, Narrative Writings

3-5 assessments:
M-STEP proficient
3 or 4 on the Writing Pathways Rubrics for Opinion, Informational, Narrative Writings

**MATH**
K assessment goals:
AIMS Web TEN (NIM,QDM) in green or blue
NWEA MPG Math test above 40th percentile
Math Expressions unit post tests - 3 or 4

1-2 assessment goals:
NWEA MPG math test above 40th percentile
Math Expressions unit post tests - 3 or 4

3-5 assessments:
NWEA MAP math test above 40th percentile
M-STEP Math proficient
Math Expressions unit post tests - 3 or 4

SCIENCE & SOCIAL STUDIES
M-STEP Science proficient
M-STEP Social Studies proficient

Classroom teachers will also identify students needing extra support in these content areas, based on report card and assessment scores on grade level assessments.

This Response to Intervention process monitors progress and matches interventions to students that struggle to master the Michigan Student Test of Educational Progress (M-STEP) and other district assessments in grades 3-5. Parents are informed at Parent Teacher Conferences and in writing when their child is recommended for a supplemental intervention. The intervention options for students include: Tier 2 small group instruction in the classroom with teacher and push-in with interventionist; Tier 2 small group instruction outside the classroom in Rti Math, Leveled Literacy Intervention (LLI), Fast ForWord Reading, SuccessMaker Math and Reading, Step Up to Writing, Read Live; and Tier 3 individual tutoring with interventionist or with Academic Support Teacher. Parents are invited to Student Study Team meetings to discuss intervention alternatives and options, including Special Education eligibility. Parents can request a review at a Student Study Team meeting. Students in K-3rd grade who are identified as having a reading deficiency will be invited into the school in order to complete an IRIP (Individual Reading Plan).

All students in grades 1-5 are universally screened three times each year with NWEA MAP tests in Reading and Math. Early literacy and numeracy assessments are also used in kindergarten. The Developmental Reading Assessment (DRA) is administered with all students in kindergarten through third grades. In 4th and 5th grades, the DRA is used with students who score below the 40th percentile on the NWEA MAP reading test. Screening reports profile students which are below the standard. In addition to assessments, teachers and interventionists collaborate in regular grade level meetings to review multiple sources of performance data. In the area of reading for grades three, four, and five, the staff analyzes MSTEP Reading results, Developmental Reading Assessment data, and NWEA MAP assessments. For math proficiency in third, fourth, and fifth grades, MSTEP Math, Math Expressions Post Tests, and NWEA MAP Math results are analyzed to monitor math proficiency. In grades K-5 writing is assessed using the Writing Pathways rubrics and and MSTEP ELA (3-5) . MSTEP Science and Social Studies are administered in 5th grade. Teachers will also identify students needing extra support in science and social studies based on report card and grade level assessments.

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?
Listed below is the additional assistance that is available to students experiencing difficulty mastering the State's academic achievement standards:

**KINDERGARTEN**

- **Literacy**: Leveled Literacy Intervention, Fast ForWord Reading Readiness, Heggerty Phonemic Awareness, Academic Support
- **Numeracy**: RtI Math, Academic Support
- **Science/Social Studies**: Small group instruction with teacher

**FIRST GRADE**

- **Reading/Writing**: Leveled Literacy Intervention, Fast ForWord, Heggerty Phonemic Awareness, Academic Support
- **Math**: RtI Math, PathBlazer Math, Freckle Math, Academic Support
- **Writing**: Step Up to Writing, Academic Support
- **Science/Social Studies**: Small group instruction with teacher

**SECOND GRADE**

- **Reading/Writing**: Leveled Literacy Intervention, Fast ForWord Reading, Read Live, Academic Support
- **Math**: RtI Math, PathBlazer Math, Freckle Math, Prodigy Math, Academic Support
- **Writing**: Step Up to Writing, Academic Support
- **Science/Social Studies**: Small group instruction with teacher

**THIRD GRADE**

- **Reading/Writing**: Leveled Literacy Intervention, Fast ForWord Reading, Read Live, Academic Support
- **Math**: RtI Math, PathBlazer Math, Freckle Math, Academic Support
- **Writing**: Step Up to Writing, Academic Support
- **Science/Social Studies**: Small group instruction with teacher

**FOURTH GRADE**

- **Reading/Writing**: Fast ForWord Reading, Leveled Literacy Intervention, Academic Support
- **Math**: PathBlazer Math, Freckle Math, XtraMath, Academic Support
- **Writing**: Step Up to Writing, Academic Support
- **Science/Social Studies**: Small group instruction with teacher

**FIFTH GRADE**

- **Reading**: Fast ForWord Reading, Academic Support
- **Math**: RtI Math, PathBlazer Math, Freckle Math, XtraMath, Academic Support
- **Writing**: Step Up to Writing, Academic Support
- **Science/Social Studies**: Small group instruction with teacher

Within the response to intervention (RtI) process, teachers routinely collaborate in grade level teams with interventionists, the School Psychologist, and the Principal to determine how to differentiate core instruction and which supplemental interventions are necessary. Students that have not been responding to differentiated core instruction, and/or are not proficient on the M-Step, and/or in the bottom 40th %ile on the NWEA assessment, are referred for supplemental instruction during a RtI meeting. Students that are determined to be struggling in reading and math, as evident on multiple data sources, are assigned to receive supplemental instruction for at least one ten-week round of intervention. Each round of intervention will take place for twenty-thirty minutes, three to five days per week. Upon completion...
of a round of intervention, several choices are available for the student: continue with another round, modify the intervention, substitute the intervention with a different intervention, or refer the student for a Review of Existing Evaluation Data (REED). Parents are informed when interventions are initiated, with follow-up notifications, and are invited to attend the REED.

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

All teachers follow a workshop model for delivery of instruction which allows students time for guided practice and independent practice. During the independent practice time, teachers meet with strategy groups to address individual student needs. Teachers also provide small group and/or individual conferences within the workshop model of instruction.

In addition, teachers at Upton Elementary use Visible Thinking Routines to foster critical thinking skills during core and supplemental instruction. Teachers also use a variety of culturally responsive teaching techniques to engage all learners.

Flexible seating options are available to students in classrooms to promote student engagement.

All students who show an academic need are eligible to receive supplemental academic interventions either within the classroom or in a pull-out setting. Students are selected following the Response to Intervention protocols.
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.

All of our programs are coordinated and integrated toward the achievement of our school wide goals.
Our Title I program provides resources and teachers that focus on the needs of all students. Supplemental materials are purchased to support math, reading, writing, science goals, and Cultures of Thinking.
Our Title II funds are used for all of our professional development needs, including resources, training, and facilitation. Since our school wide goals are aligned to our district goals, professional development has been focused on the workshop model for math, reading, and writing.
Our Title III program provides resources that help supplement the needs of our English Language Learners, such as parent and student lending libraries, content area language materials for at home learning, after school programs and tutoring, and summer school programming. These materials and programs were planned with a team to align with district improvement goals.
All of these programs and resources help support our students through the activities and strategies that have been planned in our school wide goals.

There are several different programs and resources which will be coordinated in the school wide program. They are:

FEDERAL RESOURCES, PROGRAMS & GRANTS: Title IA, Title IIA, Title III, IDEA
STATE RESOURCES, PROGRAMS & GRANTS: Great Start Readiness Program
LOCAL RESOURCES, PROGRAMS & GRANTS: General Funds, School Fundraising (Internal Account), Parent Teacher Association, Royal Oak Public Library, Boys and Girls Club of South Oakland County, Royal Oak Youth Assistance, Royal Oak Foundation for Public Education

FEDERAL RESOURCES, PROGRAMS & GRANTS:
Title IA: Title I Teacher
Title IIA: Math Expressions, Reading Workshop, Writing Pathways training, Cultures of Thinking, RULER Training, Heggarty Training
Title III: After school tutoring, Summer tutoring, Summer School
IDEA: School Psychologist, Speech and Language Pathologist

STATE RESOURCES, PROGRAMS & GRANTS:
Great Start Readiness Program: This preschool option is offered to qualifying families at another location within the Royal Oak School District. As part of our preschool transition plan, teachers will collaborate with teachers in the Great Start Readiness Program.
Technology Readiness Infrastructure Grant - Intra-Michigan Consortium

LOCAL PROGRAMS:
General Funds: Teaching supplies and material including computer software, curriculum resources, capital outlay, salaries and benefits
School Fundraising (Internal Account): Teaching supplies and materials, curriculum resources, technology, special events
Parent Teacher Association: Mimio Teach interactive technology, Discovery Science, assemblies
Royal Oak Public Library: Reading is Fundamental program
Royal Oak Boys and Girls Club: Tutoring, homework club, special programs
Royal Oak Youth Assistance: Counseling, mentoring, summer camps
Royal Oak Foundation for Public Education: Grant for Flexible Seating
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.

1. Comprehensive Needs Assessment: General Funds, Title IA
2. School-Wide Reform Strategies: Title IA, General Funds, School Fundraising (Internal Account), Title III
3. Highly Qualified Staff: Title IA, General Funds, IDEA
4. Attract and Retain Highly Qualified Staff: Title IA, General Funds
5. Professional Development: General Funds, Title IIA, Title III, Title IA, School Fundraising
6. Parental Involvement: PTA, Title IA, Title III, General Funds
7. Preschool Transition: Title IA, Great Start Readiness Program
8. Assessment Decisions: General Funds, Title IIA (training), School Fundraising
9. Timely & Additional Assistance: Title IA, Title III, General Fund
10. Coordination & Integration of Federal, State & Local Resources: School-Wide Status allows us to utilize all funds

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.

The nutrition program at Upton Elementary offers either a free or reduced breakfast and lunch to families who qualify. Parents fill out the appropriate form that is sent in to the State for approval for these offerings. For 2018-19 our free and reduced percentage is approximately 40% of our population. This program is very important to our students as it helps them to be nourished so they are ready to learn.

Upton also participates in a program called Blessings in a Backpack. This program is made possible through community partnerships including the North Woodward Community Foundation, Meijer stores, community members, and school district employees. Students who qualify for free or reduced lunch are invited to participate in this program. Parents are notified and have the option of participating. Those that do participate are given enough non-perishable food to last throughout the weekend. This food is supplied by Meijer and packed each week by local volunteers.
Evaluation:

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

Each year, the Upton School Improvement Leadership team will evaluate the implementation of the schoolwide program. Parents, staff, and students will be surveyed throughout the year to gather perception data on the effectiveness of the program. Student achievement data will be analyzed to determine the effectiveness in meeting the objectives of the plan. In addition to perception data and student academic achievement data, the Upton School Improvement Team will analyze the results of the NCA self-assessment and review our demographic data to determine the effectiveness of the school-wide plan.

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.

Each year, the Upton School Improvement Leadership team will conduct a needs assessment. Using information in the needs assessment, the School Improvement Leadership Team will revise the School Improvement Plan as necessary. Parents, staff and students will be surveyed throughout the year to gather perception data on the effectiveness of the program. Student achievement data will be analyzed to determine the effectiveness in meeting the objectives of the plan. In addition to perception data and student academic achievement data, the Upton School Improvement Team will analyze the results of the NCA self-assessment and review our demographic data to determine the effectiveness of the school-wide plan.

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.

Student achievement data for all students, but more specifically, student achievement data for students receiving tier two and three interventions (those furthest from the standards), is continuously monitored at Response to Intervention (RtI) meetings. Data analyzed include, but are not limited to, M-Step scores, Developmental Reading Assessment scores, AIMSweb scores, NWEA scores and writing scores. Notes taken from these meetings help the School Improvement Leadership Team determine the effectiveness of the school wide program in increasing the achievement of these students who are furthest from the standards.

In addition to notes from the RtI meetings, perception data will be gathered from parents at monthly “coffee talk” parent meetings (for parents of students who are furthest from the standards and parents of English as a Second Language students). This information will also be used when evaluating the effectiveness of the school wide program for increasing the achievement of the students who are furthest from the standards.

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?
Each year in the spring, the School Improvement Leadership Team, which includes parents, teachers, and administration, will review the results of the needs assessment in order to determine the effectiveness of the school wide program. Once the team has determined the effectiveness of the school wide program, the School Improvement Leadership Team will decide which strategies and activities in the school wide plan should continue, which should be modified, which should be abandoned, and which should be added. The team will then revise the School Improvement Plan accordingly.
SIP 2019-2020
Overview

Plan Name

SIP 2019-2020

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.

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
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| 1  | All students at Upton Elementary will become proficient in mathematics.   | Objectives:1
Strategies:4
Activities:21               | Academic                       | $7950        |
| 2  | All students at Upton Elementary will become proficient in reading and writing. | Objectives:2
Strategies:6
Activities:31               | Academic                       | $9050        |
| 3  | All students at Upton Elementary will become proficient in Science.       | Objectives:1
Strategies:4
Activities:17               | Academic                       | $4450        |
| 4  | All students at Upton Elementary School will become proficient in Social Studies. | Objectives:1
Strategies:4
Activities:15               | Academic                       | $1950        |
Goal 1: All students at Upton Elementary will become proficient in mathematics.

Measurable Objective 1:
A 10% increase of All Students will demonstrate a proficiency in the common core state standards in Mathematics by 06/11/2020 as measured by State and local assessments. The percent of economically disadvantaged students who are proficient in the mathematics standards will increase by 15%.

Strategy 1:
P.B.I.S. - Teachers will use positive behavior intervention supports within the classroom in order to create an environment that promotes academic achievement for all.
Category: School Culture

Tier: Tier 1

<table>
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<tr>
<th>Activity - R.O.C.K. Stars</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
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<tbody>
<tr>
<td>Teachers will pass out R.O.C.K. Star tickets to students demonstrating the positive school behaviors of Responsibility, Open Mindedness, Cooperation, Kindness and/or Self Control in order to improve student behavior. Students who receive R.O.C.K. Star tickets are entered into a weekly drawing to receive special recognition on the school news broadcast.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2013</td>
<td>06/12/2020</td>
<td>$500</td>
<td>General Fund</td>
<td>All Staff</td>
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<tr>
<th>Activity - P.B.I.S. Professional Development</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
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</thead>
<tbody>
<tr>
<td>At staff meetings throughout the year, the Positive Behavior Intervention Support committee will continue to review and train teachers in implementing the activities of the P.B.I.S. strategy in order to improve student behavior.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>P.B.I.S. Committee, Teachers</td>
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<table>
<thead>
<tr>
<th>Activity - ROCK Bands</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
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</table>
### Strategy 2:

Math Workshop - Teachers will follow a workshop format in their classrooms in order to increase student performance and engagement in math. All teachers will provide core math instruction for 60 minutes daily.

**Category:** Mathematics

**Research Cited:**

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### Behavioral Support Program

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
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<tbody>
<tr>
<td>Class Dojo</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/08/2015</td>
<td>06/11/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>Teachers, Principal</td>
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</table>

Teachers in 1st-5th grade will use the Class Dojo program to encourage positive classroom management.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
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<tbody>
<tr>
<td>RULER training</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/25/2018</td>
<td>06/11/2020</td>
<td>$250</td>
<td>Title II Part A</td>
<td>Teachers and principal</td>
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Consultants from Oakland Schools will lead professional development for teachers at Upton implementing the RULER model.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning Meeting</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/04/2018</td>
<td>06/11/2020</td>
<td>$400</td>
<td>General Fund</td>
<td>Principal, teachers</td>
</tr>
</tbody>
</table>

Teachers will use the The Morning Meeting Book by Roxann Kriete to implement the morning meeting routine with their homeroom class.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Emotional Learning (SEL)</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/04/2018</td>
<td>06/11/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Principal, Teachers</td>
</tr>
</tbody>
</table>

Teachers will participate in professional learning with consultants from Oakland Schools on effectively dealing with students who have experienced trauma.
Strategy 3:
Cultures of Thinking and Culturally Responsive Teaching - Staff will use thinking routines to facilitate student thinking and learning throughout the curriculum. Staff will also shape and promote the 8 cultural forces (time, opportunities, routines and structures, language, modeling, interactions and relationships, physical environment, and expectations) noticing how these variables impact student thinking and learning in the school culture.

Category: School Culture
Research Cited: Visible Thinking is a broad and flexible framework for enriching classroom learning in the content areas and fostering students' intellectual development at the same time. Here are some of its key goals:

- Deeper understanding of content
- Greater motivation for learning
Development of learners’ thinking and learning abilities.
-Development of learners’ attitudes toward thinking and learning and their alertness to opportunities for thinking and learning (the "dispositional" side of thinking).
-A shift in classroom culture toward a community of enthusiastically engaged thinkers and learners.

Visible Thinking is the product of a number of years of research concerning children’s thinking and learning, along with a sustained research and development process in classrooms.

One important finding was that skills and abilities are not enough. They are important of course, but alertness to situations that call for thinking and positive attitudes toward thinking and learning are tremendously important as well. Often, we found, children (and adults) think in shallow ways not for lack of ability to think more deeply but because they simply do not notice the opportunity or do not care. To put it all together, we say that really good thinking involves abilities, attitudes, and alertness, all three at once. Technically this is called a dispositional view of thinking. Visible Thinking is designed to foster all three.

Another important result of this research concerns the practical functionality of the Visible Thinking approach -- the thinking routines, the thinking ideals, and other elements. All these were developed in classroom contexts and have been revised and revised again to ensure workability, accessibility, rich thinking results from the activities, and teacher and student engagement.

Cultivating a Culture of Thinking in Museums Ron Ritchhart, “Cultivating a Culture of Thinking in Museums,” Journal of Museum Education 32, no. 2 (Summer 2007): 137-54.
-Schools Need to Pay More Attention to "Intelligence in the Wild" David N. Perkins, "Schools Need to Pay More Attention to "Intelligence in the Wild," Harvard Education Letter (May/June 2000)
-Works of art are a good thing to think about Shari Tishman & Patricia Palmer. "Works of art are a good thing to think about: A study of the impact of the Artful Thinking program on students’ concepts of thinking. In Evaluating the Impact of Arts and Cultural Education. Paris: Centre Pompidou, 89-101.
-Thinking about Thinking: Pre-service teachers strengthen their thinking artfully Susan Barahal. "Thinking about Thinking: Pre-service teachers strengthen their thinking artfully". Phi Delta Kappan, 90 (4). pp. 298-302
Strategy 4:
Intervention for Students Struggling in Math - Teachers will meet on a regular basis to review formative assessments to identify areas of challenges in math, so that intensive small group instruction can take place in order to build the students’ skills using the concrete-representational-abstract instructional model.

Category: Mathematics
Students in Kindergarten-5th grades requiring assistance in mathematics will be identified using NWEA MAP testing in order to differentiate instruction.

<table>
<thead>
<tr>
<th>Activity - Rtl/Title I/LSS Services</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Response to Intervention (Rtl) Coordinator, the Title I teacher, and/or the learning support specialist will provide mathematics instruction as needed with students in grades K-5 who are identified as being at-risk in mathematics in order to increase student math performance. This is done by either pushing into classrooms or instructing in small groups of 6 or less students. The concrete-representational-abstract instructional approach will be used when working with students. Selected students who are identified as being at risk in mathematics will use the SuccessMaker math program, within the classroom or in a pull-out setting, in order to increase student math performance.</td>
<td>Direct Instruction</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>09/09/2014</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Section 31a, Title I Part A</td>
<td>Rtl Coordinator, Title I Teacher, Learning Support Specialist (LSS), Teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Rtl/Title I/ LSS Monitoring of Student Progress</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>The RtI Coordinator, the Title I, and/or the Learning Support Specialist (LSS) will monitor the progress of tier II math students by administering AIMS web plus probes every two weeks.</td>
<td>Monitor</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/09/2014</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Title I Part A, Section 31a</td>
<td>Title I Teacher, RtI Coordinator, Learning Support Specialist (LSS), Principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Academic Support</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Academic support teacher will provide Special Education students with mathematics interventions according to their individualized education plans in order to increase student math performance.</td>
<td>Academic Support Program</td>
<td>Tier 3</td>
<td>Monitor</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Special Education</td>
<td>Academic Support Teacher, Principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - PD- Economically Disadvantaged Students in Mathematics</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>
Goal 2: All students at Upton Elementary will become proficient in reading and writing.

Measurable Objective 1:
A 10% increase of All Students will demonstrate a proficiency in reading in English Language Arts by 06/11/2020 as measured by State and local assessments. The percent of economically disadvantaged students who are proficient in the reading standards will increase by 15%.

Strategy 1:
Balanced Literacy Instruction - At Upton, all classroom teachers will dedicate 120 minutes to balanced literacy instruction each day. This includes small group instruction, reading workshop, writing workshop, word work, and read aloud with accountable talk in order to increase student reading performance.
Category: English/Language Arts

Teachers will be trained in strategies to use with Economically Disadvantaged students in order to meet the needs of the students struggling in math.

<table>
<thead>
<tr>
<th>Professiona</th>
<th>Tier 1</th>
<th>Implement</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td></td>
<td></td>
<td>09/06/2016</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Title I Part A</td>
<td>Principal</td>
</tr>
</tbody>
</table>

Parents of English as a Second Language and Response to Intervention students will be invited to monthly parent meetings in order to provide feedback about the Schoolwide plan and also to promote parent engagement in their student's learning. At these meetings, we will work with parents and give information on relevant topics such as how helping at home in all subject areas, understanding student assessments, helping with homework, having effective parent conferences, learning ways to become more involved, understanding summer learning, and other topics as requested by parents. Parents will then provide feedback about the school, Schoolwide plan and parent outreach in order to inform possible program changes.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Involvement</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$1000</td>
<td>Title I Part A</td>
<td>Title I Teacher, ESL Coordinator, RtI Coordinator, Principal</td>
</tr>
</tbody>
</table>

Parents of English as a Second Language and Response to Intervention students will be invited to monthly parent meetings in order to provide feedback about the Schoolwide plan and also to promote parent engagement in their student's learning. At these meetings, we will work with parents and give information on relevant topics such as how helping at home in all subject areas, understanding student assessments, helping with homework, having effective parent conferences, learning ways to become more involved, understanding summer learning, and other topics as requested by parents. Parents will then provide feedback about the school, Schoolwide plan and parent outreach in order to inform possible program changes.
**School Improvement Plan**  
Alfred E. Upton Elementary School

Auman, Maureen. *Step up to Writing.* Longmont, CO: Sopris West Educational Services, 2008

Step Up to Writing Correlation to The Alliance for Excellent Education’s *Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy – A Report to the Carnegie Corporation of New York © 2009*


**Tier: Tier 1**

<table>
<thead>
<tr>
<th>Activity - Volume of Reading</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers will increase the amount of time students have to individually read just-right leveled texts, during reading workshop in order to improve student reading performance.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Classroom Teachers, Principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Reading Workshop- MAISA units</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will use the MAISA (Michigan Association of Intermediate School Administrators) Reading Units of Study in order to instruct students daily in reading workshop.</td>
<td>Materials</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Principal, Classroom Teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Reading Workshop- Professional Development</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two to four teachers annually will be trained in reading workshop, through Oakland Schools, as outlined by the District Improvement Team, in order to effectively meet the needs of the students in leveled reading. Funding is needed for substitutes to release teachers for training.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$1200</td>
<td>Title II Part A</td>
<td>Director of Instruction, Teachers, Principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Lab Classrooms- Balanced Literacy Instruction</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers will participate in district grade level lab classroom visits, as outlined by the District Improvement Team, in order to learn how to effectively implement a balanced literacy block. Funding is needed for substitutes to release teachers for at least one half-day classroom visit.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$400</td>
<td>Title II Part A</td>
<td>Director of Instruction, Elementary Curriculum Supervisor, Principal, Classroom Teachers</td>
</tr>
</tbody>
</table>
### Strategy 2:
P.B.I.S. - Positive Behavior Intervention Supports - Teachers will use positive behavior intervention supports within the classroom in order to create an environment that promotes academic achievement for all.

**Category:** Mathematics

**Research Cited:**

<table>
<thead>
<tr>
<th>Activity - Monitoring Student Progress in the Classroom</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will monitor student progress in the classroom administering DRA assessments, running records, MLPP tasks, NWEA, and other teacher created formative assessments.</td>
<td>Monitor</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>Classroom Teachers, Principal</td>
</tr>
</tbody>
</table>

### Activity - R.O.C.K. Stars

**Activity Type** | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsibility |
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$500</td>
<td>General Fund</td>
<td>Principal, P.B.I.S. Committee</td>
</tr>
</tbody>
</table>

Teachers will pass out R.O.C.K. Star tickets to students demonstrating the positive school behaviors of Responsibility, Open Mindedness, Cooperation, Kindness and/or Self Control in order to improve student behavior. Students who receive R.O.C.K. Star tickets are entered into a weekly drawing to receive special recognition on the school news broadcast.

### Activity - P.B.I.S. Professional Development

**Activity Type** | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsibility |
<table>
<thead>
<tr>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>P.B.I.S. Committee, Principal, Teachers</td>
</tr>
</tbody>
</table>

At staff meetings throughout the year, the Positive Behavior Intervention Support committee will continue to review and train teachers in implementing the activities of the P.B.I.S. strategy in order to improve student behavior.

### Activity - Class Dojo

**Activity Type** | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsibility |
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/06/2016</td>
<td>06/11/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>Classroom Teachers, Principal</td>
</tr>
</tbody>
</table>
(shared) Strategy 3:
Cultures of Thinking and Culturally Responsive Teaching - Staff will use thinking routines to facilitate student thinking and learning throughout the curriculum. Staff will also shape and promote the 8 cultural forces (time, opportunities, routines and structures, language, modeling, interactions and relationships, physical environment, and expectations) noticing how these variables impact student thinking and learning in the school culture.
Category: School Culture
Research Cited: Visible Thinking is a broad and flexible framework for enriching classroom learning in the content areas and fostering students' intellectual development at the same time. Here are some of its key goals:

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Development of learners' attitudes toward thinking and learning and their alertness to opportunities for thinking and learning (the "dispositional" side of thinking).
A shift in classroom culture toward a community of enthusiastically engaged thinkers and learners.
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- Thinking about Thinking: Pre-service teachers strengthen their thinking artfully Susan Barahal. "Thinking about Thinking: Pre-service teachers strengthen their thinking artfully". Phi Delta Kappan, 90 (4). pp. 298-302

Tier: Tier 1
## Strategy 4:

### Intervention for students struggling in Reading

Teachers will meet on a regular basis to review formative assessments to identify areas of challenges in reading, so that intensive small group instruction can take place.

**Category:** English/Language Arts


**Tier:** Tier 1

### Activity - COT Lesson Design

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/06/2016</td>
<td>06/11/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>Teachers, Principal</td>
</tr>
</tbody>
</table>

Staff will engage in a guided lesson design opportunity to design instruction which is shaped by the principles and research of “Cultures of Thinking.”

### Activity - COT - Creating Cultures of Thinking Book Talk

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/06/2016</td>
<td>06/11/2020</td>
<td>$300</td>
<td>General Fund</td>
<td>Principal, Teachers</td>
</tr>
</tbody>
</table>

Teachers will participate in book talk discussions around the book Creating Cultures Of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools by Ron Ritchhart.

### Activity - PD-Culturally Responsive Teaching

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/06/2016</td>
<td>06/11/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>Principal, Teachers</td>
</tr>
</tbody>
</table>

Teachers will engage in professional learning in Culturally Responsive teaching techniques.

### Activity - Flexible Seating

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/06/2016</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Title I Part A</td>
<td>Principal, Teachers</td>
</tr>
</tbody>
</table>

Teachers will provide flexible seating within the classroom in order to promote student engagement.
<table>
<thead>
<tr>
<th>Activity - RtI/ Title I/LSS Monitoring of Student Progress</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>The RtI Coordinator, the Title I teacher and/or the Learning Support Specialist (LSS) will monitor the progress of tier II reading students by administering AIMS web probes every two weeks.</td>
<td>Monitor</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/02/2014</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Title I Part A, Section 31a</td>
<td>Title I Teacher, RtI Coordinator, Learning Support Specialist (LSS), Principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Academic Support</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Academic support teacher will provide Special Education students with reading interventions according to their individualized education plans in order to increase student math performance.</td>
<td>Academic Support Program</td>
<td>Tier 3</td>
<td>Implement</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Special Education</td>
<td>Academic Support Teacher, Director of Special Education, Principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Identification of Students</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in Kindergarten-5th grade requiring assistance in reading will be identified using NWEA MAP assessments, DRA assessments, MLPP tasks, and MSTEP results 3 times/year in order to differentiate instruction.</td>
<td>Monitor</td>
<td>Tier 1</td>
<td></td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>Teachers, RtI Coordinator, Principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Small Group ESL Instruction/ Summer Tutoring</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

The Response to Intervention (RTI) Coordinator, the Title I Teacher, and/or the Learning Support Specialist (LSS) will provide reading interventions, in small groups of 3-5 students, for 30 minute sessions, 3-5 days per week, with identified students struggling in reading in order to increase student reading performance. Interventions may include, but are not limited to, Leveled Literacy Intervention, Fast ForWord, Read Naturally Live, and SuccessMaker Reading.
ESL instructors will guide English Learners in grades 1-5 in reading informational, content area specific text around social studies, science and math concepts using the Step up to Writing Program graphic organizers. ESL instructors will use this program to meet WIDA (World Class Instructional Design and Assessment) standards, aiding students in gaining academic vocabulary and language in all content areas. In addition, Step Up to Writing and writing pathways will be used to help English Learners study and organize information in narrative, expository and Persuasive texts. Summer tutoring will be offered.

### Activity - K-2 ESL LLI groups

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Instruction</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$1000</td>
<td>Title III</td>
<td>ESL Coordinator</td>
</tr>
</tbody>
</table>

Students in Kindergarten through 2nd grade on the ESL caseload (identified as below grade level in reading) will engage in Leveled Literacy Intervention groups. The ESL instructor will use added graphic organizers, vocabulary development, and grammar activities in order to directly meet language needs within the program.

### Activity - PD- Economically Disadvantaged Students in Reading

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/31/2016</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Title I Part A</td>
<td>Principal</td>
</tr>
</tbody>
</table>

Teachers will be trained in strategies to use with Economically Disadvantaged students in order to meet the needs of the students struggling in reading.

### Activity - Coffee Talk Parent Meetings

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Involvement</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$1000</td>
<td>Title III</td>
<td>ESL Coordinator, Title I Teacher, Rti Coordinator, Principal</td>
</tr>
</tbody>
</table>

Parents of English as a Second Language and Response to Intervention students will be invited to monthly parent meetings in order to provide feedback about the Schoolwide plan and also to promote parent engagement in their student's learning. At these meetings, we will work with parents and give information on relevant topics such as how helping at home in all subject areas, understanding student assessments, helping with homework, having effective parent conferences, learning ways to become more involved, understanding summer learning, and other topics as requested by parents. Parents will then provide feedback about the school, Schoolwide plan and parent outreach in order to inform possible program changes.

### Measurable Objective 2:

A 10% increase of All Students will demonstrate a proficiency in narrative, informational and opinion writing in English Language Arts by 06/11/2020 as measured by state and local assessments. The percent of economically disadvantaged students who are proficient in the writing standards will increase by 15%.
Strategy 1:
Balanced Literacy Instruction- Writer's Workshop - At Upton, all classroom teachers will dedicate 120 minutes to balanced literacy instruction each day. This includes small group instruction, reading workshop, writing workshop, word work, and read aloud with accountable talk in order to increase student writing performance.

Category: English/Language Arts


Auman, Maureen. Step up to Writing. Longmont, CO: Sopris West Educational Services, 2008

Step Up to Writing Correlation to The Alliance for Excellent Education’s Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy – A Report to the Carnegie Corporation of New York © 2009


Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Materials</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will use the MAISA (Michigan Association of Intermediate School Administrators) Writing Units of Study and the Lucy Calkins Units of Study in Opinion, Information, and Narrative Writing in order to instruct students daily in writing workshop lessons.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>All classroom teachers</td>
</tr>
</tbody>
</table>
Strategy 2:
Intervention for Struggling Writers - Teachers will provide extended learning opportunities and interventions to economically disadvantaged students in order to improve student writing.

Category: English/Language Arts


Auman, Maureen. Step up to Writing. Longmont, CO: Sopris West Educational Services, 2008


Tier: Tier 2

Activity - Writing Conferences in the Classroom

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will work with students one-on-one or in a small group to provide support or additional practice during the school day in order to improve student writing. Teachers will work on writing traits and/or skills and provide reinforcement of previously taught writing units and skills.</td>
<td>Direct Instruction</td>
<td>Tier 2</td>
<td>Implement</td>
<td>10/21/2013</td>
<td>06/11/2020</td>
<td>$0</td>
<td>General Fund</td>
</tr>
</tbody>
</table>
(shared) Strategy 3:

P.B.I.S. - Positive Behavior Intervention Supports - Teachers will use positive behavior intervention supports within the classroom in order to create an environment that
promotes academic achievement for all.

Category: Mathematics


Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - R.O.C.K. Stars</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will pass out R.O.C.K. Star tickets to students demonstrating the positive school behaviors of Responsibility, Open Mindedness, Cooperation, Kindness and/or Self Control in order to improve student behavior. Students who receive R.O.C.K. Star tickets are entered into a weekly drawing to receive special recognition on the school news broadcast.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$500</td>
<td>General Fund</td>
<td>Principal, P.B.I.S. Committee</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - P.B.I.S. Professional Development</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>At staff meetings throughout the year, the Positive Behavior Intervention Support committee will continue to review and train teachers in implementing the activities of the P.B.I.S. strategy in order to improve student behavior.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>P.B.I.S. Committee, Principal, Teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Class Dojo</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers in 1st-5th grade will use the class dojo program to encourage positive classroom management.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/06/2016</td>
<td>06/11/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>Classroom Teachers, Principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - ROCK Bands</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will participate in multi-age advisory classes once a month in order to learn specific character traits including teamwork, respect, perseverance, and bully prevention. These students will be assigned to the same team and mentor throughout their time at Upton Elementary.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/08/2015</td>
<td>06/11/2020</td>
<td>$1000</td>
<td>General Fund</td>
<td>P.B.I.S. committee, Principal, Teachers</td>
</tr>
</tbody>
</table>
Strategy 4: Cultures of Thinking and Culturally Responsive Teaching - Staff will use thinking routines to facilitate student thinking and learning throughout the curriculum. Staff will also shape and promote the 8 cultural forces (time, opportunities, routines and structures, language, modeling, interactions and relationships, physical environment, and expectations) noticing how these variables impact student thinking and learning in the school culture.

Category: School Culture

Research Cited: Visible Thinking is a broad and flexible framework for enriching classroom learning in the content areas and fostering students' intellectual development at the same time. Here are some of its key goals:

- Deeper understanding of content
- Greater motivation for learning
- Development of learners' thinking and learning abilities.
- Development of learners' attitudes toward thinking and learning and their alertness to opportunities for thinking and learning (the "dispositional" side of thinking).

A shift in classroom culture toward a community of enthusiastically engaged thinkers and learners.

Visible Thinking is the product of a number of years of research concerning children's thinking and learning, along with a sustained research and development process in classrooms.

One important finding was that skills and abilities are not enough. They are important of course, but alertness to situations that call for thinking and positive attitudes toward thinking and learning are tremendously important as well. Often, we found, children (and adults) think in shallow ways not for lack of ability to think more deeply
but because they simply do not notice the opportunity or do not care. To put it all together, we say that really good thinking involves abilities, attitudes, and alertness, all three at once. Technically this is called a dispositional view of thinking. Visible Thinking is designed to foster all three.

Another important result of this research concerns the practical functionality of the Visible Thinking approach -- the thinking routines, the thinking ideals, and other elements. All these were developed in classroom contexts and have been revised and revised again to ensure workability, accessibility, rich thinking results from the activities, and teacher and student engagement.

-Cultivating a Culture of Thinking in Museums Ron Ritchhart, “Cultivating a Culture of Thinking in Museums,” Journal of Museum Education 32, no. 2 (Summer 2007): 137-54.
-Schools Need to Pay More Attention to “Intelligence in the Wild” David N. Perkins, “Schools Need to Pay More Attention to “Intelligence in the Wild,” Harvard Education Letter (May/June 2000)
-“Thinking about Thinking: Pre-service teachers strengthen their thinking artfully Susan Barahal. "Thinking about Thinking: Pre-service teachers strengthen their thinking artfully". Phi Delta Kappan, 90 (4). pp. 298-302

Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - COT Lesson Design</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff will engage in a guided lesson design opportunity to design instruction which is shaped by the principles and research of “Cultures of Thinking.”</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/06/2016</td>
<td>06/11/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>Teachers, Principal</td>
</tr>
</tbody>
</table>
Goal 3: All students at Upton Elementary will become proficient in Science.

**Measurable Objective 1:**
A 10% increase of All Students will demonstrate a proficiency in life, physical, earth and process skills in Science by 06/11/2020 as measured by state and local assessments. The percent of economically disadvantaged students who are proficient in the science standards will increase by 15%.

**Strategy 1:**
Increased time on task - Teachers will spend more time teaching Science in order to allow students more opportunities to interact with the Science Curriculum.

Category: Science


The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: ASCD.


### Activity - Science Vocabulary Acquisition

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>Classroom Teachers, Principal</td>
</tr>
</tbody>
</table>

Science teachers will incorporate vocabulary acquisition strategies during daily science instruction in order to improve understanding of science concepts. Strategies include:

1. Provide students opportunities to use their colloquial language and translate back and forth with scientific and technical terms.
2. Provide vocabulary terms and have students create drawings, diagrams, and pictures to demonstrate meaning.
3. Use graphic organizers to present words with a range of contextual information.
4. Create a Word Wall of important scientific terms to be utilized in verbal and written communication during each unit.

### Activity - Discovery Education Science Materials/Informational Reading

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2013</td>
<td>06/14/2019</td>
<td>$2000</td>
<td>Title I Part A</td>
<td>Teachers, Principal</td>
</tr>
</tbody>
</table>

Teachers will include reading passages and other online resources from Discovery Education into their science curriculum in order to improve understanding of science concepts.

### Activity - Instructional Time

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>Teachers, Principal</td>
</tr>
</tbody>
</table>

In order to increase instructional time in science, teachers in grades K-2 will spend a minimum of 150 minutes per week on Science instruction. In grades 3-5 teachers will spend a minimum of 225 minutes on Science instruction. This instruction can be in a separate block or incorporated into instruction in English Language Arts.

### Activity - PD- STEM Scopes

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/27/2019</td>
<td>06/11/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>Elementary Curriculum Supervisor, Classroom Teachers, Principal</td>
</tr>
</tbody>
</table>
## Strategy 2:
Positive Behavior Intervention Supports - Teachers will use positive behavior intervention supports within the classroom in order to create an environment that promotes academic achievement for all.

Category: School Culture


### Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - R.O.C.K. Stars</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
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<th>Source Of Funding</th>
<th>Staff Responsible</th>
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<tr>
<td>Teachers will pass out R.O.C.K. Star tickets to students demonstrating the positive school behaviors of Responsibility, Open Mindedness, Cooperation, Kindness and/or Self Control in order to improve student behavior. Students who receive R.O.C.K. Star tickets are entered into a weekly drawing to receive special recognition on the school news broadcast.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2013</td>
<td>06/01/2020</td>
<td>$500</td>
<td>General Fund</td>
<td>All staff, Principal</td>
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</table>

<table>
<thead>
<tr>
<th>Activity - P.B.I.S. Professional Development</th>
<th>Activity Type</th>
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<th>Phase</th>
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<th>End Date</th>
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<th>Source Of Funding</th>
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<tr>
<td>At staff meetings throughout the year, the Positive Behavior Intervention Support committee will continue to review and train teachers in implementing the activities of the P.B.I.S. strategy in order to improve student behavior.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>PBIS committee, Principal, Teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - ROCK Bands</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
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<td>Students will participate in multi-age advisory classes once a month in order to learn specific character traits including teamwork, respect, perseverance, and bully prevention. These students will be assigned to the same team and mentor throughout their time at Upton Elementary.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>10/01/2015</td>
<td>06/11/2020</td>
<td>$1000</td>
<td>General Fund</td>
<td>Teachers, Principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Class Dojo</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
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</table>

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School Improvement Plan
Alfred E. Upton Elementary School

| Teachers in 1st-5th grade will use the class dojo program to encourage positive classroom management. | Behavioral Support Program | Tier 1 | Implement | 09/08/2015 | 06/11/2020 | $0 | General Fund | Teachers, Principal |
|---|---|---|---|---|---|---|---|

| Activity - RULER training | Activity | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Consultants from Oakland Schools will lead professional development for teachers at Upton implementing the RULER model. | Professional Learning | Tier 2 | Implement | 09/25/2018 | 06/11/2020 | $250 | Title II Part A | Teachers, Principal |

| Activity - Social Emotional Learning (SEL) | Activity | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Teachers will participate in professional learning with consultants from Oakland Schools on effectively dealing with students who have experienced trauma. | Professional Learning | Tier 1 | Implement | 09/04/2018 | 06/11/2020 | $0 | No Funding Required | Principal, teachers |

| Activity - Morning Meeting | Activity | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|---|
| Teachers will use the The Morning Meeting Book by Roxann Kriete to implement the morning meeting routine with their homeroom class. | Materials | Tier 1 | Implement | 09/04/2018 | 06/11/2020 | $400 | General Fund | Principal, teachers |

**Strategy 3:**
Support for Students Struggling in Science - Teachers will meet on a regular basis to review formative assessments to identify areas of challenges in science so that intensive small group instruction can take place in order to build students' science skills.
Category: Science

Tier: Tier 2
Strategy 4:
Cultures of Thinking and Culturally Responsive Teaching - Staff will use thinking routines to facilitate student thinking and learning throughout the curriculum. Staff will also shape and promote the 8 cultural forces (time, opportunities, routines and structures, language, modeling, interactions and relationships, physical environment, and expectations) noticing how these variables impact student thinking and learning in the school culture.

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- Schools Need to Pay More Attention to "Intelligence in the Wild" David N. Perkins, “Schools Need to Pay More Attention to "Intelligence in the Wild," Harvard Education Letter (May/June 2000)
- The object of their attention Shari Tishman, "The object of their attention". Education Leadership, February 2008. 65 (5) pp. 44-46
- Thinking about Thinking: Pre-service teachers strengthen their thinking artfully Susan Barahal. "Thinking about Thinking: Pre-service teachers strengthen their thinking artfully". Phi Delta Kappan, 90 (4). pp. 298-302

Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - COT Lesson Design</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
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<tr>
<td>Staff will engage in a guided lesson design opportunity to design instruction which is shaped by the principles and research of “Cultures of Thinking.”</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/06/2016</td>
<td>06/11/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Teachers, Principal</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Activity - COT - Creating Cultures of Thinking Book Talk</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will participate in book talk discussions around the book Creating Cultures of Thinking by Ron Ritchhart.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/05/2017</td>
<td>06/11/2020</td>
<td>$300</td>
<td>General Fund</td>
<td>Teachers, Principal</td>
</tr>
</tbody>
</table>
## Goal 4: All students at Upton Elementary School will become proficient in Social Studies.

### Measurable Objective 1:
A 10% increase of All Students will demonstrate a proficiency in history, geography, civics, and economics in Social Studies by 06/14/2019 as measured by State and local assessments. The percent of economically disadvantaged students who are proficient in social studies will increase by 15%.

### Strategy 1:
Increased time on task - Teachers will spend an increased amount of time teaching Social Studies in order to increase student performance of social studies concepts. 

Category: Social Studies  


"Building Background Knowledge for Academic Achievement," Robert Marzano, Association for Supervision and Curriculum Development (ASCD), 2004.  
Tier: Tier 1
Strategy 2:
Positive Behavior Intervention Supports - Teachers will use positive behavior intervention supports within the classroom in order to create an environment that promotes academic achievement for all.

Category:


Tier: Tier 1

Activity - Instructional Time

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>Teachers, Principal</td>
</tr>
</tbody>
</table>

In order to increase the amount of social studies instruction in the classroom, teachers in grades K-2 will spend a minimum of 150 minutes per week on Social Studies instruction. In grades 3-5 teachers will spend a minimum of 225 minutes on Social Studies instruction. This instruction can be in a separate block or incorporated into instruction in English Language Arts.

Activity - Monitoring Student Progress in Social Studies

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/02/2014</td>
<td>06/11/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>Principal, Teachers</td>
</tr>
</tbody>
</table>

Teachers will monitor student progress in the classroom by administering quizzes, tests, and other teacher developed formative assessments.

Activity - R.O.C.K. Stars

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>Teachers, Support Staff</td>
</tr>
</tbody>
</table>

Teachers will pass out R.O.C.K. Star tickets to students demonstrating the positive school behaviors of Responsibility, Open Mindedness, Cooperation, Kindness and/or Self Control in order to improve student behavior. Students who receive R.O.C.K. Star tickets are entered into a weekly drawing to receive special recognition on the school news broadcast.

Activity - P.B.I.S. Professional Development

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>
### Strategy 3:
Support for Students Struggling in Social Studies - Teachers will meet on a regular basis to review formative assessments to identify areas of challenges in Social Studies so that intensive small group instruction can take place in order to build social studies background knowledge and comprehension.

#### Category: Social Studies

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>At staff meetings throughout the year, the Positive Behavior Intervention Support committee will continue to review and train teachers in implementing the activities of the P.B.I.S. strategy in order to improve student behavior.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>P.B.I.S. Committee, Teachers, Principal</td>
</tr>
<tr>
<td>Activity - ROCK Bands</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>10/01/2015</td>
<td>06/11/2020</td>
<td>$1000</td>
<td>General Fund</td>
<td>Teacher, Principal</td>
</tr>
<tr>
<td>Students will participate in multi-age advisory classes once a month in order to learn specific character traits including teamwork, respect, perseverance, and bully prevention. These students will be assigned to the same team and mentor throughout their time at Upton Elementary.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/08/2015</td>
<td>06/11/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>Teachers, Principal</td>
</tr>
<tr>
<td>Activity - Class Dojo</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/25/2018</td>
<td>06/11/2020</td>
<td>$250</td>
<td>Title II Part A</td>
<td>Teachers, principal</td>
</tr>
<tr>
<td>Activity - RULER training</td>
<td>Professional Learning</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/04/2018</td>
<td>06/11/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Principal, teachers</td>
</tr>
<tr>
<td>Activity - Social Emotional Learning (SEL)</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/04/2018</td>
<td>06/11/2020</td>
<td>$400</td>
<td>General Fund</td>
<td>Principal, Teachers</td>
</tr>
<tr>
<td>Activity - Morning Meeting</td>
<td>Materials</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/04/2018</td>
<td>06/11/2020</td>
<td>$400</td>
<td>General Fund</td>
<td>Principal, Teachers</td>
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</table>


Tier: Tier 2

<table>
<thead>
<tr>
<th>Activity - Additional Support within the classroom</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom teachers will monitor progress of students 1/month using tests, quizzes, and other teacher designed formative social studies assessments in order to differentiate instruction and provide supplemental instruction to students requiring support.</td>
<td>Monitor</td>
<td>Tier 2</td>
<td>Implement</td>
<td>11/04/2013</td>
<td>06/11/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>Teachers, Principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - PD- Economically Disadvantaged Students in Social Studies</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will be trained in strategies to use with Economically Disadvantaged students in order to meet the needs of the students struggling in social studies.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>Principal</td>
</tr>
</tbody>
</table>

**Strategy 4:**

Cultures of Thinking and Culturally Responsive Teaching - Staff will use thinking routines to facilitate student thinking and learning throughout the curriculum. Staff will also shape and promote the 8 cultural forces (time, opportunities, routines and structures, language, modeling, interactions and relationships, physical environment, and expectations) noticing how these variables impact student thinking and learning in the school culture.

Category: School Culture
Research Cited: Visible Thinking is a broad and flexible framework for enriching classroom learning in the content areas and fostering students' intellectual development at the same time. Here are some of its key goals:

- Deeper understanding of content
- Greater motivation for learning
- Development of learners' thinking and learning abilities.
- Development of learners' attitudes toward thinking and learning and their alertness to opportunities for thinking and learning (the "dispositional" side of thinking).
- A shift in classroom culture toward a community of enthusiastically engaged thinkers and learners.

Visible Thinking is the product of a number of years of research concerning children's thinking and learning, along with a sustained research and development process in classrooms.

One important finding was that skills and abilities are not enough. They are important of course, but alertness to situations that call for thinking and positive attitudes toward thinking and learning are tremendously important as well. Often, we found, children (and adults) think in shallow ways not for lack of ability to think more deeply but because they simply do not notice the opportunity or do not care. To put it all together, we say that really good thinking involves abilities, attitudes, and alertness, all three at once. Technically this is called a dispositional view of thinking. Visible Thinking is designed to foster all three.

Another important result of this research concerns the practical functionality of the Visible Thinking approach -- the thinking routines, the thinking ideals, and other elements. All these were developed in classroom contexts and have been revised and revised again to ensure workability, accessibility, rich thinking results from the activities, and teacher and student engagement.

- Cultivating a Culture of Thinking in Museums Ron Ritchhart, "Cultivating a Culture of Thinking in Museums," Journal of Museum Education 32, no. 2 (Summer 2007): 137-54.
- Schools Need to Pay More Attention to "Intelligence in the Wild" David N. Perkins, "Schools Need to Pay More Attention to "Intelligence in the Wild," Harvard Education Letter (May/June 2000)
- Visible Thinking Shari Tishman and Patricia Palmer, "Visible Thinking," Leadership Compass 2, no. 4 (Summer 2005).
Works of art are a good thing to think about Shari Tishman & Patricia Palmer. "Works of art are a good thing to think about: A study of the impact of the Artful Thinking program on students' concepts of thinking. In Evaluating the Impact of Arts and Cultural Education. Paris: Centre Pompidou, 89-101.

The object of their attention Shari Tishman. "The object of their attention". Education Leadership, February 2008. 65 (5) pp. 44-46

Thinking about Thinking: Pre-service teachers strengthen their thinking artfully Susan Barahal. "Thinking about Thinking: Pre-service teachers strengthen their thinking artfully". Phi Delta Kappan, 90 (4). pp. 298-302

<table>
<thead>
<tr>
<th>Tier: Tier 1</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Activity - COT Lesson Design</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff will engage in a guided lesson design opportunity to design instruction which is shaped by the principles and research of “Culture of Thinking”.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/06/2016</td>
<td>06/11/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Teachers, Principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - COT- Creating Cultures of Thinking Book Talk</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will participate in book talk discussions around the book Creating cultures of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools by Ron Ritchhart.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/06/2016</td>
<td>06/11/2020</td>
<td>$300</td>
<td>General Fund</td>
<td>Principal, Teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - PD-Culturally Responsive Teaching</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will engage in professional learning in Culturally Responsive teaching techniques.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/06/2016</td>
<td>06/11/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>Teachers, Principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Flexible Seating</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will provide students with flexible seating arrangements in order to promote student engagement within the classroom</td>
<td>Materials</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/05/2017</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Title I Part A</td>
<td>Teachers, Principal</td>
</tr>
</tbody>
</table>
### Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

#### No Funding Required

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Emotional Learning (SEL)</td>
<td>Teachers will participate in professional learning with consultants from Oakland Schools on effectively dealing with students who have experienced trauma.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/04/2018</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Principal, teachers</td>
</tr>
<tr>
<td>COT lesson design</td>
<td>Staff will engage in a guided lesson design opportunity to design instruction which is shaped by the principles and research of “Cultures of Thinking.”</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/06/2016</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Teachers, Principal</td>
</tr>
<tr>
<td>Social Emotional Learning (SEL)</td>
<td>Teachers will participate in professional learning with consultants from Oakland Schools on effectively dealing with students who have experienced trauma.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/04/2018</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Principal, teachers</td>
</tr>
<tr>
<td>COT Lesson Design</td>
<td>Staff will engage in a guided lesson design opportunity to design instruction which is shaped by the principles and research of “Cultures of Thinking.”</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/06/2016</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Teachers, Principal</td>
</tr>
<tr>
<td>Volume of Reading</td>
<td>All teachers will increase the amount of time students have to individually read just-right leveled texts, during reading workshop in order to improve student reading performance.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Classroom Teachers, Principal</td>
</tr>
<tr>
<td>Monitoring Student Progress in the Classroom</td>
<td>Classroom Teachers will monitor student progress in the classroom by administering post unit tests, quick quizzes, and other teacher created formative assessments.</td>
<td>Monitor</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/09/2014</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Classroom Teachers, Principal</td>
</tr>
<tr>
<td>COT Lesson Design</td>
<td>Staff will engage in a guided lesson design opportunity to design instruction which is shaped by the principles and research of “Cultures of Thinking.”</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/06/2016</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Teachers, Principal</td>
</tr>
<tr>
<td>Social Emotional Learning (SEL)</td>
<td>Teachers will participate in professional learning with consultants from Oakland Schools on effectively dealing with students who have experienced trauma.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/04/2018</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Principal, Teachers</td>
</tr>
</tbody>
</table>
**Reading Workshop-MAISA units**
Teachers will use the MAISA (Michigan Association of Intermediate School Administrators) Reading Units of Study in order to instruct students daily in reading workshop.

<table>
<thead>
<tr>
<th>Materials</th>
<th>Tier 1</th>
<th>Monitor</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Principal, Classroom Teachers</td>
</tr>
</tbody>
</table>

**Social Emotional Learning (SEL)**
Teachers will participate in professional learning with consultants from Oakland Schools on effectively dealing with students who have experienced trauma.

<table>
<thead>
<tr>
<th>Professional Learning</th>
<th>Tier 1</th>
<th>Implement</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>09/04/2018</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Principal, teachers</td>
</tr>
</tbody>
</table>

### Title I Part A

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD- Economically Disadvantaged Students in Reading</td>
<td>Teachers will be trained in strategies to use with Economically Disadvantaged students in order to meet the needs of the students struggling in reading.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/31/2016</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Principal</td>
</tr>
<tr>
<td>PD- Economically Disadvantaged Students in Writing</td>
<td>Teachers will be trained in strategies to use with Economically Disadvantaged students in order to meet the needs of the students struggling in writing.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/31/2016</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Principal</td>
</tr>
<tr>
<td>PD- Economically Disadvantaged Students in Science</td>
<td>Teachers will be trained in strategies to use with Economically Disadvantaged students in order to meet the needs of the students struggling in science.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/31/2016</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Principal, teachers</td>
</tr>
<tr>
<td>RtI/ Title I/LSS Monitoring of Student Progress</td>
<td>The RtI Coordinator, the Title I teacher and/or the Learning Support Specialist (LSS) will monitor the progress of tier II reading students by administering AIMS web probes every two weeks.</td>
<td>Monitor</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/02/2014</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Title I Teacher, RtI Coordinator, Learning Support Specialist (LSS), Principal</td>
</tr>
</tbody>
</table>
### RtI/Title I/LSS Services

The Response to Intervention (RtI) Coordinator, the Title I teacher, and/or the learning support specialist will provide mathematics instruction as needed with students in grades K-5 who are identified as being at-risk in mathematics in order to increase student math performance. This is done by either pushing into classrooms or instructing in small groups of 6 or less students. The concrete-representational-abstract instructional approach will be used when working with students. Selected students who are identified as being at risk in mathematics will use the SuccessMaker math program, within the classroom or in a pull-out setting, in order to increase student math performance.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Description</th>
<th>Component</th>
<th>Tier</th>
<th>Start Date</th>
<th>End Date</th>
<th>Budget</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>RtI/Title I/LSS Services</td>
<td>The Response to Intervention (RtI) Coordinator, the Title I teacher, and/or the Learning Support Specialist (LSS) will provide reading interventions, in small groups of 3-5 students, for 30 minute sessions, 3-5 days per week, with identified students struggling in reading in order to increase student reading performance. Interventions may include, but are not limited to, Leveled Literacy Intervention, Fast ForWord, Read Naturally Live, and SuccessMaker Reading.</td>
<td>Direct Instruction</td>
<td>Tier 2</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$0</td>
<td>RtI Coordinator, Title I Teacher, Principal, Learning Support Specialist (LSS), Teachers</td>
</tr>
</tbody>
</table>

### Coffee Talk Parent Meetings

Parents of English as a Second Language and Response to Intervention students will be invited to monthly parent meetings in order to provide feedback about the Schoolwide plan and also to promote parent engagement in their student’s learning. At these meetings, we will work with parents and give information on relevant topics such as how helping at home in all subject areas, understanding student assessments, helping with homework, having effective parent conferences, learning ways to become more involved, understanding summer learning, and other topics as requested by parents. Parents will then provide feedback about the school, Schoolwide plan and parent outreach in order to inform possible program changes.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Description</th>
<th>Component</th>
<th>Tier</th>
<th>Start Date</th>
<th>End Date</th>
<th>Budget</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coffee Talk Parent Meetings</td>
<td>Parents of English as a Second Language and Response to Intervention students will be invited to monthly parent meetings in order to provide feedback about the Schoolwide plan and also to promote parent engagement in their student’s learning. At these meetings, we will work with parents and give information on relevant topics such as how helping at home in all subject areas, understanding student assessments, helping with homework, having effective parent conferences, learning ways to become more involved, understanding summer learning, and other topics as requested by parents. Parents will then provide feedback about the school, Schoolwide plan and parent outreach in order to inform possible program changes.</td>
<td>Parent Involvement</td>
<td>Tier 2</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$1000</td>
<td>Title I Teacher, ESL Coordinator, RtI Coordinator, Principal</td>
</tr>
</tbody>
</table>

### Flexible Seating

Teachers will provide students with flexible seating arrangements in order to promote student engagement within the classroom.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Description</th>
<th>Component</th>
<th>Tier</th>
<th>Start Date</th>
<th>End Date</th>
<th>Budget</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexible Seating</td>
<td>Teachers will provide students with flexible seating arrangements in order to promote student engagement within the classroom.</td>
<td>Materials</td>
<td>Tier 1</td>
<td>09/06/2016</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Principal, Teachers</td>
</tr>
</tbody>
</table>

### Flexible Seating

Teachers will provide flexible seating within the classroom in order to promote student engagement.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Description</th>
<th>Component</th>
<th>Tier</th>
<th>Start Date</th>
<th>End Date</th>
<th>Budget</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexible Seating</td>
<td>Teachers will provide flexible seating within the classroom in order to promote student engagement.</td>
<td>Materials</td>
<td>Tier 1</td>
<td>09/06/2016</td>
<td>06/15/2018</td>
<td>$0</td>
<td>Teachers, Principal</td>
</tr>
</tbody>
</table>

### Flexible Seating

Teachers will provide flexible seating arrangements in order to promote student engagement within the classroom.
### Title III

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coffee Talk Parent meetings</td>
<td>Parents of English as a Second Language and Response to Intervention students will be invited to monthly parent meetings in order to provide feedback about the Schoolwide plan and also to promote parent engagement in their student's learning. At these meetings, we will work with parents and give information on relevant topics such as how helping at home in all subject areas, understanding student assessments, helping with homework, having effective parent conferences, learning ways to become more involved, understanding summer learning, and other topics as requested by parents. Parents will then provide feedback about the school, Schoolwide plan and parent outreach in order to inform possible program changes.</td>
<td>Parent Involvement</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$1000</td>
<td>Title I Teacher, ESL Coordinator, RtI Coordinator, Principal</td>
</tr>
<tr>
<td>Rti/Title I/ LSS Monitoring of Student Progress</td>
<td>The RtI Coordinator, the Title I, and/or the Learning Support Specialist (LSS) will monitor the progress of tier II math students by administering AIMS web plus probes every two weeks.</td>
<td>Monitor</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/09/2014</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Title I Teacher, RtI Coordinator, LSS, Learning Support Specialist (LSS), Principal</td>
</tr>
<tr>
<td>PD- Economically Disadvantaged Students in Mathematics</td>
<td>Teachers will be trained in strategies to use with Economically Disadvantaged students in order to meet the needs of the students struggling in math.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/06/2016</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Principal</td>
</tr>
<tr>
<td>Flexible Seating</td>
<td>Teachers will provide students with flexible seating arrangements in order to promote student engagement within the classroom</td>
<td>Materials</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/05/2017</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Teachers, Principal</td>
</tr>
<tr>
<td>Flexible Seating</td>
<td>Teachers will provide flexible seating within the classroom in order to promote student engagement.</td>
<td>Materials</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/06/2016</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Principal, Teachers</td>
</tr>
<tr>
<td>Discovery Education Science Materials/Informational Reading</td>
<td>Teachers will include reading passages and other online resources from Discovery Education into their science curriculum in order to improve understanding of science concepts.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2013</td>
<td>06/14/2019</td>
<td>$2000</td>
<td>Teachers, Principal</td>
</tr>
</tbody>
</table>
**Special Education**

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Support</td>
<td>The Academic support teacher will provide Special Education students with mathematics interventions according to their individualized education plans in order to increase student math performance.</td>
<td>Academic Support Program</td>
<td>Tier 3</td>
<td>Monitor</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Academic Support Teacher, Principal</td>
</tr>
<tr>
<td>Activity Name</td>
<td>Activity Description</td>
<td>Activity Type</td>
<td>Tier</td>
<td>Phase</td>
<td>Begin Date</td>
<td>End Date</td>
<td>Resource Assigned</td>
<td>Staff Responsibility</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>---------------</td>
<td>---------</td>
<td>---------</td>
<td>------------</td>
<td>----------</td>
<td>-------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>Academic Support</td>
<td>The Academic support teacher will provide Special Education students with reading interventions according to their individualized education plans in order to increase student math performance.</td>
<td>Academic Support Program</td>
<td>Tier 3</td>
<td>Implement</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Academic Support Teacher, Director of Special Education, Principal</td>
</tr>
<tr>
<td>General Fund</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identification of Students</td>
<td>Students in Kindergarten-5th grades requiring assistance in mathematics will be identified using NWEA MAP testing in order to differentiate instruction.</td>
<td>Monitor</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$4500</td>
<td>Classroom Teachers, RtI Coordinator, Title I Teacher, Principal</td>
</tr>
<tr>
<td>Monitoring Student Progress in Social Studies</td>
<td>Teachers will monitor student progress in the classroom by administering quizzes, tests, and other teacher developed formative assessments.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/02/2014</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Principal, Teachers</td>
</tr>
<tr>
<td>Morning Meeting</td>
<td>Teachers will use the The Morning Meeting Book by Roxann Kriete to implement the morning meeting routine with their homeroom class.</td>
<td>Materials</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/04/2018</td>
<td>06/11/2020</td>
<td>$400</td>
<td>Principal, teachers</td>
</tr>
<tr>
<td>ROCK Bands</td>
<td>Students will participate in multi-age advisory classes once a month in order to learn specific character traits including teamwork, respect, perseverance, and bully prevention. These students will be assigned to the same team and mentor throughout their time at Upton Elementary.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/08/2015</td>
<td>06/11/2020</td>
<td>$1000</td>
<td>P.B.I.S. committee, Principal, Teachers</td>
</tr>
<tr>
<td>Instructional Time</td>
<td>In order to increase instructional time in science, teachers in grades K-2 will spend a minimum of 150 minutes per week on Science instruction. In grades 3-5 teachers will spend a minimum of 225 minutes on Science instruction. This instruction can be in a separate block or incorporated into instruction in English Language Arts.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Teachers, principal</td>
</tr>
<tr>
<td>R.O.C.K. Stars</td>
<td>Teachers will pass out R.O.C.K. Star tickets to students demonstrating the positive school behaviors of Responsibility, Open Mindedness, Cooperation, Kindness and/or Self Control in order to improve student behavior. Students who receive R.O.C.K. Star tickets are entered into a weekly drawing to receive special recognition on the school news broadcast.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2013</td>
<td>06/12/2020</td>
<td>$500</td>
<td>All Staff</td>
</tr>
<tr>
<td>R.O.C.K. Stars</td>
<td>Teachers will pass out R.O.C.K. Star tickets to students demonstrating the positive school behaviors of Responsibility, Open Mindedness, Cooperation, Kindness and/or Self Control in order to improve student behavior. Students who receive R.O.C.K. Star tickets are entered into a weekly drawing to receive special recognition on the school news broadcast.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Teachers, Support Staff</td>
</tr>
<tr>
<td>Small Group ESL Intervention</td>
<td>ESL instructors will guide English Learners in grades 1-5 in reading informational, content area specific text around social studies, science and math concepts using the Step up to Writing Program graphic organizers. ESL instructors will use this program in order to meet WIDA (World Class Instructional Design and Assessment) standards, aiding students in gaining academic language in all content areas. In addition, Step Up to Writing and Writing Pathways will be used to help English Learners study and organize information in narrative, expository and opinion texts.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$0</td>
<td>ESL Staff</td>
</tr>
<tr>
<td>Identification of Students</td>
<td>Students in Kindergarten-5th grade requiring assistance in reading will be identified using NWEA MAP assessments, DRA assessments, MLPP tasks, and MSTEP results 3 times/year in order to differentiate instruction.</td>
<td>Monitor</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Teachers, RtI Coordinator, Principal</td>
</tr>
<tr>
<td>COT- Creating Cultures of Thinking Book Talk</td>
<td>Teachers will participate in book talk discussions around the book Creating Cultures of Thinking by Ron Ritchhart.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/05/2017</td>
<td>06/11/2020</td>
<td>$300</td>
<td>Teachers, Principal</td>
</tr>
<tr>
<td>R.O.C.K. Stars</td>
<td>Teachers will pass out R.O.C.K. Star tickets to students demonstrating the positive school behaviors of Responsibility, Open Mindedness, Cooperation, Kindness and/or Self Control in order to improve student behavior. Students who receive R.O.C.K. Star tickets are entered into a weekly drawing to receive special recognition on the school news broadcast.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$500</td>
<td>Principal, P.B.I.S. Committee</td>
</tr>
<tr>
<td>R.O.C.K. Stars</td>
<td>Teachers will pass out R.O.C.K. Star tickets to students demonstrating the positive school behaviors of Responsibility, Open Mindedness, Cooperation, Kindness and/or Self Control in order to improve student behavior. Students who receive R.O.C.K. Star tickets are entered into a weekly drawing to receive special recognition on the school news broadcast.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2013</td>
<td>06/01/2020</td>
<td>$500</td>
<td>All staff, Principal</td>
</tr>
</tbody>
</table>
### ROCK Bands
Students will participate in multi-age advisory classes once a month in order to learn specific character traits including team-work, respect, perseverance, and bully prevention. These students will be assigned to the same team and mentor throughout their time at Upton Elementary.

<table>
<thead>
<tr>
<th>Behavioral Support Program</th>
<th>Tier 1</th>
<th>Implement</th>
<th>10/01/2015</th>
<th>06/11/2020</th>
<th>$1000</th>
<th>Teacher, Principal</th>
</tr>
</thead>
</table>

### Additional Support within the classroom
Classroom teachers will monitor progress of students 1/month using tests, quizzes, and other teacher designed formative social studies assessments in order to differentiate instruction and provide supplemental instruction to students requiring support.

<table>
<thead>
<tr>
<th>Monitor</th>
<th>Tier 2</th>
<th>Implement</th>
<th>11/04/2013</th>
<th>06/11/2020</th>
<th>$0</th>
<th>Teachers, Principal</th>
</tr>
</thead>
</table>

### Morning Meeting
Teachers will use the The Morning Meeting Book by Roxann Kriete to implement the morning meeting routine with their homeroom class.

<table>
<thead>
<tr>
<th>Materials</th>
<th>Tier 1</th>
<th>Implement</th>
<th>09/04/2018</th>
<th>06/11/2020</th>
<th>$400</th>
<th>Principal, Teachers</th>
</tr>
</thead>
</table>

### Instructional Time
In order to increase the amount of social studies instruction in the classroom, teachers in grades K-2 will spend a minimum of 150 minutes per week on Social Studies instruction. In grades 3-5 teachers will spend a minimum of 225 minutes on Social Studies instruction. This instruction can be in a separate block or incorporated into instruction in English Language Arts.

<table>
<thead>
<tr>
<th>Direct Instruction</th>
<th>Tier 1</th>
<th>Monitor</th>
<th>09/03/2013</th>
<th>06/11/2020</th>
<th>$0</th>
<th>Teachers, Principal</th>
</tr>
</thead>
</table>

### PD-Expressions Math Series
Teachers will meet in grade level teams to plan units of study and prepare for lessons.

<table>
<thead>
<tr>
<th>Professional Learning</th>
<th>Tier 1</th>
<th>Implement</th>
<th>09/02/2014</th>
<th>06/11/2020</th>
<th>$0</th>
<th>Principal, classroom teachers</th>
</tr>
</thead>
</table>

### P.B.I.S. Professional Development
At staff meetings throughout the year, the Positive Behavior Intervention Support committee will continue to review and train teachers in implementing the activities of the P.B.I.S. strategy in order to improve student behavior.

<table>
<thead>
<tr>
<th>Professional Learning</th>
<th>Tier 1</th>
<th>Implement</th>
<th>09/03/2013</th>
<th>06/11/2020</th>
<th>$0</th>
<th>PBIS committee, Principal, Teachers</th>
</tr>
</thead>
</table>

### P.B.I.S. Professional Development
At staff meetings throughout the year, the Positive Behavior Intervention Support committee will continue to review and train teachers in implementing the activities of the P.B.I.S. strategy in order to improve student behavior.

<table>
<thead>
<tr>
<th>Behavioral Support Program</th>
<th>Tier 1</th>
<th>Implement</th>
<th>09/03/2013</th>
<th>06/11/2020</th>
<th>$0</th>
<th>P.B.I.S. Committee, Teachers, Principal</th>
</tr>
</thead>
</table>

### Class Dojo
Teachers in 1st-5th grade will use the class dojo program to encourage positive classroom management.

<table>
<thead>
<tr>
<th>Behavioral Support Program</th>
<th>Tier 1</th>
<th>Implement</th>
<th>09/06/2016</th>
<th>06/11/2020</th>
<th>$0</th>
<th>Classroom Teachers, Principal</th>
</tr>
</thead>
</table>

### Identification of Students
Students requiring assistance in writing will be identified using NWEA MAP Language Usage tests, the annual Michigan Student test of Educational Progress (M-STEP), and local formative assessments at least three times per year in order to differentiate instruction in writing.

<table>
<thead>
<tr>
<th>Monitor</th>
<th>Tier 2</th>
<th>Implement</th>
<th>09/03/2013</th>
<th>06/11/2020</th>
<th>$0</th>
<th>Teachers, Principal</th>
</tr>
</thead>
</table>
### Additional Support within the classroom

Classroom teachers will monitor progress of students 1/month using tests, quizzes, and other teacher designed formative science assessments in order to differentiate instruction and provide supplemental instruction to students requiring support.

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
<th>Tier</th>
<th>Implementation Date</th>
<th>End Date</th>
<th>Cost</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Dojo</td>
<td>Teachers in 1st-5th grade will use the Class Dojo program to encourage positive classroom management.</td>
<td>Tier 1</td>
<td>09/08/2015</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Teachers, Principal</td>
</tr>
<tr>
<td>ROCK Bands</td>
<td>Students will participate in multi-age advisory classes once a month in order to learn specific character traits including team-work, respect, perseverance, and bully prevention. These students will be assigned to the same team and mentor throughout their time at Upton Elementary.</td>
<td>Tier 1</td>
<td>10/01/2015</td>
<td>06/11/2020</td>
<td>$1000</td>
<td>Teaching Staff, Principal</td>
</tr>
<tr>
<td>Math- Home/ School Connection</td>
<td>In order to practice previously learned math concepts, teachers in Grades K-1 will provide purposeful math homework two nights each week and teachers in grades 2-5 will provide purposeful math homework 4 nights a week.</td>
<td>Other</td>
<td>09/02/2014</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Principal, classroom teachers</td>
</tr>
<tr>
<td>Class Dojo</td>
<td>Teachers in Kindergarten-5th grade will use the class dojo program to encourage positive classroom management.</td>
<td>Tier 1</td>
<td>09/08/2015</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Teachers, Principal</td>
</tr>
<tr>
<td>PD- STEM Scopes</td>
<td>Teachers will receive professional development on using the newly purchased STEM Scopes Science materials.</td>
<td>Tier 1</td>
<td>08/27/2019</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Elementary Curriculum Supervisor, Classroom Teachers, Principal</td>
</tr>
<tr>
<td>Class Dojo</td>
<td>Teachers in 1st-5th grade will use the class dojo program to encourage positive classroom management.</td>
<td>Tier 1</td>
<td>09/08/2015</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Teachers, Principal</td>
</tr>
<tr>
<td>COT- Creating Cultures of Thinking Book Talk</td>
<td>Teachers will participate in book talk discussions around the book Creating Cultures Of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools by Ron Ritchhart.</td>
<td>Tier 1</td>
<td>09/06/2016</td>
<td>06/11/2020</td>
<td>$300</td>
<td>Principal, Teachers</td>
</tr>
<tr>
<td>Monitoring Student Progress in the Classroom</td>
<td>Teachers will monitor student progress in the classroom administering DRA assessments, running records, MLPP tasks, NWEA, and other teacher created formative assessments.</td>
<td>Tier 1</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Classroom Teachers, Principal</td>
</tr>
<tr>
<td>Materials</td>
<td>Expressions Math Series</td>
<td>Tier 1</td>
<td>09/02/2014</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Principal, classroom teachers</td>
</tr>
</tbody>
</table>
### Materials

| Teachers will use the MAISA (Michigan Association of Intermediate School Administrators) Writing Units of Study and the Lucy Calkins Units of Study in Opinion, Information, and Narrative Writing in order to instruct students daily in writing workshop lessons. | Direct Instruction Tier 1 Monitor 09/03/2013 06/11/2020 $0 | All classroom teachers |

### Morning Meeting

| Teachers will use the The Morning Meeting Book by Roxann Kriete to implement the morning meeting routine with their homeroom class. | Materials Tier 1 Implement 09/04/2018 06/11/2020 $400 | Principal, teachers |

### COT- Creating Cultures of Thinking book talk

| Teachers will participate in book talk discussions around the book Creating Cultures of Thinking ... The 8 Forces We Must Master to Truly Transform Our Schools by Ron Ritchhart. | Professional Learning Tier 1 Implement 09/06/2016 06/11/2020 $300 | Principal, Teachers |

### PD-Culturally Responsive Teaching

| Teachers will engage in professional learning in Culturally Responsive teaching techniques. | Professional Learning Tier 1 Implement 09/06/2016 06/11/2020 $0 | Teachers, Principal |

### Science Vocabulary Acquisition

| Science teachers will incorporate vocabulary acquisition strategies during daily science instruction in order to improve understanding of science concepts. Strategies include: 1) Provide students opportunities to use their colloquial language and translate back and forth with scientific and technical terms. 2) Provide vocabulary terms and have students create drawings, diagrams, and pictures to demonstrate meaning. 3) Use graphic organizers to present words with a range of contextual information. 4) Create a Word Wall of important scientific terms to be utilized in verbal and written communication during each unit. | Direct Instruction Tier 1 Implement 09/03/2013 06/11/2020 $0 | Classroom Teachers, Principal |

### PD- Economically Disadvantaged Students in Social Studies

| Teachers will be trained in strategies to use with Economically Disadvantaged students in order to meet the needs of the students struggling in social studies. | Professional Learning Tier 1 Implement 09/03/2013 06/11/2020 $0 | Principal |

### COT Lesson Design

| Staff will engage in a guided lesson design opportunity to design instruction which is shaped by the principles and research of “Cultures of Thinking.” | Professional Learning Tier 1 Implement 09/06/2016 06/11/2020 $0 | Teachers, Principal |

### PD-Culturally Responsive Teaching

| Teachers will engage in professional learning in Culturally Responsive teaching techniques. | Professional Learning Tier 1 Implement 09/06/2016 06/11/2020 $0 | Principal, Teachers |

### P.B.I.S. Professional Development

| At staff meetings throughout the year, the Positive Behavior Intervention Support committee will continue to review and train teachers in implementing the activities of the P.B.I.S. strategy in order to improve student behavior. | Behavioral Support Program Tier 1 Implement 09/03/2013 06/11/2020 $0 | P.B.I.S. Committee, Principal, Teachers |
## Section 31a

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.B.I.S. Professional Development</td>
<td>At staff meetings throughout the year, the Positive Behavior Intervention Support committee will continue to review and train teachers in implementing the activities of the P.B.I.S. strategy in order to improve student behavior.</td>
<td>Professiona l Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2013</td>
<td>06/11/2020</td>
<td>$0</td>
<td>P.B.I.S. Committee, Teachers</td>
</tr>
<tr>
<td>Morning Meeting</td>
<td>Teachers will use the The Morning Meeting Book by Roxann Kriete to implement the morning meeting routine with their homeroom class.</td>
<td>Materials</td>
<td>Implement</td>
<td>09/04/2018</td>
<td>06/11/2020</td>
<td>$400</td>
<td>Principal, teachers</td>
<td></td>
</tr>
<tr>
<td>ROCK Bands</td>
<td>Students will participate in multi-age advisory classes once a month in order to learn specific character traits including team-work, respect, perseverance, and bully prevention. These students will be assigned to the same team and mentor throughout their time at Upton Elementary.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>10/01/2015</td>
<td>06/11/2020</td>
<td>$1000</td>
<td>Teachers, Principal</td>
</tr>
<tr>
<td>PD-Culturally Responsive Teaching</td>
<td>Teachers will meet with Dr. Jay Marks 4 times throughout the year to engage teachers in Culturally Responsive teaching techniques.</td>
<td>Professiona l Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/06/2016</td>
<td>06/15/2018</td>
<td>$0</td>
<td>Teachers, Principal, Dr. Jay Marks</td>
</tr>
<tr>
<td>Writing Conferences in the Classroom</td>
<td>Teachers will work with students one-on-one or in a small group to provide support or additional practice during the school day in order to improve student writing. Teachers will work on writing traits and/or skills and provide reinforcement of previously taught writing units and skills. All teachers will teach writing traits and/or strategies as needed to small groups of students requiring assistance in writing, based on formative classroom assessments, in order to improve student writing.</td>
<td>Direct Instruction</td>
<td>Tier 2</td>
<td>Implement</td>
<td>10/21/2013</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Classroom teachers, Principal</td>
</tr>
<tr>
<td>COT- Creating Cultures of Thinking Book Talk</td>
<td>Teachers will participate in book talk discussions around the book Creating cultures of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools by Ron Ritchhart.</td>
<td>Professiona l Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/06/2016</td>
<td>06/11/2020</td>
<td>$300</td>
<td>Principal, Teachers</td>
</tr>
<tr>
<td>PD-Culturally Responsive Teaching</td>
<td>Teachers will engage in professional learning in Culturally Responsive teaching techniques.</td>
<td>Professiona l Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/06/2016</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Principal, Teachers</td>
</tr>
<tr>
<td>Monitoring Student Progress</td>
<td>Classroom teachers will monitor student progress by utilizing the Writing Pathways assessment tools and other teacher created formative assessments (ex. checklists)</td>
<td>Monitor</td>
<td>Tier 1</td>
<td>Implement</td>
<td>10/21/2013</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Classroom teachers</td>
</tr>
</tbody>
</table>
Title II Part A

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rti/ Title I/LSS</td>
<td>The Response to Intervention (RTI) Coordinator, the Title I teacher, and/or the</td>
<td>Direct Instruction</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>09/09/2014</td>
<td>06/11/2020</td>
<td>$0</td>
<td>Rti Coordinator, Title I Teacher,</td>
</tr>
<tr>
<td>Monitoring of Student</td>
<td>Learning Support Specialist (LSS) will provide reading interventions, in small</td>
<td></td>
<td></td>
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<td>Principal, Learning Support</td>
</tr>
<tr>
<td>Progress</td>
<td>groups of 3-5 students, for 30 minute sessions, 3-5 days per week, with identified</td>
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<td></td>
<td>Specialist (LSS)</td>
</tr>
<tr>
<td></td>
<td>students struggling in reading in order to increase student reading performance.</td>
<td></td>
<td></td>
<td></td>
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<td>Teachers</td>
</tr>
<tr>
<td></td>
<td>Interventions may include, but are not limited to, Leveled Literacy Intervention, Fast.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>ForWord, Read Naturally Live, and SuccessMaker Reading.</td>
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</tr>
</tbody>
</table>

RtI/ Title I/LSS Monitoring of Student Progress: The RtI Coordinator, the Title I teacher and/or the Learning Support Specialist (LSS) will monitor the progress of tier II reading students by administering AIMS web probes every two weeks.

Monitor Tier 2 Implement 09/02/2014 06/11/2020 $0

Title I Teacher, RtI Coordinator, Learning Support Specialist (LSS), Principal

RtI/ Title I/ LSS Monitoring of Student Progress: The RtI Coordinator, the Title I, and/or the Learning Support Specialist (LSS) will monitor the progress of tier II math students by administering AIMS web plus probes every two weeks.

Monitor Tier 2 Implement 09/09/2014 06/11/2020 $0

Title I Teacher, RtI Coordinator, Learning Support Specialist (LSS), Principal

RtI/ Title I/LSS Services: The Response to Intervention (RtI) Coordinator, the Title I teacher, and/or the learning support specialist will provide mathematics instruction as needed with students in grades K-5 who are identified as being at-risk in mathematics in order to increase student math performance. This is done by either pushing into classrooms or instructing in small groups of 6 or less students. The concrete-representational-abstract instructional approach will be used when working with students. Selected students who are identified as being at risk in mathematics will use the SuccessMaker math program, within the classroom or in a pull-out setting, in order to increase student math performance.

Direct Instruction Tier 2 Monitor 09/09/2014 06/11/2020 $0

RtI Coordinator, Title I Teacher, Principal, Learning Support Specialist (LSS), Teachers

RtI/ Title I/LSS Services: The Response to Intervention (RTI) Coordinator, the Title I Teacher, and/or the Learning Support Specialist (LSS) will provide reading interventions, in small groups of 3-5 students, for 30 minute sessions, 3-5 days per week, with identified students struggling in reading in order to increase student reading performance. Interventions may include, but are not limited to, Leveled Literacy Intervention, Fast ForWord, Read Naturally Live, and SuccessMaker Reading.

Direct Instruction Tier 2 Monitor 09/03/2013 06/11/2020 $0

Title I Teacher, RtI Coordinator, Learning Support Specialist (LSS), Principal
| RULER training | Consultants from Oakland Schools will lead professional development for teachers at Upton implementing the RULER model. | Professional Learning | Tier 2 | Implement | 09/25/2018 | 06/11/2020 | $250 | principal, teachers |
| Lab Classrooms-Balanced Literacy Instruction | All teachers will participate in district grade level lab classroom visits, as outlined by the District Improvement Team, in order to learn how to effectively implement a balanced literacy block. Funding is needed for substitutes to release teachers for at least one half-day classroom visit. | Professional Learning | Tier 1 | Implement | 09/03/2013 | 06/11/2020 | $400 | Director of Instruction, Elementary Curriculum Supervisor, Principal, Classroom Teachers |
| RULER training | Consultants from Oakland Schools will lead professional development for teachers at Upton implementing the RULER model. | Professional Learning | Tier 2 | Implement | 09/25/2018 | 06/11/2020 | $250 | Teachers, principal |
| RULER training | Consultants from Oakland Schools will lead professional development for teachers at Upton implementing the RULER model. | Professional Learning | Tier 2 | Implement | 09/25/2018 | 06/11/2020 | $250 | Teachers, principal |
| Reading Workshop-Professional Development | Two to four teachers annually will be trained in reading workshop, through Oakland Schools, as outlined by the District Improvement Team, in order to effectively meet the needs of the students in leveled reading. Funding is needed for substitutes to release teachers for training. | Professional Learning | Tier 1 | Implement | 09/03/2013 | 06/11/2020 | $1200 | Director of Instruction, Teachers, Principal |
| RULER training | Consultants from Oakland Schools will lead professional development for teachers at Upton implementing the RULER model. | Professional Learning | Tier 2 | Implement | 09/25/2018 | 06/11/2020 | $250 | Teachers and principal |