



School Improvement Plan

Thorne Elementary School

Westwood Community Schools

Mrs. Leslie Simmons, Principal
25251 ANNAPOLIS ST
DEARBORN HEIGHTS, MI 48125-1815

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Thorne Elementary School is a part of the Westwood Community School District in Dearborn Heights, Michigan. Over the last two years, Thorne Elementary School has experienced a slight increase in the student population. During the 2012-13 school year, Thorne served approximately 650 students in grades K-5. 70% of the student population resided within the school district and 30% of the students were school of choice students. The students who were served by Thorne resided in Dearborn Heights, Inkster, Detroit and other surrounding metro areas.

School's Purpose

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

Vision Statement - All students have the ability to learn and achieve; it is our responsibility to create the environment in which they will succeed.

Mission Statement - "Working together to prepare students to succeed in a competitive society"

Beliefs Statement

We believe that.....

High expectations lead to high achievement for all.

All students must be provided with opportunities that are diversified and responsive to individual educational needs.

A variety of developmentally appropriate teaching strategies, methods, and materials are necessary to promote academic success for all students.

Students learn best when they are actively engaged in meaningful and challenging work, integrating technology where appropriate.

All students and families should feel included and safe in the Thorne School community.

Notable Achievements and Areas of Improvement

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

Over the last couple of years, Thorne Elementary School has been able to increase student enrollment. We have implemented the Everyday Math program to help increase math achievement and fluency. We also adopted the Daily 5 and Cafe reading program to increase reading comprehension, vocabulary and fluency. Over the next three years, we will continue to focus to increasing student achievement in reading, math, writing and science. This year, we will implement the NWEA MAP assessments at all grade levels and utilize the data to make meaningful changes in curriculum and instruction as well as develop individualized instructional plans for each student.

Additional Information

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

Thorne Elementary is continuously growing and advancing to assist students so that they become productive citizens in society. We have students who matriculate from the pre-school program housed on our premises and then move on through the elementary school to the newly added 6th grade. We have also implemented a STEM program that allows students to do hands-on investigations and experiments in science, technology, engineering and mathematics.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

All building staff and parents were invited to be a part of the Thorne Elementary School Improvement process. Invitations were sent to stakeholders via email and formal written letters/invitations. Meetings were scheduled during the course of the school year as a part of the school professional development plan.

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

Mrs. Leslie Simmons, Principal

Ms. Kristen Kajoian, Assistant Principal

Mrs. Margaret Gaerig, School Improvement Team Member

Mrs. Kimberly Metzger, School Improvement Team Member

Mrs. Carol Robinson, School Improvement Team Member

Mrs. Carolyn Obrycki, School Improvement Team Member

Mrs. Natalie Abousaleh, School Improvement Team Member

Mrs. Leann Bridges-Barker, School Improvement Team Member

Mrs. Jammie Tocalis, School Improvement Team Member

Mr. Mark Harris, Parent

Mrs. Adrienne Gipson, Parent

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

Thorne Elementary School presents the school improvement plan annually to school board members, other building administrators, teachers and other school employees at school board meetings, administrative team meetings and staff meetings. Thorne also presents the school improvement plan to parents of students receiving Title I services at its annual Title I Parent Meeting and during open house. All stakeholders are invited to develop, implement, review and revise the goals, objectives, strategies and activities inside the school improvement plan through participation in school improvement meetings and through stakeholder surveys.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

Student enrollment has increased over the past couple of years, however, due to the district budget deficit we have decreased the amount of instructional and support staff members.

How do student enrollment trends affect staff recruitment?

The increase in student enrollment has allowed Thorne to recruit and hire highly qualified staff in core content areas and for instructional support positions as needed to fill vacancies.

How do student enrollment trends affect budget?

Student enrollment has increased over the past couple of years, however, due to the district budget deficit the budget for Thorne has decreased.

How do student enrollment trends affect resource allocations?

Student enrollment has increased over the past couple of years, however, due to the district budget deficit resource allocations for Thorne have decreased.

How do student enrollment trends affect facility planning and maintenance?

Student enrollment has increased over the past couple of years, however, due to the district budget deficit facility planning and maintenance has decreased.

How do student enrollment trends affect parent/guardian involvement?

Student enrollment trends do not effect parent/guardian involvement because parents are constantly provided with opportunities to be involved in the school.

How do student enrollment trends affect professional learning and/or public relations?

Professional learning remains a priority for Thorne Elementary as student enrollment increases. Public relation activities have been heightened in an effort to continuously increase student enrollment.

What are the challenges you noticed based on the student enrollment data?

Based on overall district student enrollment data, the challenges we face are the decrease in financial and staffing resources.

What action(s) will be taken to address these challenges?

To address the challenges faced, the district has enhanced its overall student recruitment efforts through a variety of community events, word of mouth recommendations and advertisements.

What are the challenges you noticed based on student attendance?

Based on the amount of student absenteeism, there is an adverse effect on student achievement.

What action(s) will be taken to address these challenges?

Along with the assistance and support of administration, the truancy officer for Thorne will help to implement strategies to help increase student achievement.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Reading and Writing indicate the highest levels of student achievement.

Which content area(s) show a positive trend in performance?

Reading showed a positive trend in performance.

In which content area(s) is student achievement above the state targets of performance?

None of the content areas are above the state targets of performance.

What trends do you notice among the top 30% percent of students in each content area?

Students in the top 30% show a slight increase to stagnation in each content area.

What factors or causes contributed to improved student achievement?

The factors that contributed to improved student achievement are Reading Recovery, strategies used by the Reading Intervention Specialist, tight alignment to the GLCE'S and common core.

How do you know the factors made a positive impact on student achievement?

Data from RIGBY assessments.

Which content area(s) indicate the lowest levels of student achievement?

Science, Social Studies and Math indicate the lowest levels of student achievement.

Which content area(s) show a negative trend in achievement?

Science, Social Studies and Math show a negative trend in achievement.

In which content area(s) is student achievement below the state targets of performance?

Student achievement is below the state targets of performance in Science, Social Studies, Math, Writing & Reading.

What trends do you notice among the bottom 30% of students in each content area?

Students in the bottom 30% are mainly males and special needs students in each content area.

What factors or causes contributed to the decline in student achievement?

Outdated instructional strategies and resources in math, science & social studies.

How do you know the factors made a negative impact on student achievement?

Inconsistent assessment data due to teachers using a variety of instructional resources that are outdated and inconsistent use of instructional strategies.

What action(s) could be taken to address achievement challenges?

Implementation of Daily 5 and Cafe reading methodology across all grade levels

Implementation of Everyday Math across all grade levels

Addition of STEM course for all students

Tight alignment of curriculum to GLCE'S and Common State Standards

Implementation of Compass Learning Odyssey and NWEA assessments to develop individualized instructional plans

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- African American or Black
- Economically Disadvantaged

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- African American or Black
- Economically Disadvantaged

In what content areas is the achievement gap closing for these subgroups?*

The achievement gap is closing in Reading and Writing.

How do you know the achievement gap is closing?*

Assessment data in reading and writing.

What other data support the findings?

Student RIGBY Scores

Grade Level Assessment Results

Compass Learning Assessment Results

What factors or causes contributed to the gap closing? (Internal and External)*

The factors that contributed to the gap closing are:

Reading Recovery Interventions

Reading Specialists

Supplemental Instructional Support through Compass Learning

More parents reading to students at home with books brought home from school

How do you know the factors made a positive impact on student achievement?

Data results from RIGBY

Data results from Reading Recovery

Assessment results from Compass Learning

What actions could be taken to continue this positive trend?

Continued use of a reading specialist

Continued use of Compass Learning

Continued use of reading recovery strategies

Continued use of Daily 5 & Café reading & comprehension strategies

Statement or Question:Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- Students with Disabilities

Statement or Question:For which subgroup(s) is the achievement gap becoming greater?*

Response:

- Male
- Students with Disabilities

In what content areas is the achievement gap greater for these subgroups?*

Math, Science & Writing

How do you know the achievement gap is becoming greater?*

Assessment results

What other data support the findings?*

Compass Learning and RIGBY results

What factors or causes contributed to the gap increasing? (Internal and External)*

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The factors that contributed to the gap increasing is the use of effective instructional strategies and resources to reach male students and the exposure of special needs students to the general education curriculum.

How do you know the factors lead to the gap increasing?*

Assessment results

What actions could be taken to close the achievement gap for these students?*

Implement instructional strategies to increase engagement of male students

Increase exposure of special needs students to the general education curriculum

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

ELL students are achieving slightly lower in comparison to the school aggregate.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

All students, including students with special needs have access to the full array of intervention programs as they are included in the identification process as outlined in each of the intervention plans listed.

How are students designated 'at risk of failing' identified for support services?

Students who are designated as "at risk of failing" are identified for support services through teacher recommendations, assessment results and the identification processes for 31a and RTI.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

The extended learning opportunities available for students are:

Compass Learning Odyssey

Tutoring

Reading & Math Small Group and Individualized Interventions

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	20.0

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What is the school doing to inform students and parents of Extended Learning Opportunities?

Students and Parents are informed of Extended Learning Opportunities through parent/teacher communications via newsletters and email. Parents are also informed during regularly scheduled parent meetings. Students also communicate with teachers on a daily basis regarding extended learning opportunities.

Label	Question	Value
	What is the total FTE count of teachers in your school?	32.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	1.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	10.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	15.0

Label	Question	Value
	How many teachers have been teaching >15 years?	6.0

What impact might this data have on student achievement?

Teacher experience has a huge impact on student achievement as some teachers have a "set" way of teaching and may not have been exposed to some of the latest research in teaching and learning.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	16.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	168.0

What impact might this data have on student achievement?

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Teacher absence due to professional development, personal business, and/or sick leave has a negative impact on student achievement data as students are missing vital instruction that can only be provided when the teacher is present.

Perception Data - Students

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

The highest overall level of satisfaction among students is

Which area(s) show a positive trend toward increasing student satisfaction?

The area that shows a positive trend toward increasing student satisfaction is students receiving challenging work.

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

The area that indicated the lowest level of satisfaction among students is the ride on the school bus.

Which area(s) show a trend toward decreasing student satisfaction?

The areas that show a trend toward decreasing student satisfaction is behavior on the bus and in the lunch room.

What are possible causes for the patterns you have identified in student perception data?

The causes for patterns identified are inconsistent enforcement of rules in the cafeteria and on the school bus.

What actions will be taken to improve student satisfaction in the lowest areas?

Teachers and other staff members have looked to revise the behavior system in the whole building. Revisions will include implementation of positive behavior strategies.

Perception Data – Parents/Guardians

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

The area that indicated the highest level of satisfaction among parents is in the area of school and community relations.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

The area that show a trend increasing parent satisfaction is in Teaching for Learning.

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

The area that indicated the overall lowest level of satisfaction among parents is safety on the school bus.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Bus safety shows a trend toward decreasing parent satisfaction.

What are possible causes for the patterns you have identified in parent/guardian perception data?

The causes for the patterns identified in parent perception data is inconsistent enforcement of rules on the school bus.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

Administrative staff will meet with parents and bus drivers to talk about behavior expectations of students on the school bus.

Perception Data – Teachers/Staff

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

The highest overall level of satisfaction among teachers/staff is teacher involvement in decision making at the school.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

The area that shows a trend toward increasing teacher/staff satisfaction is recognition for a job well done.

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

The area that indicates the lowest overall level of satisfaction among teachers/staff is the use of technology to enhance learning.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

The areas that show a trend toward decreasing teacher/staff satisfaction is the availability of updated science and social studies materials.

What are possible causes for the patterns you have identified in staff perception data?

The causes for the patterns identified are outdated materials in science and social studies.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

Decisions about curriculum, instruction and assessment are made during grade level team meetings. Parents and community members are involved in the process through monthly parent meetings and during the evaluation of the SIP/Title I plan.

What evidence do you have to indicate the extent to which the standards are being implemented?

The common core state standards are fully implemented at Thorne Elementary School. The daily lesson objectives reflect "I Can" statements from each of the common core state standards. Assessments reflect student learning of these standards.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes		

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

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	N/A. Thorne Elementary School is a K-5 building	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	N/A. Thorne Elementary is a K-5 building	

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

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Sue C. Carnell, Superintendent of Schools 3335 S. Beech Daly Dearborn Heights, MI 48125 313-565-1900	

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Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		Thorne Parent Involvement Plan

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

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes		

Health and Safety (HSAT) Diagnostic

Introduction

The content for this tool comes directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess its school health environments. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

This diagnostic is optional and should be completed only if you took the HSAT.

Health and Safety (HSAT)

The following assurances come directly from the [Healthy School Action Tool \(HSAT\) Assessment](http://www.mihealthtools.org/hsat), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

	Statement or Question	Response	Rating
Question 1	Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 2	All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.	Yes	N/A

	Statement or Question	Response	Rating
Question 3	Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.	Yes	N/A

	Statement or Question	Response	Rating
Question 4	Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.	Yes	N/A

	Statement or Question	Response	Rating
Question 5	Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.	Adopted policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 6	All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.	Yes	N/A

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	Statement or Question	Response	Rating
Question 7	The health education curriculum used in our school is the Michigan Model for Health® Curriculum.	Yes	N/A

	Statement or Question	Response	Rating
Question 8	The health education curriculum used in our school involves student interaction with their families and their community.	Yes	N/A

	Statement or Question	Response	Rating
Question 9	Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.	Adopted policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 10	At our school, physical education teachers annually participate in professional development specific to physical education.	No	N/A

	Statement or Question	Response	Rating
Question 11	Our school uses the Exemplary Physical Education Curriculum (EPEC)	Other curriculum	N/A

	Statement or Question	Response	Rating
Question 12	At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.	Yes	N/A

	Statement or Question	Response	Rating
Question 13	Our school offers the following amount of total weekly minutes of physical education throughout the year.	59 minutes or less at elementary level, 105 minutes or less at middle/high level	N/A

	Statement or Question	Response	Rating
Question 14	Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.	Adopted policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 15	The food service director/manager participated in professional development related to food or nutrition during the past 12 months.	Yes	N/A

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	Statement or Question	Response	Rating
Question 16	The food service director/manager supports/reinforces in the cafeteria what is taught in health education.	Yes	N/A

	Statement or Question	Response	Rating
Question 17	During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.	Yes	N/A

	Statement or Question	Response	Rating
Question 18	Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.	Yes	N/A

	Statement or Question	Response	Rating
Question 19	Our school has a health services provider or school nurse accessible to students.	No	N/A

	Statement or Question	Response	Rating
Question 20	Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.	Written Policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 21	Our school has a system in place for collecting relevant student medical information.	Yes	N/A

	Statement or Question	Response	Rating
Question 22	Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.	Reviewed policy, but not yet adopted	N/A

	Statement or Question	Response	Rating
Question 23	During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.	Yes	N/A

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	Statement or Question	Response	Rating
Question 24	During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.	Yes	N/A

	Statement or Question	Response	Rating
Question 25	During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.	Yes	N/A

	Statement or Question	Response	Rating
Question 26	During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.	Yes	N/A

	Statement or Question	Response	Rating
Question 27	Our school's mission statement includes the support of employee health and safety.	No	N/A

	Statement or Question	Response	Rating
Question 28	During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.	No	N/A

	Statement or Question	Response	Rating
Question 29	During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.	No	N/A

	Statement or Question	Response	Rating
Question 30	Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.	No Written Policy	N/A

	Statement or Question	Response	Rating
Question 31	Our school has a parent education program.	Yes	N/A

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	Statement or Question	Response	Rating
Question 32	During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.	No	N/A

	Statement or Question	Response	Rating
Question 33	During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).	Access to some indoor facilities	N/A

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Data Analysis (SDA), School Process Profile, and Summary Report. 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 Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

How was the comprehensive needs assessment conducted?

The comprehensive needs assessment was conducted by a team of teachers, instructional specialists, administrators and parents who came together on several occasions throughout the school year to gather and analyze data from the Ed YES! school process profile (40 indicators), the School Data Profile/Analysis (SDP/A) and achievement summary results. The team also analyzed data and information from the results of student, staff, and parent surveys, and school program/process data. As a result of the information collected and analyzed, the staff came to a consensus on the school improvement goals, objectives, strategies and activities to increase student achievement in reading, mathematics, and science.

What were the results of the comprehensive needs assessment?

Student Achievement Data: When looking at MEAP achievement data, the male student and special education student subgroups had the largest achievement gap in reading, math, and writing.

Program Progress: Staff members analyzed the 40 school process rubrics and identified personnel and professional learning as the area in need of improvement via new teacher induction and alignment of professional development activities with results.

Perception Data: Students identified bullying as the area in need of improvement. Teachers identified additional support and guidance to be a better teacher. Parents identified the need for more extended learning opportunities.

What conclusions were drawn from the results?

As a result of the comprehensive needs assessment, there are significant achievement gaps that need to be addressed with the male students and special needs students in reading, math & writing. There are also student behaviors and teacher feedback needs that have to be addressed.

What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Student Achievement Data: When looking at MEAP achievement data, the male student and special education student subgroups had the largest achievement gap in reading, math, and writing.

Program Progress: Staff members analyzed the 40 school process rubrics and identified personnel and professional learning as the area in need of improvement via new teacher induction and alignment of professional development activities with results.

Perception Data: Students identified bullying as the area in need of improvement. Teachers identified additional support and guidance to be a better teacher. Parents identified the need for more extended learning opportunities.

How are the school goals connected to priority needs and the needs assessment?

The school goals are a direct result of the priority needs identified in the comprehensive needs assessment.

How do the goals portray a clear and detailed analysis of multiple types of data?

The goals identified portray a clear and detailed analysis of multiple types of academic achievement data, student, parent and staff perception data and program data.

How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

The goals, objectives, strategies and activities address achievement of all students as well as student groups identified through gap analysis.

Component 2: Schoolwide Reform Strategies

Which strategies in the schoolwide plan focus on helping all students reach the State's standards?

The strategies that help all students reach the state standards are Everyday Math, Daily 5 & Cafe, STEM & Writer's Worksop.

Which research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction?

The research based strategies that increased the quality & quantity of instruction are Everyday Math, Daily 5 & Cafe, and Lucy Calkin's Writers Workshop.

Which research-based reform strategies in the schoolwide plan align with the findings of the needs assessment?

Everyday Math, Daily 5 & Cafe, STEM & Writer's Worksop.

Which strategies in the schoolwide plan provide an enriched and accelerated curriculum for select students and support progress for all students?

Everyday Math, Daily 5 & Cafe, STEM & Writer's Worksop.

Which strategies in the schoolwide plan provide a level of interventions for students who need the most instructional support?

Everyday Math, Daily 5 & Cafe, STEM & Writer's Worksop.

Component 3: Instruction by Highly Qualified Staff

Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?

All of the instructional Paraprofessionals meet NCLB requirements for highly qualified staff.

Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?

All of the teachers meet the NCLB requirement for highly qualified staff.

Component 4: Strategies to Attract Highly Qualified Teachers

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

The teacher turnover rate is 38%.

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

98% of the staff members have a Master's degree in teaching.

What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

To attract and retain high quality, highly qualified staff, the Westwood district offers: competitive salary and benefits; financial incentives for advanced degrees and certification; funding for outside professional development and opportunities for in-district development; decision making opportunities via district committees and projects; MIStar Student Information System; nutrition programs to support all learners. Additionally, Thorne Elementary offers multiple classes at each grade level for additional support from colleagues, a strong parent group, and building-wide decision making opportunities.

What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

To attract and retain high quality, highly qualified staff, the Westwood district offers: competitive salary and benefits; financial incentives for advanced degrees and certification; funding for outside professional development and opportunities for in-district development; decision making opportunities via district committees and projects; Zangle Student Information System; nutrition programs to support all learners. Additionally, Thorne Elementary offers multiple classes at each grade level for additional support from colleagues, a strong parent group, and building-wide decision making opportunities.

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

The turnover rate is a direct result of the teacher seniority bid process due to the district budget deficit.

Component 5: High Quality and Ongoing Professional Development

What types of professional development has the staff received that is aligned with the comprehensive needs assessment and the goals of the school improvement plan?

Everyday Math, Compass Learning Assessment, School Improvement, Daily 5 & Café, RTI & Behavior Modification Strategies.

Describe how this professional development is “sustained and ongoing.”

Professional development is an integral part of the School-wide Title I and SIP plan. It is sustained and ongoing through several series of workshops throughout the year related to Compass Learning, Everyday Math & Daily 5 & Café.

Component 6: Strategies to Increase Parental Involvement

How were parents involved in the design of the schoolwide plan?

Parents are involved in the design of the school-wide program through the school improvement team and parent surveys.

How were parents involved in the implementation of the schoolwide plan?

Parents are involved in the school-wide plan/program implementation through parent title I meetings, school improvement team meetings, parent teacher conferences, parent surveys, curriculum activity nights, parent workshops, and two-way communication with staff.

How were parents involved in the evaluation of the schoolwide plan?

Parents will be provided with an opportunity to evaluate the program through surveys, suggestions, parent-teacher conferences and participation in parents workshops and meetings. Feedback received by parents will help to modify the school-wide plan/program.

Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?

Yes. Thorne Elementary School has a Title I Parent Involvement Policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f).

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

Provide information and assistance to parents regarding the state and local academic standards and assessments: 1118 (e) (1)

Thorne Elementary School will ensure that parents are informed about academic standards and assessments by providing the following:

- Report Cards (November, January, April, June)
- Progress Reports (Bi-monthly)
- Parent-Teacher Conferences (November, April and as requested/needed)
- Parent copy of State Assessment Results (MEAP, ELPA, MI-Access & MEAP Access)
- GLCE and Common Core State Standards on school/district website
- Academic Specialists available at conferences to provide information about curriculum and assessments

Provide materials and training to parents: 1118 (e) (2)

Thorne Elementary School will offer training and materials to parents through the following events and activities:

- Parent/Teacher Conferences
- School/Classroom Newsletters
- Progress Reports & Report Cards
- District/School Website with a parent resource tab

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-Transition to Kindergarten, 3rd grade & 6th grade

-Parent Workshops

-Curriculum Activity Nights

Summer Reading Program

-Community Resource List

Educate teachers, Title I Staff and principals regarding the value of parent involvement, ways to communicate effectively with parents and implementation of parent programs: 1118 (e) (3)

-Thorne Elementary School values and respects parent involvement in the school community. Parent involvement will be part of the professional development plan. Staff will attend workshops and implement new ideas for effective parent communication. When situations occur that involve students or the welfare of the entire school community, parents will always be the first point of contact.

Coordinate parent involvement activities with other programs: 1118 (e) (4)

Thorne Elementary School will work to coordinate programs to ensure success for all through the following activities:

- Transition to Kindergarten, 3rd grade & 6th grade

- GSRP (Great Start Readiness Program)

- ECDD (Early Childhood Developmental Delayed) Program

- Extended Learning Opportunities

- Summer Enrichment

- Monthly Math Workshops

- Tutoring

Inform parents of school and parent programs in a timely and practical format in a language they can understand: 1118 (e) (5)

Thorne Elementary will ensure that all parents are informed in a timely and user friendly manner of the following:

- Trackers

-Friday Folders

- Written Communication through Trans-Act

- Bilingual Interpreter as needed through Wayne RESA

- Accommodations for deaf parents

Provide support for parental involvement as parents may request: 1118 (e) (14)

Thorne Elementary will make every effort to support our parents and make sure their needs are met:

-Staff will accommodate reasonable parent requests to ensure that the needs of students and parents are met. This will help to foster a positive parent, student and school relationship.

Provide opportunities for participation to parents with limited English proficiency, disabilities, and migrants in a language that the parents can understand: 1118 (f)

Thorne Elementary School will provide:

-Information and school reports in a language parents can understand

- Phone conferences with a bilingual interpreter as needed

-In-school conferences with a bilingual interpreter as needed

- Handicapped Accessible Facilities

- Flexible meeting times

- School and classroom newsletters and websites in a language parents can understand

- Collaboration with community agencies: e.g. Community Health Organizations, Community Mental Health Agencies and Department of Human Services

-Accommodations will be made for all parents including parents with limited English proficiencies,

disabilities and migrants on an as needed basis.

How will the parent involvement component of the schoolwide plan be evaluated?

The parent involvement components of the school wide plan will be evaluated at one of the school improvement meetings prior to the end of the school year. Results of surveys and suggestions will be reviewed at that time by the school improvement team and presented to local school community.

How will the results of the evaluation be used to improve the schoolwide program?

We will survey all stakeholders during the 2012-13 school year and the results of the survey will be analyzed for strengths and weaknesses. The results will be reflected in our school-wide plan.

How was the school-parent compact developed?

Thorne Elementary School developed a school-parent compact with parents during school improvement meetings during the spring of 2012. The School-Parent compact is reviewed at the Fall Title I Parent meeting and it is discussed annually during the Fall Parent-Teacher Conferences. At parent-teacher conferences parents agree to the components by checking boxes of agreement. If parents don't agree or wish to make modifications it is done at this time and documented on the compact.

How is the parent compact used at elementary-level parent teacher conferences?

Thorne Elementary School developed a school-parent compact with parents during school improvement meetings during the spring of 2012. The School-Parent compact is reviewed at the Fall Title I Parent meeting and it is discussed annually during the Fall Parent-Teacher Conferences. At parent-teacher conferences parents agree to the components by checking boxes of agreement. If parents don't agree or wish to make modifications it is done at this time and documented on the compact.

How the parent is compact shared with middle school or high school parents (depending on the grade span of the school)?

N/A

How does the school provide individual student academic assessment results in a language the parents can understand?

Thorne Elementary School will provide individual student academic assessment results, including interpretation of those results through parent assessment reports, parent-connect and parent-teacher conferences. Trans-Act and bilingual/English Language Learners (ELL) interpretation services will be provided as needed. Accommodations for parents are made as needed.

Component 7: Preschool Transition Strategies

In what ways does the school connect with preschool age children beyond once a year visitation to the kindergarten classroom?

Students and their parents that are enrolled in the Westwood Great Start Readiness Program (GSRP) and the Westwood Early Childhood Development Delay (ECDD) are involved in many activities that assist them in the transition from Pre-School to Kindergarten. These activities are also extended to students and families who attend pre-school, Head-Start at Starfish Family Services and the YWCA, both located in Inkster. The activities include: Kindergarten Round-up (May enrollment fair); Pre-school parent workshops in December (Developmental Milestones) and March (Preparing for Kindergarten); Pre-school class and parent visit to kindergarten in March (story time), April (center time) and May (lunch); Back to school orientation in September (parent, teacher, student conferences); Kindergarten Camp in August (Kindergarten readiness activities).

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?

Pre-school parent workshops in December (Developmental Milestones) and March (Preparing for Kindergarten); Pre-school class and parent visit to kindergarten in March (story time), April (center time) and May (lunch); Back to school orientation in September (parent, teacher, student conferences); Kindergarten Camp in August (Kindergarten readiness activities).

Component 8: Teacher Participation in Making Assessment Decisions

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

Assessment decisions are made with teacher input through participation in common planning time. Teachers design and implement formative assessments in all core academic subjects daily. The results of the formative assessments are used to drive instruction. Teachers are also invited to participate in meetings with vendors when new assessment programs are being introduced and/or considered. Assessments that are used at Thorne Elementary:

- MEAP
- MEAP Access
- MI Access
- Compass Learning
- Classroom Assessments
- Michigan Literacy Progress Profile (MLPP)
- Rigby Leveled Reading

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

Teachers have common planning time at grade level and meet weekly to review student data. All teachers have school-wide access to Class A, a data warehouse system for state and local assessments.

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

What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

READING:

k-2:

Rigby Reading Levels- at least 2 levels below grade level

Compass Learning- below mastery

MLPP- 2 or below on the rubric

Local Common Assessments- below 70%

Teacher Checklist

3-5:

Rigby Reading Levels- at least 2 levels below grade level

Compass Learning- below mastery

Local Common Assessments- below 70%

MEAP- Not proficient

WRITING:

k-2:

MLPP- 2 or below on the rubric

Local Common Assessments- below 70%

Monthly writing prompts

3-5:

Local Common Assessments- below 70%

MEAP- Not proficient (grades 4-5)

Monthly writing prompts

MATH:

k-2:

Compass Learning- below mastery

Local Common Assessments- below 70%

Teacher Checklist

3-5:

Compass Learning- below mastery

Local Common Assessments- below 70%

MEAP- Not proficient

SCIENCE:

k-2:

Rigby Reading Levels- at least 2 levels below grade level

Compass Learning- below mastery (grades 1-2)

MLPP- 2 or below on the rubric

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Local Common Assessments- below 70%

Teacher Checklist

3-5:

Rigby Reading Levels- at least 2 levels below grade level

Compass Learning- below mastery

Local Common Assessments- below 70%

MEAP- Not proficient

READING:

k-2:

Rigby Reading Levels- at least 2 levels below grade level

Compass Learning- below mastery

MLPP- 2 or below on the rubric

Local Common Assessments- below 70%

Teacher Checklist

3-5:

Rigby Reading Levels- at least 2 levels below grade level

Compass Learning- below mastery

Local Common Assessments- below 70%

MEAP- Not proficient

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?

At Thorne Elementary, additional assistance is provided to students who do not meet local and state proficiency targets on state and local assessments. Teachers will provide small group and/or individual interventions in the classroom. Students who score at or below the 5th percentile will participate in small group and/or individual interventions with academic specialists.

READING:

All K-5 students requiring additional assistance in reading will receive daily, small group, research-based interventions. Student interventions vary at each grade level based on student need. Kindergarteners use Zoophonics to learn letter names and sounds. In addition, kindergarteners use Daily 5 management system to learn and practice concepts of print and small group guided reading activities to strengthen phonemic awareness and phonic skills.

First Grade intervention groups practice phonics and decoding skills through guided reading Hardcore-Brace Leveled Readers.

Second Grade intervention groups receive additional assistance in fluency and comprehension through guided reading and use of Hardcore-Brace Leveled Readers. Additional assistance will also be provided using Compass Learning individualized learning paths.

Fluency and comprehension strategies are taught to third, fourth and fifth graders through the following resources: Hardcore-Brace Leveled Readers, Compass Learning, and Daily 5 Guided Reading Instruction.

WRITING:

All K-5 students requiring additional assistance in writing will receive daily, small group, research-based interventions. Student interventions vary at each grade level based on student need. Kindergarten and first grade writing interventions will include individual conferencing, additional modeling, small group instruction and fine motor skills.

Second, third, fourth and fifth graders receive additional assistance through individual conferencing, small group modeling, goal setting, and peer review.

MATH:

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All K-5 students requiring additional assistance in math will receive daily, small group, research-based interventions. Student interventions vary at each grade level based on student need. Kindergarten, first, second and third graders will receive additional instruction in math through Everyday Mathematics, which provides differentiation for whole group, small group and individual interventions using a variety of resources, including games. Compass Learning individualizes learning paths for students requiring additional assistance in Math.

Fourth and fifth graders will receive additional instruction in math through Guided Math. Compass Learning individualizes learning paths for students requiring additional assistance in Math.

SCIENCE:

All K-5 students will receive additional assistance from classroom teachers through guided reading in small group and one to one settings in science instruction using informational text. Text features, comprehension strategies, non-fiction writing and vocabulary are taught in guided reading groups. Students who need additional assistance will receive it from an academic specialist who will teach strategies using science text.

SOCIAL STUDIES:

All K-5 students will receive additional assistance from classroom teachers through guided reading in small group and one to one settings in social studies instruction using informational text. Text features, comprehension strategies, non-fiction writing and vocabulary are taught in guided reading groups. Students who need additional assistance will receive it from an academic specialist who will teach strategies using social studies text.

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

Individual academic needs at Thorne Elementary are addressed through the following means of differentiated instruction:

- Small group instruction
- Individual instruction
- Daily 5 and guided reading instruction
- Leveled text
- Teacher and peer modeling
- Writing and reading conferences
- Pre and Post test
- Spiraled Curriculum
- Marzano's instructional strategies- Goal setting
- Compass Learning Assessment and Intervention Software
- Everyday Math Strategies

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

In what ways are the programs are coordinated and integrated toward the achievement of the schoolwide goals?

At Thorne Elementary, additional assistance is provided to students who do not meet local and state proficiency targets on state and local assessments. Teachers will provide small group and/or individual interventions in the classroom. Students who score at or below the 5th percentile will participate in small group and/or individual interventions with academic specialists.

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

FEDERAL RESOURCES, PROGRAMS & GRANTS:

- Title 1A
- Title 2A
- Title 3
- Universal Free Lunch
- Summer Food Service Program
- Fruit and Vegetable Grant
- Innovations Grant (I3)
- 21st Century
- IDEA

STATE RESOURCES, PROGRAMS & GRANTS:

- 31A
- Act 18
- GSRP
- General Funds

LOCAL RESOURCES, PROGRAMS & GRANTS:

- University of Michigan-Dearborn
- IMPACT
- Operation KID EQUIP
- Wayne RESA
- Wayne County Health
- Local Businesses (Pearl Vision, Target, Home Depot)
- General Funds

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

FEDERAL RESOURCES, PROGRAMS & GRANTS:

-Title 1A: Salaries, Benefits for Literacy and Math Specialists. Materials for Literacy and Math Instructors.

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Technology (IPODS, IPADS, Smartboards, software)

-Title 2A: Schoolwide PD and book studies (Daily 5, Cafe Guided Math)

-Title 3: Consortium Member- provides ELL services and testing for eligible students

-Universal Free Lunch

-Summer Food Service Program

-Fruit and Vegetable Grant: Purchase fresh fruit and/or vegetable in addition to lunch

-Innovations Grant (I3): Reading Recovery

-21st Century: After School program

-IDEA: Special Education salaries and benefits

STATE RESOURCES, PROGRAMS & GRANTS:

-31A: Salaries, Benefits for Behavior Specialists.

-Act 18: Center-based programs and one on one paraprofessionals

-GSRP: Great Start Readiness Program

-General Funds: Staff salaries and benefits, substitute teachers, general maintenance of building, instructional supplies and materials

LOCAL RESOURCES, PROGRAMS & GRANTS:

-University of Michigan-Dearborn: Tutoring

-IMPACT: Mentoring

-Operation KID EQUIP: Various supplies

-Wayne RESA: Professional development and support for teachers and administrators

-Wayne County Health: Hearing and Vision Screening

-Local Businesses (Pearl Vision, Target, Pizza Hut, Home Depot): Eyeglasses and various donations

-General Funds: Staff salaries and benefits, substitute teachers, general maintenance of building, instructional supplies and materials

How does the school coordinate and integrate the following Federal, State and local 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.

Thorne Elementary has a Great Start Readiness Program (GSRP), an Early Childhood Development Delay (ECDD) program that serves as an intervention for young special needs children, Center-based Autism Spectrum Disorder (ASD) Cognitively Impaired (CI) classrooms, Literacy and Math specialists and Behavior Specialists. Thorne currently participates in the universal free lunch program, a free breakfast program and has a fruit and vegetable grant. Westwood provides a summer feeding program for the entire community for all children ages 0-18 at two local schools. Students receive free hearing and vision screening. Pearl Vision replaces eyeglasses or fills new prescriptions for students in needs. Local senior citizens stock a clothes closet with new clothes and shoes for students that are available all year.

Evaluation

How does the school evaluate at least annually the implementation of the schoolwide program?

The school improvement teams meet throughout the school year to evaluate the implementation of and results achieved by the SIP. Data is analyzed from MEAP, MI-Access, MEAP Access, MLPP, Rigby Leveled Reading, Common Quarterly Assessments and Compass Learning. This information is used to design professional development and it is used to adjust curriculum and instruction in order to effect change.

How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

The Thorne Elementary School Improvement Team utilizes a variety of data sources, on a quarterly basis, to disaggregate data by sub-groups. The information is then used to determine the impact school improvement activities had on student achievement. The results are then used to revise the school-wide plan and shared with all stakeholders.

How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

The Thorne Elementary School Improvement Team utilizes a variety of data sources, on a quarterly basis, to disaggregate data by sub-groups. The information is then used to determine the impact school improvement activities had on student achievement. The results are then used to revise the school-wide plan and shared with all stakeholders.

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

The Thorne Elementary School Improvement team revises the plan based upon results from student .achievement

Plan for School Improvement Plan

Overview

Plan Name

Plan for School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in math.	Objectives: 3 Strategies: 3 Activities: 11	Academic	\$457700
2	All students will be proficient in reading.	Objectives: 2 Strategies: 3 Activities: 12	Academic	\$377300
3	All students will be proficient in writing	Objectives: 3 Strategies: 2 Activities: 10	Academic	\$121500

Goal 1: All students will be proficient in math.

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency in the areas of decimals, fractions, addition/subtraction & multiplication/division fluency in Mathematics by 11/01/2014 as measured by an increase of students who score proficiently on MEAP..

Strategy 1:

Curriculum Alignment - We will know that the strategy works through looking at MEAP scores for grades 3-5. For grades K-5 we will also know through common Everyday Math pre and post assessments and data analysis. Daily objectives will be evaluated through Everyday Math RSA's. (record student achievement).

Research Cited: Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction and Assessment, Larry Ainsworth; copyright 2010. The Leadership Learning Center.

Curriculum Crafters, Kent County ISD 2007-2008.

The Minds of Boys: Saving Our Sons From Falling Behind in School and Life by Michael Gurian 2005

Strategy Tier:

Activity - Addressing The Minds of Boys	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a bi-monthly book study during common grade level planning time to address the sub-group of underperforming males. Teachers will implement the strategies from the book study to close the achievement gap. The Minds of Boys: Saving Our Sons From Falling Behind in School and Life by Michael Gurian	Professional Learning			09/04/2012	06/30/2014	\$200	Title I Part A	All K-5 staff
Activity - Curriculum Crafter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Curriculum Crafters to align math instruction to the Common Core State Standards (CCSS).	Technology			09/04/2012	06/30/2014	\$0	Title I Part A	All staff K-5
Activity - Integrated Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take a STEM (science, technology, engineering and mathematics) class that will promote inquiry and project based learning. Student activities will engage them in higher order thinking skills, and it will assist them beyond the classroom in real world applications. Students will showcase their work during Curriculum Activity Nights and the Board of Education Presentations.	Direct Instruction			09/04/2012	06/30/2014	\$124500	General Fund	STEM teacher, administrators, and parents.

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Strategy 2:

Data Driven Instruction - We will know that the strategy will work through data collection, analysis and assessment. RSA data (records of student achievement) will be collected for each Everyday Math lesson. This will guide teacher instruction in the classroom. In addition to RSA's, pre and post assessments will be given for each unit. This assessment data will be analyzed. MEAP testing will also indicate whether the strategy works for grades 3-5.

Research Cited: A Practical Guide to Improve Instruction by Paul Bambrick-Santoya is driven by data and offers valuable tips and general guidelines about data-based methods and the difficulties surrounding the implementation of data-driven instruction.

Strategy Tier:

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During common planning time, staff will meet weekly to review formative and summative assessment data. At staff meetings a deeper analysis of building data will be conducted and shared and used to drive classroom instruction. Academic specialists will gather multiple sources of data and create a data wall that is posted in the teacher's lounge for teachers to review.	Other			09/04/2012	06/30/2014	\$0	General Fund	The responsible staff includes all staff k-5, academic specialists and administrators.

Activity - Data Driven Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will read Driven by Data: A Practical Guide to Improve Instruction to be discussed monthly meetings and will use the strategies outlined in reviewing their classroom data. Assessment consultants from ISD will assist staff in learning how to disaggregate data.	Professional Learning			10/07/2013	06/30/2014	\$0	General Fund	All K-5 staff, administrators and ISD consultants.

(shared) Strategy 3:

Everyday Math - We will know that the strategy will work by collecting and analyzing data. We will do this through collecting RSA's for math lessons. (Records of student achievement) We will also collect MEAP data and analyze the results. In addition, we will give pre and post assessments for each math unit. We also use pre and post common end of the year assessments. All of the data will be collected and analyzed.

Research Cited: The research used was a book called A Practical Guide to Improve Instruction by Paul Bambrick-Santoya. It is driven by data and offers valuable tips and general guidelines about data-based methods and the difficulties surrounding the implementation of data-driven instruction.

Strategy Tier:

Activity - Collaborative Math Instruction and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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In grades K-5, resource teachers will work with classroom teachers to address the needs of special education students to ensure special education students are exposed to the entire math curriculum with adaptations as appropriate. Supplemental materials will be provided as needed. The content will be taught in the general education setting. Resource time will be additional support. Resource teachers will provide classroom teachers with additional support and instructional strategies that will best meet the learning styles of the students.	Direct Instruction			09/04/2012	06/30/2014	\$0	General Fund	The responsible staff are resource Teachers, Classroom Teachers and Academic Specialists.
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Activity - Everyday Math Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - Teachers K-3 will implement the Everyday Math Program. Teachers will utilize math manipulatives, journals, home links & math games to enhance classroom instruction. - Teachers in grades 4-5 will utilize Guided Math Strategies. Teachers will utilize "math for breakfast," math games, math stations, and word walls to enhance classroom instruction. - Teachers will incorporate real-world math examples into science and social studies using math games, journals and during math for breakfast activities. - Teachers will analyze data and implement intervention groups. Students who do not meet local and state proficiency targets on the math assessments will be given small group and/or individual interventions in the classroom. Students who score at or below the 5th percentile will participate in small group and/or individual interventions with the academic specialists and through Compass Learning. - Teachers K-3 will receive training on implementation of Everyday Mathematics from Wayne RESA. Additional professional development will come through peer-to-peer visits and online webinars. Teachers 4-5 will receive training and professional development through a "Guided Math" book study. Teachers will also receive additional professional development through peer-to-peer visits and online webinars. - Parents will participate in monthly math workshops to help increase student achievement and to enhance parental involvement. 	Direct Instruction			09/04/2012	06/30/2014	\$110000	Title I Part A	All Staff K-5

Activity - Implement Marzano's Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Marzano's strategy, goal setting, with fidelity.	Direct Instruction			09/04/2012	06/30/2014	\$0	Other	All staff K-5 and administrators

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Activity - Integrate Math Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate real-world math examples into science and social studies using math games, journals and during math for breakfast activities.	Other			09/04/2012	06/30/2014	\$0	Other	All staff K-5
Activity - Math Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 students requiring additional assistance in math will receive daily, small group, research-based interventions. Student interventions vary at each grade level based on student need. Thorne Elementary provides 4 weeks of Summer Enrichment for math and tutoring throughout the school year. K-6th grades will receive additional instruction in math through Everyday Mathematics, which provides differentiation for whole group, small group and individual interventions using a variety of resources, including games. Compass Learning individualizes learning paths for students requiring additional assistance in Math.	Direct Instruction			09/04/2012	06/30/2014	\$223000	Title I Part A	All staff K-5 and academic specialists
Activity - Math Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Thorne will host monthly math nights that focus on a variety of activities and segments of the Everyday Math program. Thorne Elementary Parents will also have the opportunity to plan and participate in the following: Open house Thorne Elementary School Curriculum Activity Nights Information on the website Newsletter Parent/teacher conferences Summer writing program Community Resource List MEAP parent reports	Parent Involvement			09/04/2012	06/30/2014	\$0	Other	All Staff K-5, academic specialists, and administrators

Measurable Objective 2:

A 13% increase of Male students will demonstrate a proficiency in the areas of decimals, fractions, addition & subtraction fluency and multiplication & division fluency in Mathematics by 11/01/2014 as measured by as measured by the MEAP.

(shared) Strategy 1:

Everyday Math - We will know that the strategy will work by collecting and analyzing data. We will do this through collecting RSA's for math lessons. (Records of student achievement) We will also collect MEAP data and analyze the results. In addition, we will giving pre and post assessments for each math unit. We also use pre and post common end of the year assessments. All of the data will be collected and analyzed.

Research Cited: The research used was a book called A Practical Guide to Improve Instruction by Paul Bambrick-Santoya. It is driven by data and offers valuable tips

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and general guidelines about data-based methods and the difficulties surrounding the implementation of data-driven instruction.

Strategy Tier:

Activity - Collaborative Math Instruction and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In grades K-5, resource teachers will work with classroom teachers to address the needs of special education students to ensure special education students are exposed to the entire math curriculum with adaptations as appropriate. Supplemental materials will be provided as needed. The content will be taught in the general education setting. Resource time will be additional support. Resource teachers will provide classroom teachers with additional support and instructional strategies that will best meet the learning styles of the students.	Direct Instruction			09/04/2012	06/30/2014	\$0	General Fund	The responsible staff are resource Teachers, Classroom Teachers and Academic Specialists.

Activity - Everyday Math Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - Teachers K-3 will implement the Everyday Math Program. Teachers will utilize math manipulatives, journals, home links & math games to enhance classroom instruction. - Teachers in grades 4-5 will utilize Guided Math Strategies. Teachers will utilize "math for breakfast," math games, math stations, and word walls to enhance classroom instruction. - Teachers will incorporate real-world math examples into science and social studies using math games, journals and during math for breakfast activities. - Teachers will analyze data and implement intervention groups. Students who do not meet local and state proficiency targets on the math assessments will be given small group and/or individual interventions in the classroom. Students who score at or below the 5th percentile will participate in small group and/or individual interventions with the academic specialists and through Compass Learning. - Teachers K-3 will receive training on implementation of Everyday Mathematics from Wayne RESA. Additional professional development will come through peer-to-peer visits and online webinars. Teachers 4-5 will receive training and professional development through a "Guided Math" book study. Teachers will also receive additional professional development through peer-to-peer visits and online webinars. - Parents will participate in monthly math workshops to help increase student achievement and to enhance parental involvement. 	Direct Instruction			09/04/2012	06/30/2014	\$110000	Title I Part A	All Staff K-5

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Activity - Implement Marzano's Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Marzano's strategy, goal setting, with fidelity.	Direct Instruction			09/04/2012	06/30/2014	\$0	Other	All staff K-5 and administrators

Activity - Integrate Math Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate real-world math examples into science and social studies using math games, journals and during math for breakfast activities.	Other			09/04/2012	06/30/2014	\$0	Other	All staff K-5

Activity - Math Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 students requiring additional assistance in math will receive daily, small group, research-based interventions. Student interventions vary at each grade level based on student need. Thorne Elementary provides 4 weeks of Summer Enrichment for math and tutoring throughout the school year. K-6th grades will receive additional instruction in math through Everyday Mathematics, which provides differentiation for whole group, small group and individual interventions using a variety of resources, including games. Compass Learning individualizes learning paths for students requiring additional assistance in Math.	Direct Instruction			09/04/2012	06/30/2014	\$223000	Title I Part A	All staff K-5 and academic specialists

Activity - Math Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Thorne will host monthly math nights that focus on a variety of activities and segments of the Everyday Math program. Thorne Elementary Parents will also have the opportunity to plan and participate in the following: Open house Thorne Elementary School Curriculum Activity Nights Information on the website Newsletter Parent/teacher conferences Summer writing program Community Resource List MEAP parent reports	Parent Involvement			09/04/2012	06/30/2014	\$0	Other	All Staff K-5, academic specialists, and administrators

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Measurable Objective 3:

A 14% increase of Students with Disabilities students will demonstrate a proficiency in the areas of decimals, fractions, addition & subtraction fluency and multiplication & division fluency in Mathematics by 11/01/2014 as measured by as measured by the MEAP.

(shared) Strategy 1:

Everyday Math - We will know that the strategy will work by collecting and analyzing data. We will do this through collecting RSA's for math lessons. (Records of student achievement) We will also collect MEAP data and analyze the results. In addition, we will giving pre and post assessments for each math unit. We also use pre and post common end of the year assessments. All of the data will be collected and analyzed.

Research Cited: The research used was a book called A Practical Guide to Improve Instruction by Paul Bambrick-Santoya. It is driven by data and offers valuable tips and general guidelines about data-based methods and the difficulties surrounding the implementation of data-driven instruction.

Strategy Tier:

Activity - Collaborative Math Instruction and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In grades K-5, resource teachers will work with classroom teachers to address the needs of special education students to ensure special education students are exposed to the entire math curriculum with adaptations as appropriate. Supplemental materials will be provided as needed. The content will be taught in the general education setting. Resource time will be additional support. Resource teachers will provide classroom teachers with additional support and instructional strategies that will best meet the learning styles of the students.	Direct Instruction			09/04/2012	06/30/2014	\$0	General Fund	The responsible staff are resource Teachers, Classroom Teachers and Academic Specialists.
Activity - Everyday Math Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>- Teachers K-3 will implement the Everyday Math Program. Teachers will utilize math manipulatives, journals, home links & math games to enhance classroom instruction.</p> <p>- Teachers in grades 4-5 will utilize Guided Math Strategies. Teachers will utilize "math for breakfast," math games, math stations, and word walls to enhance classroom instruction.</p> <p>- Teachers will incorporate real-world math examples into science and social studies using math games, journals and during math for breakfast activities.</p> <p>- Teachers will analyze data and implement intervention groups. Students who do not meet local and state proficiency targets on the math assessments will be given small group and/or individual interventions in the classroom. Students who score at or below the 5th percentile will participate in small group and/or individual interventions with the academic specialists and through Compass Learning.</p> <p>- Teachers K-3 will receive training on implementation of Everyday Mathematics from Wayne RESA. Additional professional development will come through peer-to-peer visits and online webinars.</p> <p>Teachers 4-5 will receive training and professional development through a "Guided Math" book study. Teachers will also receive additional professional development through peer-to-peer visits and online webinars.</p> <p>- Parents will participate in monthly math workshops to help increase student achievement and to enhance parental involvement.</p>	Direct Instruction			09/04/2012	06/30/2014	\$110000	Title I Part A	All Staff K-5
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Activity - Implement Marzano's Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Marzano's strategy, goal setting, with fidelity.	Direct Instruction			09/04/2012	06/30/2014	\$0	Other	All staff K-5 and administrators

Activity - Integrate Math Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate real-world math examples into science and social studies using math games, journals and during math for breakfast activities.	Other			09/04/2012	06/30/2014	\$0	Other	All staff K-5

Activity - Math Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All K-5 students requiring additional assistance in math will receive daily, small group, research-based interventions. Student interventions vary at each grade level based on student need. Thorne Elementary provides 4 weeks of Summer Enrichment for math and tutoring throughout the school year. K-6th grades will receive additional instruction in math through Everyday Mathematics, which provides differentiation for whole group, small group and individual interventions using a variety of resources, including games. Compass Learning individualizes learning paths for students requiring additional assistance in Math.	Direct Instruction			09/04/2012	06/30/2014	\$223000	Title I Part A	All staff K-5 and academic specialists
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Activity - Math Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Thorne will host monthly math nights that focus on a variety of activities and segments of the Everyday Math program. Thorne Elementary Parents will also have the opportunity to plan and participate in the following: Open house Thorne Elementary School Curriculum Activity Nights Information on the website Newsletter Parent/teacher conferences Summer writing program Community Resource List MEAP parent reports	Parent Involvement			09/04/2012	06/30/2014	\$0	Other	All Staff K-5, academic specialists, and administrators

Goal 2: All students will be proficient in reading.

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency reading informational text. in English Language Arts by 06/30/2014 as measured by increased numbers of students testing proficient on the MEAP.

(shared) Strategy 1:

Curriculum Alignment - All staff will focus on alignment of English Language Arts curriculum to the Common Core State Standards.

Research Cited: Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction and Assessment, Larry Ainsworth; copyright 2010. The Leadership Learning Center. Curriculum Crafters, Kent County ISD 2007-2008.

Strategy Tier:

Activity - Curriculum Crafters	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will utilize Curriculum Crafters to align ELA instruction to the Common Core State Standards (CCSS).	Technology			09/04/2012	06/30/2014	\$0	Title II Part D	All teaching staff K-5
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(shared) Strategy 2:

Data Driven Instruction - Teachers will analyze reading assessment data and use the information to drive instruction using research-based practices.

Research Cited: Driven by Data: A Practical Guide to Improve Instruction by Paul Bambrick-Santoya

Driven by Data offers valuable tips and general guidelines about data-based methods and the difficulties surrounding the implementation of data-driven instruction.

Strategy Tier:

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During common planning time, at grade level, staff will meet weekly to review Thorne Elementary School data. At staff meetings a deeper analysis of building data is conducted and shared and used to drive classroom instruction. Academic specialists gather multiple sources of data and create a data wall that is posted in the teacher's lounge for teachers to review daily.	Other			09/04/2012	06/30/2014	\$0	Other	All staff K-5, academic specialists and administrators

Activity - Data Driven Decision Making Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will read Driven by Data: A Practical Guide to Improve Instruction to be discussed monthly meetings and will use the strategies outlined in reviewing their classroom data. Assessment consultants from ISD will assist staff in learning how to disaggregate data.	Professional Learning			12/02/2013	03/03/2014	\$500	Title I Part A	All Staff K-6th Grade

(shared) Strategy 3:

Guided and Independent Reading - All teachers will implement Daily 5 and Cafe comprehension strategies across all grade levels.

Research Cited: The Daily 5: Fostering Literacy Independence in the Elementary Grades; Boushey, Gail, Moser, Joan. 2006.

The Cafe Book; Boushey, Gail, Moser, Joan. 2011.

Strategy Tier:

Activity - Collaborative Reading Instruction and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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In grades K-5, resource teachers will work with classroom teachers to address the needs of special education students to ensure special education students are exposed to the entire reading curriculum with adaptations as appropriate. Supplemental materials will be provided as needed. The content will be taught in the general education setting. Resource time will be additional support. Resource teachers will provide classroom teachers with additional support and instructional strategies that will best meet the learning styles of the students.	Other			09/04/2012	06/30/2014	\$5000	Title I Part A	All staff K-5, resource teachers and academic specialists
Activity - Daily 5 & Cafe	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-5 will implement Daily 5 organizational strategies into daily reading activities. Teachers will use the following strategies: Read to Self, Read to Someone, Work on Writing, Listen to Reading and Spelling/Word Study. - Teachers will incorporate science and social studies into reading using informational and narrative books that have a science and social studies theme. - Watch D.O.G.S (Dad's Of Great Students) will assist groups of students in their daily 5 group activities to help increase student achievement and to enhance parental involvement.	Academic Support Program			09/04/2012	06/30/2014	\$5000	Title I Part A	All teaching staff K-5
Activity - Engaging Readers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide high interest reading books to better engage all students, in particular boys.	Direct Instruction			09/04/2012	06/30/2014	\$0	Other	All teaching staff K-5 and academic specialists
Activity - Implement Marzano's Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Marzano's strategy, goal setting, with fidelity. The impact will be reviewed during data analysis.	Direct Instruction			09/03/2013	06/30/2014	\$0	No Funding Required	All staff K-6th grades
Activity - Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Thorne Elementary School

<p>All K-5 students requiring additional assistance in reading will receive daily, small group, research-based interventions. Student interventions vary at each grade level based on student need. Thorne Elementary provides 4 weeks of Summer Enrichment for reading and tutoring throughout the school year.</p> <p>Kindergarteners use Zoophonics to learn letter names and sounds. In addition, kindergartens use Daily 5 management system to learn and practice concepts of print and small group guided reading activities to strengthen phonemic awareness and phonic skills.</p> <p>First Grade intervention groups practice phonics and decoding skills through guided reading Hardcore-Brace Leveled Readers.</p> <p>Second Grade intervention groups receive additional assistance in fluency and comprehension through guided reading and use of Hardcore-Brace Leveled Readers. Additional assistance will also be provided using Compass Learning individualized learning paths.</p> <p>Fluency and comprehension strategies are taught to third, fourth and fifth graders through the following resources: Hardcore-Brace Leveled Readers, Compass Learning, and Daily 5 Guided Reading Instruction.</p>	Academic Support Program			09/03/2013	06/30/2014	\$120000	Title I Part A	Academic Specialists
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Activity - Reading Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Watch D.O.G.S (Dad's Of Great Students) will assist groups of students in their daily 5 group activities to help increase student achievement and to enhance parental involvement. Thorne Elementary Parents will have the opportunity to plan and participate in the following:</p> <ul style="list-style-type: none"> Open house Curriculum Activity Nights Information on the website Newsletter Parent/teacher conferences Summer Reading program Community Resource List MEAP parent reports Information nights regarding Common Core State Standards and how parents can assist their children in learning at home. 	Parent Involvement			09/03/2013	06/30/2014	\$2000	Title I Part A	Academic specialists, teachers & administrators

Activity - Reading Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers K-5 will receive professional development through peer-to-peer visits, teacher-led training sessions, online webinars and a Daily 5 and Cafe book study.	Professional Learning			09/03/2013	06/01/2014	\$4800	Title I Part A	Academic Specialist and all staff K-5th grade
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Activity - Science Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 students will receive additional assistance from classroom teachers through guided reading in small group and one to one settings in science instruction using informational text. Text features, comprehension strategies, non-fiction writing and vocabulary are taught in guided reading groups. Students who need additional assistance will receive it from an academic specialist who will teach strategies using science text. Thorne Elementary provides 4 weeks of Summer Enrichment using informational text and tutoring throughout the school year.	Direct Instruction			09/03/2013	06/30/2014	\$120000	Title I Part A	Academic Specialist

Activity - Social Studies Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 students will receive additional assistance from classroom teachers through guided reading in small group and one to one settings in social studies instruction using informational text. Text features, comprehension strategies, non-fiction writing and vocabulary are taught in guided reading groups. Students who need additional assistance will receive it from an academic specialist who will teach strategies using social studies text. Thorne Elementary provides 4 weeks of Summer Enrichment using informational text and tutoring throughout the school year.	Direct Instruction			09/03/2013	06/30/2014	\$120000	Title I Part A	Academic Specialists

Measurable Objective 2:

A 15% increase of Male students will demonstrate a proficiency in increasing skills in the areas of informational text. in Reading by 12/19/2014 as measured by students who score proficiently on the MEAP test..

(shared) Strategy 1:

Curriculum Alignment - All staff will focus on alignment of English Language Arts curriculum to the Common Core State Standards.

Research Cited: Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction and Assessment, Larry Ainsworth; copyright 2010. The Leadership Learning Center. Curriculum Crafters, Kent County ISD 2007-2008.

Strategy Tier:

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

Thorne Elementary School

Teachers will utilize Curriculum Crafters to align ELA instruction to the Common Core State Standards (CCSS).	Technology			09/04/2012	06/30/2014	\$0	Title II Part D	All teaching staff K-5
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(shared) Strategy 2:

Data Driven Instruction - Teachers will analyze reading assessment data and use the information to drive instruction using research-based practices.

Research Cited: Driven by Data: A Practical Guide to Improve Instruction by Paul Bambrick-Santoya

Driven by Data offers valuable tips and general guidelines about data-based methods and the difficulties surrounding the implementation of data-driven instruction.

Strategy Tier:

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During common planning time, at grade level, staff will meet weekly to review Thorne Elementary School data. At staff meetings a deeper analysis of building data is conducted and shared and used to drive classroom instruction. Academic specialists gather multiple sources of data and create a data wall that is posted in the teacher's lounge for teachers to review daily.	Other			09/04/2012	06/30/2014	\$0	Other	All staff K-5, academic specialists and administrators

Activity - Data Driven Decision Making Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will read Driven by Data: A Practical Guide to Improve Instruction to be discussed monthly meetings and will use the strategies outlined in reviewing their classroom data. Assessment consultants from ISD will assist staff in learning how to disaggregate data.	Professional Learning			12/02/2013	03/03/2014	\$500	Title I Part A	All Staff K-6th Grade

(shared) Strategy 3:

Guided and Independent Reading - All teachers will implement Daily 5 and Cafe comprehension strategies across all grade levels.

Research Cited: The Daily 5: Fostering Literacy Independence in the Elementary Grades; Boushey, Gail, Moser, Joan. 2006.

The Cafe Book; Boushey, Gail, Moser, Joan. 2011.

Strategy Tier:

Activity - Collaborative Reading Instruction and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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In grades K-5, resource teachers will work with classroom teachers to address the needs of special education students to ensure special education students are exposed to the entire reading curriculum with adaptations as appropriate. Supplemental materials will be provided as needed. The content will be taught in the general education setting. Resource time will be additional support. Resource teachers will provide classroom teachers with additional support and instructional strategies that will best meet the learning styles of the students.	Other			09/04/2012	06/30/2014	\$5000	Title I Part A	All staff K-5, resource teachers and academic specialists
Activity - Daily 5 & Cafe	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-5 will implement Daily 5 organizational strategies into daily reading activities. Teachers will use the following strategies: Read to Self, Read to Someone, Work on Writing, Listen to Reading and Spelling/Word Study. - Teachers will incorporate science and social studies into reading using informational and narrative books that have a science and social studies theme. - Watch D.O.G.S (Dad's Of Great Students) will assist groups of students in their daily 5 group activities to help increase student achievement and to enhance parental involvement.	Academic Support Program			09/04/2012	06/30/2014	\$5000	Title I Part A	All teaching staff K-5
Activity - Engaging Readers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide high interest reading books to better engage all students, in particular boys.	Direct Instruction			09/04/2012	06/30/2014	\$0	Other	All teaching staff K-5 and academic specialists
Activity - Implement Marzano's Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Marzano's strategy, goal setting, with fidelity. The impact will be reviewed during data analysis.	Direct Instruction			09/03/2013	06/30/2014	\$0	No Funding Required	All staff K-6th grades
Activity - Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>All K-5 students requiring additional assistance in reading will receive daily, small group, research-based interventions. Student interventions vary at each grade level based on student need. Thorne Elementary provides 4 weeks of Summer Enrichment for reading and tutoring throughout the school year.</p> <p>Kindergarteners use Zoophonics to learn letter names and sounds. In addition, kindergartens use Daily 5 management system to learn and practice concepts of print and small group guided reading activities to strengthen phonemic awareness and phonic skills.</p> <p>First Grade intervention groups practice phonics and decoding skills through guided reading Hardcore-Brace Leveled Readers.</p> <p>Second Grade intervention groups receive additional assistance in fluency and comprehension through guided reading and use of Hardcore-Brace Leveled Readers. Additional assistance will also be provided using Compass Learning individualized learning paths.</p> <p>Fluency and comprehension strategies are taught to third, fourth and fifth graders through the following resources: Hardcore-Brace Leveled Readers, Compass Learning, and Daily 5 Guided Reading Instruction.</p>	Academic Support Program			09/03/2013	06/30/2014	\$120000	Title I Part A	Academic Specialists
Activity - Reading Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Watch D.O.G.S (Dad's Of Great Students) will assist groups of students in their daily 5 group activities to help increase student achievement and to enhance parental involvement. Thorne Elementary Parents will have the opportunity to plan and participate in the following:</p> <ul style="list-style-type: none"> Open house Curriculum Activity Nights Information on the website Newsletter Parent/teacher conferences Summer Reading program Community Resource List MEAP parent reports Information nights regarding Common Core State Standards and how parents can assist their children in learning at home. 	Parent Involvement			09/03/2013	06/30/2014	\$2000	Title I Part A	Academic specialists, teachers & administrators
Activity - Reading Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers K-5 will receive professional development through peer-to-peer visits, teacher-led training sessions, online webinars and a Daily 5 and Cafe book study.	Professional Learning			09/03/2013	06/01/2014	\$4800	Title I Part A	Academic Specialist and all staff K-5th grade
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Activity - Science Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 students will receive additional assistance from classroom teachers through guided reading in small group and one to one settings in science instruction using informational text. Text features, comprehension strategies, non-fiction writing and vocabulary are taught in guided reading groups. Students who need additional assistance will receive it from an academic specialist who will teach strategies using science text. Thorne Elementary provides 4 weeks of Summer Enrichment using informational text and tutoring throughout the school year.	Direct Instruction			09/03/2013	06/30/2014	\$120000	Title I Part A	Academic Specialist

Activity - Social Studies Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 students will receive additional assistance from classroom teachers through guided reading in small group and one to one settings in social studies instruction using informational text. Text features, comprehension strategies, non-fiction writing and vocabulary are taught in guided reading groups. Students who need additional assistance will receive it from an academic specialist who will teach strategies using social studies text. Thorne Elementary provides 4 weeks of Summer Enrichment using informational text and tutoring throughout the school year.	Direct Instruction			09/03/2013	06/30/2014	\$120000	Title I Part A	Academic Specialists

Goal 3: All students will be proficient in writing

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency by increasing skills in the area of narrative writing in Writing by 12/19/2014 as measured by students who score proficiently on the MEAP test..

(shared) Strategy 1:

Data Driven Instruction - Teachers will analyze assessment data and use the information to drive instruction using research-based practices.

Research Cited: Driven by Data: A Practical Guide to Improve Instruction by Paul Bambrick-Santoya

Driven by Data offers valuable tips and general guidelines about data-based methods and the difficulties surrounding the implementation of data-driven instruction.

Strategy Tier:

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Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During common planning time, at grade level, staff will meet weekly to review data. At staff meetings a deeper analysis of building data is conducted and shared and used to drive classroom instruction. Academic specialists gather multiple sources of data and create a data wall that is posted in the teacher's lounge for teachers to review daily.	Other			09/03/2013	06/30/2014	\$0	General Fund	All Staff k-6

Activity - Data Driven Decision Making Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will read Driven by Data: A Practical Guide to Improve Instruction to be discussed monthly meetings and will use the strategies outlined in reviewing their classroom data. Assessment consultants from ISD will assist staff in learning how to disaggregate data.	Professional Learning			09/03/2013	06/30/2014	\$0	Title I Part A	All staff K-6

(shared) Strategy 2:

Writer's Workshop - All staff will implement Writer's Workshop along with the 6+1 Traits of writing to engage the students in active writing, conferencing, revision, and publishing of writing pieces.

Research Cited: Evidence-Based Practices for Teaching Writing, Gillespie & Graham, 2010.

Writing for Readers: Teaching Skills and Strategies (Units of Study for Primary Writing: Year Long); Lucy Calkins, 2010.

Strategy Tier:

Activity - Collaborative Writing Instruction and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In grades K-6, resource teachers will work with classroom teachers to address the needs of special education students to ensure special education students are exposed to the entire writing curriculum with adaptations as appropriate. Supplemental materials will be provided as needed. The content will be taught in the general education setting. Resource time will be additional support. Resource teachers will provide classroom teachers with additional support and instructional strategies that will best meet the learning styles of the students.	Other			09/03/2013	06/30/2014	\$0	No Funding Required	All staff K-6

Activity - Develop and Implement Pyramid Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Thorne Elementary School

Staff will develop and adopt a Pyramid Response to Intervention to address the needs of struggling students and will implement across the curriculum during the 2012-13 school year. Appropriate professional development will be provided as needed.	Other			09/03/2013	06/30/2014	\$0	No Funding Required	All Staff K-6
Activity - Engaging Writers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide high interest writing prompts to better engage all students, in particular boys, in the writing process.	Direct Instruction			09/03/2013	06/30/2014	\$0	No Funding Required	All staff K-6
Activity - Implement Marzano's Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Marzano's strategy, goal setting, with fidelity. The impact will be reviewed during data analysis	Direct Instruction			09/03/2013	06/30/2014	\$0	No Funding Required	All staff K-6
Activity - Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-5 will implement Lucy Calkins' Writing Workshop and 6+1 Traits of Writing. Teachers will use monthly writing prompts in focusing on both fiction and nonfiction writing. - Teachers will incorporate science and social studies into writing using prompts with a science and social studies theme. Teachers will analyze data and implement intervention groups. Students who do not meet local and state proficiency targets on the writing assessments will be given small group and/or individual interventions in the classroom. Students who score at or below the 5th percentile will participate in small group and/or individual interventions with the academic specialists. - Teachers K-5 will receive professional development will come through peer-to-peer visits, teacher-led training sessions and online webinars. Teachers will do peer-to-peer writing reviews of students monthly writing prompts during common planning time. - Parents will participate in teacher-led writing workshops to help increase student achievement in writign fluency and to enhance parental involvement.	Direct Instruction			09/03/2013	06/01/2014	\$0	No Funding Required	All staff K-6
Activity - Writing Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Thorne Elementary School

All K-5 students requiring additional assistance in writing will receive daily, small group, research-based interventions. Student interventions vary at each grade level based on student need. Thorne Elementary provides 4 weeks of Summer Enrichment for writing and tutoring throughout the school year. Kindergarten and first grade writing interventions will include individual conferencing, additional modeling, small group instruction and fine motor skills. Second, third, fourth fifth & sixth graders receive additional assistance through individual conferencing, small group modeling, goal setting, and peer review.	Academic Support Program			09/03/2013	06/30/2014	\$120000	Title I Part A	Academic Specialist & K-6 teachers
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Activity - Writing Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Thorne Elementary Parents will have the opportunity to plan and participate in the following: Open house Curriculum Activity Nights Information on the website Newsletter Parent/teacher conferences Summer Literacy program Community Resource List MEAP parent reports Information nights regarding Common Core State Standards and how parents can assist their children in learning at home.	Parent Involvement			09/03/2013	06/30/2014	\$500	Early Reading First	All staff K-6

Activity - Writing Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K-5 will receive professional development through peer-to-peer visits, teacher-led training sessions and online webinars. Teachers will do peer-to-peer writing reviews of students monthly writing prompts during common planning time.	Professional Learning			09/03/2013	06/30/2014	\$1000	Title I Part A	All staff K-6

Measurable Objective 2:

A 8% increase of Male students will demonstrate a proficiency in increasing skills in the area of narrative writing in Writing by 12/19/2014 as measured by students who score proficiently on the MEAP test..

(shared) Strategy 1:

Data Driven Instruction - Teachers will analyze assessment data and use the information to drive instruction using research-based practices.

Research Cited: Driven by Data: A Practical Guide to Improve Instruction by Paul Bambrick-Santoya

Driven by Data offers valuable tips and general guidelines about data-based methods and the difficulties surrounding the implementation of data-driven instruction.

Strategy Tier:

School Improvement Plan

Thorne Elementary School

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During common planning time, at grade level, staff will meet weekly to review data. At staff meetings a deeper analysis of building data is conducted and shared and used to drive classroom instruction. Academic specialists gather multiple sources of data and create a data wall that is posted in the teacher's lounge for teachers to review daily.	Other			09/03/2013	06/30/2014	\$0	General Fund	All Staff k-6

Activity - Data Driven Decision Making Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will read Driven by Data: A Practical Guide to Improve Instruction to be discussed monthly meetings and will use the strategies outlined in reviewing their classroom data. Assessment consultants from ISD will assist staff in learning how to disaggregate data.	Professional Learning			09/03/2013	06/30/2014	\$0	Title I Part A	All staff K-6

(shared) Strategy 2:

Writer's Workshop - All staff will implement Writer's Workshop along with the 6+1 Traits of writing to engage the students in active writing, conferencing, revision, and publishing of writing pieces.

Research Cited: Evidence-Based Practices for Teaching Writing, Gillespie & Graham, 2010.

Writing for Readers: Teaching Skills and Strategies (Units of Study for Primary Writing: Year Long); Lucy Calkins, 2010.

Strategy Tier:

Activity - Collaborative Writing Instruction and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In grades K-6, resource teachers will work with classroom teachers to address the needs of special education students to ensure special education students are exposed to the entire writing curriculum with adaptations as appropriate. Supplemental materials will be provided as needed. The content will be taught in the general education setting. Resource time will be additional support. Resource teachers will provide classroom teachers with additional support and instructional strategies that will best meet the learning styles of the students.	Other			09/03/2013	06/30/2014	\$0	No Funding Required	All staff K-6

Activity - Develop and Implement Pyramid Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Thorne Elementary School

Staff will develop and adopt a Pyramid Response to Intervention to address the needs of struggling students and will implement across the curriculum during the 2012-13 school year. Appropriate professional development will be provided as needed.	Other			09/03/2013	06/30/2014	\$0	No Funding Required	All Staff K-6
Activity - Engaging Writers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide high interest writing prompts to better engage all students, in particular boys, in the writing process.	Direct Instruction			09/03/2013	06/30/2014	\$0	No Funding Required	All staff K-6
Activity - Implement Marzano's Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Marzano's strategy, goal setting, with fidelity. The impact will be reviewed during data analysis	Direct Instruction			09/03/2013	06/30/2014	\$0	No Funding Required	All staff K-6
Activity - Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-5 will implement Lucy Calkins' Writing Workshop and 6+1 Traits of Writing. Teachers will use monthly writing prompts in focusing on both fiction and nonfiction writing. - Teachers will incorporate science and social studies into writing using prompts with a science and social studies theme. Teachers will analyze data and implement intervention groups. Students who do not meet local and state proficiency targets on the writing assessments will be given small group and/or individual interventions in the classroom. Students who score at or below the 5th percentile will participate in small group and/or individual interventions with the academic specialists. - Teachers K-5 will receive professional development will come through peer-to-peer visits, teacher-led training sessions and online webinars. Teachers will do peer-to-peer writing reviews of students monthly writing prompts during common planning time. - Parents will participate in teacher-led writing workshops to help increase student achievement in writign fluency and to enhance parental involvement.	Direct Instruction			09/03/2013	06/01/2014	\$0	No Funding Required	All staff K-6
Activity - Writing Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Thorne Elementary School

All K-5 students requiring additional assistance in writing will receive daily, small group, research-based interventions. Student interventions vary at each grade level based on student need. Thorne Elementary provides 4 weeks of Summer Enrichment for writing and tutoring throughout the school year. Kindergarten and first grade writing interventions will include individual conferencing, additional modeling, small group instruction and fine motor skills. Second, third, fourth fifth & sixth graders receive additional assistance through individual conferencing, small group modeling, goal setting, and peer review.	Academic Support Program			09/03/2013	06/30/2014	\$120000	Title I Part A	Academic Specialist & K-6 teachers
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Activity - Writing Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Thorne Elementary Parents will have the opportunity to plan and participate in the following: Open house Curriculum Activity Nights Information on the website Newsletter Parent/teacher conferences Summer Literacy program Community Resource List MEAP parent reports Information nights regarding Common Core State Standards and how parents can assist their children in learning at home.	Parent Involvement			09/03/2013	06/30/2014	\$500	Early Reading First	All staff K-6

Activity - Writing Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K-5 will receive professional development through peer-to-peer visits, teacher-led training sessions and online webinars. Teachers will do peer-to-peer writing reviews of students monthly writing prompts during common planning time.	Professional Learning			09/03/2013	06/30/2014	\$1000	Title I Part A	All staff K-6

Measurable Objective 3:

A 4% increase of Students with Disabilities students will demonstrate a proficiency increasing skills in the areas of narrative writing in Writing by 12/19/2014 as measured by students who score proficiently on the MEAP test..

(shared) Strategy 1:

Data Driven Instruction - Teachers will analyze assessment data and use the information to drive instruction using research-based practices.

Research Cited: Driven by Data: A Practical Guide to Improve Instruction by Paul Bambrick-Santoya

Driven by Data offers valuable tips and general guidelines about data-based methods and the difficulties surrounding the implementation of data-driven instruction.

Strategy Tier:

School Improvement Plan

Thorne Elementary School

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During common planning time, at grade level, staff will meet weekly to review data. At staff meetings a deeper analysis of building data is conducted and shared and used to drive classroom instruction. Academic specialists gather multiple sources of data and create a data wall that is posted in the teacher's lounge for teachers to review daily.	Other			09/03/2013	06/30/2014	\$0	General Fund	All Staff k-6

Activity - Data Driven Decision Making Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will read Driven by Data: A Practical Guide to Improve Instruction to be discussed monthly meetings and will use the strategies outlined in reviewing their classroom data. Assessment consultants from ISD will assist staff in learning how to disaggregate data.	Professional Learning			09/03/2013	06/30/2014	\$0	Title I Part A	All staff K-6

(shared) Strategy 2:

Writer's Workshop - All staff will implement Writer's Workshop along with the 6+1 Traits of writing to engage the students in active writing, conferencing, revision, and publishing of writing pieces.

Research Cited: Evidence-Based Practices for Teaching Writing, Gillespie & Graham, 2010.

Writing for Readers: Teaching Skills and Strategies (Units of Study for Primary Writing: Year Long); Lucy Calkins, 2010.

Strategy Tier:

Activity - Collaborative Writing Instruction and Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In grades K-6, resource teachers will work with classroom teachers to address the needs of special education students to ensure special education students are exposed to the entire writing curriculum with adaptations as appropriate. Supplemental materials will be provided as needed. The content will be taught in the general education setting. Resource time will be additional support. Resource teachers will provide classroom teachers with additional support and instructional strategies that will best meet the learning styles of the students.	Other			09/03/2013	06/30/2014	\$0	No Funding Required	All staff K-6

Activity - Develop and Implement Pyramid Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Thorne Elementary School

Staff will develop and adopt a Pyramid Response to Intervention to address the needs of struggling students and will implement across the curriculum during the 2012-13 school year. Appropriate professional development will be provided as needed.	Other			09/03/2013	06/30/2014	\$0	No Funding Required	All Staff K-6
Activity - Engaging Writers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide high interest writing prompts to better engage all students, in particular boys, in the writing process.	Direct Instruction			09/03/2013	06/30/2014	\$0	No Funding Required	All staff K-6
Activity - Implement Marzano's Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Marzano's strategy, goal setting, with fidelity. The impact will be reviewed during data analysis	Direct Instruction			09/03/2013	06/30/2014	\$0	No Funding Required	All staff K-6
Activity - Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-5 will implement Lucy Calkins' Writing Workshop and 6+1 Traits of Writing. Teachers will use monthly writing prompts in focusing on both fiction and nonfiction writing. <ul style="list-style-type: none"> - Teachers will incorporate science and social studies into writing using prompts with a science and social studies theme. Teachers will analyze data and implement intervention groups. Students who do not meet local and state proficiency targets on the writing assessments will be given small group and/or individual interventions in the classroom. Students who score at or below the 5th percentile will participate in small group and/or individual interventions with the academic specialists. - Teachers K-5 will receive professional development will come through peer-to-peer visits, teacher-led training sessions and online webinars. Teachers will do peer-to-peer writing reviews of students monthly writing prompts during common planning time. - Parents will participate in teacher-led writing workshops to help increase student achievement in writign fluency and to enhance parental involvement. 	Direct Instruction			09/03/2013	06/01/2014	\$0	No Funding Required	All staff K-6
Activity - Writing Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Thorne Elementary School

All K-5 students requiring additional assistance in writing will receive daily, small group, research-based interventions. Student interventions vary at each grade level based on student need. Thorne Elementary provides 4 weeks of Summer Enrichment for writing and tutoring throughout the school year. Kindergarten and first grade writing interventions will include individual conferencing, additional modeling, small group instruction and fine motor skills. Second, third, fourth fifth & sixth graders receive additional assistance through individual conferencing, small group modeling, goal setting, and peer review.	Academic Support Program			09/03/2013	06/30/2014	\$120000	Title I Part A	Academic Specialist & K-6 teachers
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Activity - Writing Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Thorne Elementary Parents will have the opportunity to plan and participate in the following: Open house Curriculum Activity Nights Information on the website Newsletter Parent/teacher conferences Summer Literacy program Community Resource List MEAP parent reports Information nights regarding Common Core State Standards and how parents can assist their children in learning at home.	Parent Involvement			09/03/2013	06/30/2014	\$500	Early Reading First	All staff K-6

Activity - Writing Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K-5 will receive professional development through peer-to-peer visits, teacher-led training sessions and online webinars. Teachers will do peer-to-peer writing reviews of students monthly writing prompts during common planning time.	Professional Learning			09/03/2013	06/30/2014	\$1000	Title I Part A	All staff K-6

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Interventions	All K-5 students requiring additional assistance in math will receive daily, small group, research-based interventions. Student interventions vary at each grade level based on student need. Thorne Elementary provides 4 weeks of Summer Enrichment for math and tutoring throughout the school year. K-6th grades will receive additional instruction in math through Everyday Mathematics, which provides differentiation for whole group, small group and individual interventions using a variety of resources, including games. Compass Learning individualizes learning paths for students requiring additional assistance in Math.	Direct Instruction			09/04/2012	06/30/2014	\$223000	All staff K-5 and academic specialists
Daily 5 & Cafe	Teachers in grades K-5 will implement Daily 5 organizational strategies into daily reading activities. Teachers will use the following strategies: Read to Self, Read to Someone, Work on Writing, Listen to Reading and Spelling/Word Study. - Teachers will incorporate science and social studies into reading using informational and narrative books that have a science and social studies theme. - Watch D.O.G.S (Dad's Of Great Students) will assist groups of students in their daily 5 group activities to help increase student achievement and to enhance parental involvement.	Academic Support Program			09/04/2012	06/30/2014	\$5000	All teaching staff K-5
Addressing The Minds of Boys	Teachers will participate in a bi-monthly book study during common grade level planning time to address the sub-group of underperforming males. Teachers will implement the strategies from the book study to close the achievement gap. The Minds of Boys: Saving Our Sons From Falling Behind in School and Life by Michael Gurian	Professional Learning			09/04/2012	06/30/2014	\$200	All K-5 staff

School Improvement Plan

Thorne Elementary School

Science Intervention	All K-5 students will receive additional assistance from classroom teachers through guided reading in small group and one to one settings in science instruction using informational text. Text features, comprehension strategies, non-fiction writing and vocabulary are taught in guided reading groups. Students who need additional assistance will receive it from an academic specialist who will teach strategies using science text. Thorne Elementary provides 4 weeks of Summer Enrichment using informational text and tutoring throughout the school year.	Direct Instruction			09/03/2013	06/30/2014	\$120000	Academic Specialist
Collaborative Reading Instruction and Intervention	In grades K-5, resource teachers will work with classroom teachers to address the needs of special education students to ensure special education students are exposed to the entire reading curriculum with adaptations as appropriate. Supplemental materials will be provided as needed. The content will be taught in the general education setting. Resource time will be additional support. Resource teachers will provide classroom teachers with additional support and instructional strategies that will best meet the learning styles of the students.	Other			09/04/2012	06/30/2014	\$5000	All staff K-5, resource teachers and academic specialists
Writing Professional Development	Teachers K-5 will receive professional development through peer-to-peer visits, teacher-led training sessions and online webinars. Teachers will do peer-to-peer writing reviews of students monthly writing prompts during common planning time.	Professional Learning			09/03/2013	06/30/2014	\$1000	All staff K-6
Writing Intervention	All K-5 students requiring additional assistance in writing will receive daily, small group, research-based interventions. Student interventions vary at each grade level based on student need. Thorne Elementary provides 4 weeks of Summer Enrichment for writing and tutoring throughout the school year. Kindergarten and first grade writing interventions will include individual conferencing, additional modeling, small group instruction and fine motor skills. Second, third, fourth fifth & sixth graders receive additional assistance through individual conferencing, small group modeling, goal setting, and peer review.	Academic Support Program			09/03/2013	06/30/2014	\$120000	Academic Specialist & K-6 teachers
Curriculum Crafter	Teachers will utilize Curriculum Crafters to align math instruction to the Common Core State Standards (CCSS).	Technology			09/04/2012	06/30/2014	\$0	All staff K-5

School Improvement Plan

Thorne Elementary School

<p>Everyday Math Strategies</p>	<ul style="list-style-type: none"> - Teachers K-3 will implement the Everyday Math Program. Teachers will utilize math manipulatives, journals, home links & math games to enhance classroom instruction. - Teachers in grades 4-5 will utilize Guided Math Strategies. Teachers will utilize "math for breakfast," math games, math stations, and word walls to enhance classroom instruction. - Teachers will incorporate real-world math examples into science and social studies using math games, journals and during math for breakfast activities. - Teachers will analyze data and implement intervention groups. Students who do not meet local and state proficiency targets on the math assessments will be given small group and/or individual interventions in the classroom. Students who score at or below the 5th percentile will participate in small group and/or individual interventions with the academic specialists and through Compass Learning. - Teachers K-3 will receive training on implementation of Everyday Mathematics from Wayne RESA. Additional professional development will come through peer-to-peer visits and online webinars. Teachers 4-5 will receive training and professional development through a "Guided Math" book study. Teachers will also receive additional professional development through peer-to-peer visits and online webinars. - Parents will participate in monthly math workshops to help increase student achievement and to enhance parental involvement. 	<p>Direct Instruction</p>			<p>09/04/2012</p>	<p>06/30/2014</p>	<p>\$110000</p>	<p>All Staff K-5</p>
<p>Social Studies Intervention</p>	<p>All K-5 students will receive additional assistance from classroom teachers through guided reading in small group and one to one settings in social studies instruction using informational text. Text features, comprehension strategies, non-fiction writing and vocabulary are taught in guided reading groups. Students who need additional assistance will receive it from an academic specialist who will teach strategies using social studies text. Thorne Elementary provides 4 weeks of Summer Enrichment using informational text and tutoring throughout the school year.</p>	<p>Direct Instruction</p>			<p>09/03/2013</p>	<p>06/30/2014</p>	<p>\$120000</p>	<p>Academic Specialists</p>

School Improvement Plan

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Data Driven Decision Making Book Study	Staff will read Driven by Data: A Practical Guide to Improve Instruction to be discussed monthly meetings and will use the strategies outlined in reviewing their classroom data. Assessment consultants from ISD will assist staff in learning how to disaggregate data.	Professional Learning			12/02/2013	03/03/2014	\$500	All Staff K-6th Grade
Reading Parental Involvement	Watch D.O.G.S (Dad's Of Great Students) will assist groups of students in their daily 5 group activities to help increase student achievement and to enhance parental involvement. Thorne Elementary Parents will have the opportunity to plan and participate in the following: Open house Curriculum Activity Nights Information on the website Newsletter Parent/teacher conferences Summer Reading program Community Resource List MEAP parent reports Information nights regarding Common Core State Standards and how parents can assist their children in learning at home.	Parent Involvement			09/03/2013	06/30/2014	\$2000	Academic specialists, teachers & administrators
Reading Professional Development	Teachers K-5 will receive professional development through peer-to-peer visits, teacher-led training sessions, online webinars and a Daily 5 and Cafe book study.	Professional Learning			09/03/2013	06/01/2014	\$4800	Academic Specialist and all staff K-5th grade

School Improvement Plan

Thorne Elementary School

Reading Intervention	<p>All K-5 students requiring additional assistance in reading will receive daily, small group, research-based interventions. Student interventions vary at each grade level based on student need. Thorne Elementary provides 4 weeks of Summer Enrichment for reading and tutoring throughout the school year.</p> <p>Kindergarteners use Zoophonics to learn letter names and sounds. In addition, kindergartens use Daily 5 management system to learn and practice concepts of print and small group guided reading activities to strengthen phonemic awareness and phonic skills.</p> <p>First Grade intervention groups practice phonics and decoding skills through guided reading Hardcore-Brace Leveled Readers.</p> <p>Second Grade intervention groups receive additional assistance in fluency and comprehension through guided reading and use of Hardcore-Brace Leveled Readers. Additional assistance will also be provided using Compass Learning individualized learning paths.</p> <p>Fluency and comprehension strategies are taught to third, fourth and fifth graders through the following resources: Hardcore-Brace Leveled Readers, Compass Learning, and Daily 5 Guided Reading Instruction.</p>	Academic Support Program			09/03/2013	06/30/2014	\$120000	Academic Specialists
Data Driven Decision Making Book Study	<p>Staff will read Driven by Data: A Practical Guide to Improve Instruction to be discussed monthly meetings and will use the strategies outlined in reviewing their classroom data. Assessment consultants from ISD will assist staff in learning how to disaggregate data.</p>	Professional Learning			09/03/2013	06/30/2014	\$0	All staff K-6

Early Reading First

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

Thorne Elementary School

Writing Parental Involvement	Thorne Elementary Parents will have the opportunity to plan and participate in the following: Open house Curriculum Activity Nights Information on the website Newsletter Parent/teacher conferences Summer Literacy program Community Resource List MEAP parent reports Information nights regarding Common Core State Standards and how parents can assist their children in learning at home.	Parent Involvement			09/03/2013	06/30/2014	\$500	All staff K-6
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Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implement Marzano's Strategy	Teachers will implement Marzano's strategy, goal setting, with fidelity.	Direct Instruction			09/04/2012	06/30/2014	\$0	All staff K-5 and administrators
Engaging Readers	Teachers will provide high interest reading books to better engage all students, in particular boys.	Direct Instruction			09/04/2012	06/30/2014	\$0	All teaching staff K-5 and academic specialists
Integrate Math Across the Curriculum	Teachers will incorporate real-world math examples into science and social studies using math games, journals and during math for breakfast activities.	Other			09/04/2012	06/30/2014	\$0	All staff K-5
Data Analysis	During common planning time, at grade level, staff will meet weekly to review Thorne Elementary School data. At staff meetings a deeper analysis of building data is conducted and shared and used to drive classroom instruction. Academic specialists gather multiple sources of data and create a data wall that is posted in the teacher's lounge for teachers to review daily.	Other			09/04/2012	06/30/2014	\$0	All staff K-5, academic specialists and administrators

School Improvement Plan

Thorne Elementary School

Math Parental Involvement	Thorne will host monthly math nights that focus on a variety of activities and segments of the Everyday Math program. Thorne Elementary Parents will also have the opportunity to plan and participate in the following: Open house Thorne Elementary School Curriculum Activity Nights Information on the website Newsletter Parent/teacher conferences Summer writing program Community Resource List MEAP parent reports	Parent Involvement			09/04/2012	06/30/2014	\$0	All Staff K-5, academic specialists, and administrators
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writer's Workshop	Teachers in grades K-5 will implement Lucy Calkins' Writing Workshop and 6+1 Traits of Writing. Teachers will use monthly writing prompts in focusing on both fiction and nonfiction writing. - Teachers will incorporate science and social studies into writing using prompts with a science and social studies theme. Teachers will analyze data and implement intervention groups. Students who do not meet local and state proficiency targets on the writing assessments will be given small group and/or individual interventions in the classroom. Students who score at or below the 5th percentile will participate in small group and/or individual interventions with the academic specialists. - Teachers K-5 will receive professional development will come through peer-to-peer visits, teacher-led training sessions and online webinars. Teachers will do peer-to-peer writing reviews of students monthly writing prompts during common planning time. - Parents will participate in teacher-led writing workshops to help increase student achievement in writing fluency and to enhance parental involvement.	Direct Instruction			09/03/2013	06/01/2014	\$0	All staff K-6
Engaging Writers	Teachers will provide high interest writing prompts to better engage all students, in particular boys, in the writing process.	Direct Instruction			09/03/2013	06/30/2014	\$0	All staff K-6

School Improvement Plan

Thorne Elementary School

Implement Marzano's Strategy	Teachers will implement Marzano's strategy, goal setting, with fidelity. The impact will be reviewed during data analysis	Direct Instruction			09/03/2013	06/30/2014	\$0	All staff K-6
Develop and Implement Pyramid Response to Intervention	Staff will develop and adopt a Pyramid Response to Intervention to address the needs of struggling students and will implement across the curriculum during the 2012-13 school year. Appropriate professional development will be provided as needed.	Other			09/03/2013	06/30/2014	\$0	All Staff K-6
Collaborative Writing Instruction and Intervention	In grades K-6, resource teachers will work with classroom teachers to address the needs of special education students to ensure special education students are exposed to the entire writing curriculum with adaptations as appropriate. Supplemental materials will be provided as needed. The content will be taught in the general education setting. Resource time will be additional support. Resource teachers will provide classroom teachers with additional support and instructional strategies that will best meet the learning styles of the students.	Other			09/03/2013	06/30/2014	\$0	All staff K-6
Implement Marzano's Strategy	Teachers will implement Marzano's strategy, goal setting, with fidelity. The impact will be reviewed during data analysis.	Direct Instruction			09/03/2013	06/30/2014	\$0	All staff K-6th grades

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Integrated Curriculum	Students will take a STEM (science, technology, engineering and mathematics) class that will promote inquiry and project based learning. Student activities will engage them in higher order thinking skills, and it will assist them beyond the classroom in real world applications. Students will showcase their work during Curriculum Activity Nights and the Board of Education Presentations.	Direct Instruction			09/04/2012	06/30/2014	\$124500	STEM teacher, administrators, and parents.
Data Analysis	During common planning time, at grade level, staff will meet weekly to review data. At staff meetings a deeper analysis of building data is conducted and shared and used to drive classroom instruction. Academic specialists gather multiple sources of data and create a data wall that is posted in the teacher's lounge for teachers to review daily.	Other			09/03/2013	06/30/2014	\$0	All Staff k-6

School Improvement Plan

Thorne Elementary School

Data Analysis	During common planning time, staff will meet weekly to review formative and summative assessment data. At staff meetings a deeper analysis of building data will be conducted and shared and used to drive classroom instruction. Academic specialists will gather multiple sources of data and create a data wall that is posted in the teacher's lounge for teachers to review.	Other			09/04/2012	06/30/2014	\$0	The responsible staff includes all staff k-5, academic specialists and administrators.
Data Driven Book Study	Staff will read Driven by Data: A Practical Guide to Improve Instruction to be discussed monthly meetings and will use the strategies outlined in reviewing their classroom data. Assessment consultants from ISD will assist staff in learning how to disaggregate data.	Professional Learning			10/07/2013	06/30/2014	\$0	All K-5 staff, administrators and ISD consultants.
Collaborative Math Instruction and Intervention	In grades K-5, resource teachers will work with classroom teachers to address the needs of special education students to ensure special education students are exposed to the entire math curriculum with adaptations as appropriate. Supplemental materials will be provided as needed. The content will be taught in the general education setting. Resource time will be additional support. Resource teachers will provide classroom teachers with additional support and instructional strategies that will best meet the learning styles of the students.	Direct Instruction			09/04/2012	06/30/2014	\$0	The responsible staff are resource Teachers, Classroom Teachers and Academic Specialists.

Title II Part D

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Crafters	Teachers will utilize Curriculum Crafters to align ELA instruction to the Common Core State Standards (CCSS).	Technology			09/04/2012	06/30/2014	\$0	All teaching staff K-5