



School Improvement Plan

Daniel Axford Elementary School

Oxford Community Schools

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

School Improvement Plan 2019-20

Overview

Plan Name

School Improvement Plan 2019-20

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	Students at Daniel Axford Elementary will improve their Reading and Writing performance	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$0
2	Students at Daniel Axford Elementary will improve their mathematical skills and knowledge	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$0
3	Students at Daniel Axford Elementary will enhance their preparation for success in a global environment	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$0
4	All K - 2 students will make connections between the community and careers	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: Students at Daniel Axford Elementary will improve their Reading and Writing performance

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in all strands in Reading by 06/05/2020 as measured by the Spring Fountas and Pinnell Oral Reading Record.

Strategy 1:

Inquiry - Teachers will implement the IB PYP. The PYP is focused on best practice instructional techniques and the delivery of curriculum through the creation of rigorous unit planners. Teachers will participated in professional learning focused on Inquiry during the 2019-20 school year. Students will engage in inquiry through classroom lessons as part of the balanced literacy/reading/writing curriculum and further developed by teachers in their grade level POI. Teachers will create an environment where students are engaged through questioning that allows students to share their thinking.

Category: English/Language Arts

Research Cited: Frank, J. (2009). The Impact of the Primary Years Program of the International Baccalaureate Organization on the English Language Arts State Test Scores of Third,

Fourth, and Fifth Grade Students in South Carolina. (Doctoral dissertation). Retrieved from:

http://www.eric.ed.gov/ERICIbPortal/search/detailmini.jsp?_nfpb=true&&ERICExtSearch_SearchValue_0=ED527071&ERICExtSearch_SearchType_0=no&accno=ED527071

-Hall J., Elder, T., et al. (2009). The primary years programme field study. Education Policy and Evaluation Center, University of Georgia. Access:

<http://www.ibo.org/research/policy/programmevalidation/pyp/documents/PYPFieldStudy2009.pdf>

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in the PYP will focus on best practice teaching strategies that focus on inquiry based teaching methods. Inquiry based learning will also be utilized as instructional strategies to implement the IB philosophy or approach to teaching reading. Teachers will engage in professional learning focused on inquiry during collaborative mornings and collaborative days.	Professional Learning, Teacher Collaboration	Tier 1		08/18/2017	06/05/2020	\$0	General Fund	IB Coordinator Building Principal
Activity - IB Unit Planners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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PYP teachers will reflect on IB unit planners and work to enhance them through professional learning and collaboration. IB coordinators will lead staff through collaborative PD time to make units transdisciplinary and inquiry based.	Curriculum Development	Tier 1		08/25/2017	06/05/2020	\$0	Other	IB Coordinator Building Principal Teaching Staff
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Strategy 2:

Balanced Literacy - Phonics Instruction/Word Study - Teachers will implement phonics instruction:

- that supports children's reading and writing; to be useful , phonics must be transferred
- that follows a research-based sequence
- that supplements and does not replace reading and writing instruction
- that teaches item knowledge, but also strategies and purposes that allow them to draw on the item knowledge as they read and write
- that is engaging; involving singing, pretending, inventing, talking, writing, and spelling
- that supports all the members of our learning community

Category: English/Language Arts

Research Cited: A Guide to the Phonics Units of Study - Lucy Calkins, Natalie Louis

Tier: Tier 1

Activity - Phonics Units of Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement phonics instruction: - that supports children's reading and writing; to be useful , phonics must be transferred - that follows a research-based sequence - that supplements and does not replace reading and writing instruction - that teaches item knowledge, but also strategies and purposes that allow them to draw on the item knowledge as they read and write - that is engaging; involving singing, pretending, inventing, talking, writing, and spelling -that supports all the members of our learning community	Direct Instruction, Academic Support Program, Monitor, Implementation	Tier 1	Implement	08/26/2019	06/05/2020	\$0	General Fund	Classroom Teachers Reading Specialist

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will participate in professional learning opportunities with our district literacy coach and reading specialist. Learning will be focused on incorporating phonics as a part of a balanced literacy program. Teachers will have the opportunity to observe lessons in action through lab classrooms.	Professional Learning, Getting Ready, Teacher Collaboration	Tier 1		08/26/2019	06/05/2020	\$0	General Fund	Literacy Coach Reading Specialist
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Activity - Student Learning Objective	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor students growth in word study through the district SLO process. Through this process will analyze word student data and set targets for individual student growth. Teachers will collaborate and further develop strategies and activities to help all students meet their individual growth goal.	Monitor	Tier 1	Implement	08/26/2019	06/05/2020	\$0	Other	Principal Classroom Teachers

Strategy 3:

Providing Feedback - Teachers will focus on providing regular feedback to students during reader's workshop. This will occur through small group instruction, one on one conferring and whole class instruction when appropriate. Teachers will look for opportunities to coach students as they grow as readers.

Category: English/Language Arts

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in professional learning focused on workshop instruction. This will occur during a mini institute prior to the school year where teachers will explore the components of workshop instruction and the importance of providing quality feedback to readers. Teachers will also continue professional learning throughout the school year by engaging in professional development and lab classrooms with our literacy coach and reading specialists.	Professional Learning	Tier 1	Getting Ready	08/15/2019	06/05/2020	\$0	Other	Literacy Coach Reading Specialists Executive Director Elementary Education

Activity - Conferring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will confer with students during reader's and writer's workshop. Teachers will follow a routine conferring structure: Research, Compliment, Teach, Link.	Implementation	Tier 1	Implement	08/26/2019	06/05/2020	\$0	No Funding Required	Principal Classroom Teachers

Goal 2: Students at Daniel Axford Elementary will improve their mathematical skills and knowledge

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Measurable Objective 1:

80% of All Students will demonstrate a proficiency in all strands in Mathematics by 06/05/2020 as measured by the end of the year math assessment.

Strategy 1:

Inquiry - Teachers will utilize an inquiry based approach in Mathematics.

Category: Mathematics

Research Cited: -Bifulco, R., Duncombe, W., & Yinger, J. (2005). Does whole-school reform boost student performance? The case of New York City. *Journal of Policy Analysis and Management*, 24(1), 47-72. -Frank, J. (2009).

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will attend professional learning focused on Inquiry. In addition, all teachers will participate in professional learning focused specifically on math inquiry and math talk.	Professional Learning	Tier 1	Getting Ready	08/25/2017	06/05/2020	\$0	General Fund	IB Coordinator Principal
Activity - Inquiry and Math Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A key component of our math curriculum resource, Math Expressions, is the students' frequent exchange of ideas and problem solving strategies. Math talk clarifies students' thinking, allows students to learn from one another, and provides an opportunity for the teacher to assess understanding. Teachers will intentionally focus on ensuring math talk is embedded in their daily math lessons.	Professional Learning, Curriculum Development	Tier 1		08/24/2018	06/05/2020	\$0	Head Start	Classroom Teachers Principal
Activity - Creating a Culture of Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use thinking routines to facilitate student thinking and learning throughout the curriculum. Staff will also shape and promote the 8 cultural forces (time, opportunities, routines and structures, language, modeling, interactions and relationships, physical environment, and expectations) noticing how these variables impact student thinking and learning in the school culture.	Implementation	Tier 1		08/24/2018	06/05/2020	\$0	Other	Teachers Principal

Strategy 2:

Daily Routines - Teachers will engage students in daily routines to provide opportunities for students to recall their prior understanding and to begin to build prerequisite

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skills for math topics to come later in the curriculum. Teachers will add routines based on analysis of local formative and summative assessments.

Category: Mathematics

Tier: Tier 1

Activity - Turn and Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use strategies in their classroom to encourage students to share their thinking. This will include turn and talk partnerships, think pair share, and other strategies that engage all students.	Getting Ready, Curriculum Development	Tier 1		08/25/2017	06/05/2020	\$0	No Funding Required	Teacher Leaders Classroom Teachers
Activity - Quick Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage students in daily routines to provide opportunities for students to recall their prior understanding and to begin to build prerequisite skills for math topics to come later in the curriculum.	Getting Ready, Curriculum Development	Tier 1	Implement	08/24/2018	06/05/2020	\$0	No Funding Required	Teacher Leaders Classroom Teachers
Activity - Student Learning Objective	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze math data from the previous year to identify areas of focus in math. Teachers will develop strategies to address the deficiency and will create pre and post assessments to identify whether the strategies were successful.	Teacher Collaboration, Monitor	Tier 1	Implement	08/22/2019	06/05/2020	\$0	No Funding Required	Principal
Activity - Data Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate as grade level teams to review math data during the school year. Teachers will use information from their data analysis to inform the daily routines used in the classroom.	Teacher Collaboration	Tier 1	Monitor	08/23/2019	06/05/2020	\$0	No Funding Required	Principal

Goal 3: Students at Daniel Axford Elementary will enhance their preparation for success in a global environment

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Measurable Objective 1:

demonstrate a behavior for preparedness in an everchanging global society by 06/12/2020 as measured by as measured by Teacher/Student Perception data, IB Learner Profile self reflection, participation in IB PYP and IB Summative Assessments.

Strategy 1:

Global Connections - Grade Level teachers and Specialists will look for opportunities to make connections to and learn about communities and cultures outside of our local community. These connections will be documented in out IB Units of Inquiry.

Category: School Culture

Tier: Tier 1

Activity - World Language Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in learning Spanish language and culture 30 minutes each day. Spanish teachers will also look for opportunities to make connections with classrooms in Spanish speaking countries.	Curriculum Development, Technology, Implementation	Tier 1	Implement	08/25/2017	06/12/2020	\$0	Other	Superintendent of Curriculum and Instruction Principal Spanish Teachers

Strategy 2:

Inquiry Based Instruction and 21st Century Skills - Staff will use thinking routines to facilitate student thinking and learning throughout the curriculum. Staff will also shape and promote the 8 cultural forces (time, opportunities, routines and structures, language, modeling, interactions and relationships, physical environment, and expectations) noticing how these variables impact student thinking and learning in the school culture.

Category: School Culture

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

Deeper understanding of content

Greater motivation for learning

Development of learners' thinking and learning abilities.

Development of learners' attitudes toward thinking and learning and their alertness to opportunities for thinking and learning (the "dispositional" side of thinking).

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

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

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

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

-*"Making Thinking Visible"* Ron Ritchhart and David Perkins. "Making Thinking Visible," *Educational Leadership* 65, no. 5 (February 2008): 57-61.

-*"Uncovering Students' Thinking about Thinking Using Concept Maps"*- a paper prepared for the AERA Conference, March 2008.

Cultivating a Culture of Thinking in Museums Ron Ritchhart, "Cultivating a Culture of Thinking in Museums," *Journal of Museum Education* 32, no. 2 (Summer 2007): 137-54.

-*Schools Need to Pay More Attention to "Intelligence in the Wild"* David N. Perkins, "Schools Need to Pay More Attention to "Intelligence in the Wild," *Harvard Education Letter* (May/June 2000)

-*Intelligence in the Wild* David N. Perkins and others, "Intelligence in the Wild: A Dispositional View of Intellectual Traits," *Educational Psychology Review* 12, no. 3 (2000): 269–93.

-*Why Teach Habits of Mind?* Shari Tishman, "Why Teach Habits of Mind?" in *Discovering and Exploring Habits of Mind*, ed. Arthur -L. Costa and Bena Kallick (Alexandria, VA: ASCD, 2000), 41-52.

-*Life in the Mindful Classroom: Nurturing the Disposition of Mindfulness* Ron Ritchhart and David N. Perkins, "Life in the Mindful Classroom: Nurturing the Disposition of Mindfulness," *Journal of Social Issues* 56, no. 1 (2000), 27–47.

-*Making Thinking Visible* David N. Perkins, "Making Thinking Visible," (2003)

-*Visible Thinking* Shari Tishman and Patricia Palmer, "Visible Thinking," *Leadership Compass* 2, no. 4 (Summer 2005).

-*Works of art are a good thing to think about* Shari Tishman & Patricia Palmer. "Works of art are a good thing to think about: A study of the impact of the Artful Thinking program on students' concepts of thinking. In *Evaluating the Impact of Arts and Cultural Education*. Paris: Centre Pompidou, 89-101.

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

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

Tier: Tier 1

Activity - IB Units of Inquiry	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will implement the IB PYP. The PYP is focused on best practice instructional techniques and the delivery of curriculum through the creation of rigorous unit planners. Teachers will participate in professional learning focused on Inquiry. Students will engage in inquiry through classroom lessons as part of the curriculum and further developed in the grade level POI. Teachers will create an environment where students are engaged through questioning that allows students to share their thinking	Professional Learning, Curriculum Development	Tier 1	Implement	08/25/2017	06/12/2020	\$0	Other	IB Coordinator Building Principal
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Activity - Culture of Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The learning environment within the professional culture and the classrooms will focus on visible thinking and the 8 cultural forces.	Professional Learning, Curriculum Development, Teacher Collaboration, Implementation	Tier 1	Implement	08/25/2017	06/12/2020	\$0	Other	Building Leadership Team

Strategy 3:

Social and Emotional Needs of Students - Staff will implement programs to address students social and emotional needs.

Category: Other - Social Emotional

Tier: Tier 1

Activity - Olweus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage students in class meetings focused on the Olweus bully prevention program.	Behavioral Support Program	Tier 1	Implement	08/24/2018	06/12/2020	\$0	Other	Olweus Committee Leader Building Principal

Activity - PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A school-wide PBIS program will be developed to support students. All staff will be involved in the program implementation.	Getting Ready	Tier 1	Getting Ready	08/24/2018	06/12/2020	\$0	Other	Principal Family School Liaison School Social Worker School Psychologist Classroom Teacher IB Coordinator
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Goal 4: All K - 2 students will make connections between the community and careers

Measurable Objective 1:

achieve college and career readiness Students gain an understanding of community roles and careers they may have in the future. by 06/04/2021 as measured by Amount of participation in career focused activities.

Strategy 1:

Careers in Community - Staff will develop activities that emphasize careers in the community we live in.

Category: Career and College Ready

Tier: Tier 3

Activity - Fields Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will coordinate field trips to local businesses and organizations.	Career Preparation /Orientation	Tier 1	Getting Ready	08/23/2019	06/04/2021	\$0	No Funding Required	Teachers Principal

Activity - School Careers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will plan activities to highlight careers that exist within our school.	Career Preparation /Orientation	Tier 1	Getting Ready	08/23/2019	06/04/2021	\$0	No Funding Required	Teachers Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Head Start

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Inquiry and Math Talk	A key component of our math curriculum resource, Math Expressions, is the students' frequent exchange of ideas and problem solving strategies. Math talk clarifies students' thinking, allows students to learn from one another, and provides an opportunity for the teacher to assess understanding. Teachers will intentionally focus on ensuring math talk is embedded in their daily math lessons.	Professional Learning, Curriculum Development	Tier 1		08/24/2018	06/05/2020	\$0	Classroom Teachers Principal

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Learning Objective	Teachers will analyze math data from the previous year to identify areas of focus in math. Teachers will develop strategies to address the deficiency and will create pre and post assessments to identify whether the strategies were successful.	Teacher Collaboration, Monitor	Tier 1	Implement	08/22/2019	06/05/2020	\$0	Principal
Quick Practice	Teachers will engage students in daily routines to provide opportunities for students to recall their prior understanding and to begin to build prerequisite skills for math topics to come later in the curriculum.	Getting Ready, Curriculum Development	Tier 1	Implement	08/24/2018	06/05/2020	\$0	Teacher Leaders Classroom Teachers
School Careers	Staff will plan activities to highlight careers that exist within our school.	Career Preparation/Orientation	Tier 1	Getting Ready	08/23/2019	06/04/2021	\$0	Teachers Principal
Data Reflection	Teachers will collaborate as grade level teams to review math data during the school year. Teachers will use information from their data analysis to inform the daily routines used in the classroom.	Teacher Collaboration	Tier 1	Monitor	08/23/2019	06/05/2020	\$0	Principal

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Conferring	Teachers will confer with students during reader's and writer's workshop. Teachers will follow a routine conferring structure: Research, Compliment, Teach, Link.	Implementation	Tier 1	Implement	08/26/2019	06/05/2020	\$0	Principal Classroom Teachers
Fields Trips	Staff will coordinate field trips to local businesses and organizations.	Career Preparation /Orientation	Tier 1	Getting Ready	08/23/2019	06/04/2021	\$0	Teachers Principal
Turn and Talk	Teachers will use strategies in their classroom to encourage students to share their thinking. This will include turn and talk partnerships, think pair share, and other strategies that engage all students.	Getting Ready, Curriculum Development	Tier 1		08/25/2017	06/05/2020	\$0	Teacher Leaders Classroom Teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning	All classroom teachers will attend professional learning focused on Inquiry. In addition, all teachers will participate in professional learning focused specifically on math inquiry and math talk.	Professional Learning	Tier 1	Getting Ready	08/25/2017	06/05/2020	\$0	IB Coordinator Principal
Professional Development	Teachers in the PYP will focus on best practice teaching strategies that focus on inquiry based teaching methods. Inquiry based learning will also be utilized as instructional strategies to implement the IB philosophy or approach to teaching reading. Teachers will engage in professional learning focused on inquiry during collaborative mornings and collaborative days.	Professional Learning, Teacher Collaboration	Tier 1		08/18/2017	06/05/2020	\$0	IB Coordinator Building Principal
Professional Learning	Teachers will participate in professional learning opportunities with our district literacy coach and reading specialist. Learning will be focused on incorporating phonics as a part of a balanced literacy program. Teachers will have the opportunity to observe lessons in action through lab classrooms.	Professional Learning, Getting Ready, Teacher Collaboration	Tier 1		08/26/2019	06/05/2020	\$0	Literacy Coach Reading Specialist

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Phonics Units of Study	Teachers will implement phonics instruction: - that supports children's reading and writing; to be useful , phonics must be transferred - that follows a research-based sequence - that supplements and does not replace reading and writing instruction - that teaches item knowledge, but also strategies and purposes that allow them to draw on the item knowledge as they read and write - that is engaging; involving singing, pretending, inventing, talking, writing, and spelling -that supports all the members of our learning community	Direct Instruction, Academic Support Program, Monitor, Implementation	Tier 1	Implement	08/26/2019	06/05/2020	\$0	Classroom Teachers Reading Specialist
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Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
IB Units of Inquiry	Teachers will implement the IB PYP. The PYP is focused on best practice instructional techniques and the delivery of curriculum through the creation of rigorous unit planners. Teachers will participate in professional learning focused on Inquiry. Students will engage in inquiry through classroom lessons as part of the curriculum and further developed in the grade level POI. Teachers will create an environment where students are engaged through questioning that allows students to share their thinking	Professional Learning, Curriculum Development	Tier 1	Implement	08/25/2017	06/12/2020	\$0	IB Coordinator Building Principal
IB Unit Planners	PYP teachers will reflect on IB unit planners and work to enhance them through professional learning and collaboration. IB coordinators will lead staff through collaborative PD time to make units transdisciplinary and inquiry based.	Curriculum Development	Tier 1		08/25/2017	06/05/2020	\$0	IB Coordinator Building Principal Teaching Staff
Olweus	Staff will engage students in class meetings focused on the Olweus bully prevention program.	Behavioral Support Program	Tier 1	Implement	08/24/2018	06/12/2020	\$0	Olweus Committee Leader Building Principal

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Culture of Thinking	The learning environment within the professional culture and the classrooms will focus on visible thinking and the 8 cultural forces.	Professional Learning, Curriculum Development, Teacher Collaboration, Implementation	Tier 1	Implement	08/25/2017	06/12/2020	\$0	Building Leadership Team
PBIS	A school-wide PBIS program will be developed to support students. All staff will be involved in the program implementation.	Getting Ready	Tier 1	Getting Ready	08/24/2018	06/12/2020	\$0	Principal Family School Liaison School Social Worker School Psychologist Classroom Teacher IB Coordinator
Creating a Culture of Thinking	Teachers will use thinking routines to facilitate student thinking and learning throughout the curriculum. Staff will also shape and promote the 8 cultural forces (time, opportunities, routines and structures, language, modeling, interactions and relationships, physical environment, and expectations) noticing how these variables impact student thinking and learning in the school culture.	Implementation	Tier 1		08/24/2018	06/05/2020	\$0	Teachers Principal
Student Learning Objective	Teachers will monitor students growth in word study through the district SLO process. Through this process will analyze word student data and set targets for individual student growth. Teachers will collaborate and further develop strategies and activities to help all students meet their individual growth goal.	Monitor	Tier 1	Implement	08/26/2019	06/05/2020	\$0	Principal Classroom Teachers
World Language Program	Students will engage in learning Spanish language and culture 30 minutes each day. Spanish teachers will also look for opportunities to make connections with classrooms in Spanish speaking countries.	Curriculum Development, Technology, Implementation	Tier 1	Implement	08/25/2017	06/12/2020	\$0	Superintendent of Curriculum and Instruction Principal Spanish Teachers

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Professional Learning	Teachers will engage in professional learning focused on workshop instruction. This will occur during a mini institute prior to the school year where teachers will explore the components of workshop instruction and the importance of providing quality feedback to readers. Teachers will also continue professional learning throughout the school year by engaging in professional development and lab classrooms with our literacy coach and reading specialists.	Professional Learning	Tier 1	Getting Ready	08/15/2019	06/05/2020	\$0	Literacy Coach Reading Specialists Executive Director Elementary Education
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