



# **School Improvement Plan**

**Fountain Elementary School**

**Roseville Community Schools**

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**Fountain Elementary 2018-2019 SIP**

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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 2016-2017 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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	"See Goals and Plans in ASSIST"	

# **Title I Schoolwide Diagnostic**



## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## Component 1: Comprehensive Needs Assessment

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

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

### 2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Based upon our M-step spring assessment preliminary data and our district's Winter NWEA assessment we have seen some growth in our math scores but have not made the gains we were hoping for. Therefore we are continuing with our current math goal using our new math program Everyday Math and Moby Max.

We have had concerns about our students' reading skills which were lagging behind state averages. We saw some growth in that area as well, through M-step spring assessment data and our district's Winter NWEA assessments in grades 3 and 5 , with a slight drop in the 4th grade. In grade K- 2 we used the results for our RAPID reading assessments which also showed we had over 73% of our kindergarten students, 41% of our 1st grade, 34% of 2nd grade and 29% of 3rd graders that qualified for IRIP's (Individual Reading Improvement Plans) As a result, we have continued the implementation of the direct instruction program Reading Mastery and have adopted the LEXIA CORE 5 online program for identified students in k-3 students. Those needed extra support in grade 4 and 5 receive Corrective Reading. Our demographics show that a lack of parent support and low economic status have created a gap between the high and the low achieving students which we have narrowed.

### 3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

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

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

We have goals for all students as well as a multi-tier support system in place to identify and support our tier II and tier III learners.

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

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

In reading , we will focus on comprehension and fluency. Tier II and III will also benefit from direct instruction programs in these areas. K-3 students in Tier III will receive extra instruction using the Lexia CORE 5

In our afterschool program we are focusing on math and reading skills using CORE 5, MobyMax, Everyday math technology component and small group instruction

In writing, we will focus on the genres which were identified by the Common Core and the use of the new Maisa Units.

In math, we are using our new math series Everyday Math . Tier II and III students participate in the afterschool program and small group instruction along with Moby Max and the Everyday Math technology component.

### **2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).**

We will utilize direct instruction in reading and writing using Reading Mastery. Our focus in math will be with using the new math program Everyday Math to help students prepare for the new Common Core standards and testing models. We have also begun to use the NWEA's learning continuum data to individual reading and math instruction for each student. Grades K-2 have a been using data from the RAPID reading assessment along with the Lexia CORE 5 reading program to monitor reading progress and direct instruction for those needing Tier 2 and Tier 3 assistance.

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

All reform strategies align with the needs assessment. The direct instruction reading and writing plan was adopted by the district to benefit all students, bringing them to grade level fluency and accuracy as quickly as possible. The adoption of Everyday math has also helped guided instruction to cover the common core start standards. Bringing in the CORE 5 reading program has been very useful as a Tier 2/Tier 3 tool.

**4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.**

Our direct instruction reading program will be used for all students K-5. This model allows for students to be placed with others at their level, regardless of grade. We also provide Tier II and Tier III instruction in Reading to students in K-3 using the Lexia CORE 5 reading intervention. Students in grades 4-5 will receive Corrective Reading as a Tier III intervention. In math, we will use the assistance of an instructional aide and the special education department to provide support for our low achieving math students.

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

We look at our data in our direct instruction programs to check progress in reading and math as well as NWEA Map data. MobyMax is also used to determine the progress in math to make sure that students needs are being met. In grades K-3 the Lexia CORE 5 program is used and data is checked on a daily basis to monitor progress.

### Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All instructional paraprofessionals meet the NCLB requirements for highly qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

## Component 4: Strategies to Attract Highly Qualified Teachers

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

For the 2017-2018 school year, Fountain Elementary added 2 new special ed. aides to our building. All teachers that taught at our building last year stayed on for this school year.

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

All staff has at least 3 years experience in the classroom. Many of the staff having been in the building for five years or more. Most staff members have been teaching in the district for 10-30 years.

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

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

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

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

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

We have not had a turnover issue in the past year at Fountain. Any turnovers prior to this year were due to teacher retirements.

## **Component 5: High Quality and Ongoing Professional Development**

### **1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.**

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

- Lexia CORE 5 reading
- Differentiated Instruction
- Common Core Mathematics
- NWEA
- Everyday Math
- Capturing Kids Heart
- Marzano's Instructional Strategies
- Phenomenal Science program training
- Maisa writing units
- NWEA analysis/learning continuum
- Technology training - Schology and Office 360
- MRA conference
- MACUL conference
- MI Science Teacher Associated conference

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

All staff receives ongoing and sustained professional development that is aligned with the goals of the school improvement action plan and Common Core State Standards. Much of this professional development is offered on district professional development days, supported through the Macomb Intermediate School District (MISD). Professional development is enhanced by having educational professionals share their knowledge at the building level. This new knowledge is discussed and shared during teacher collaboration days and applied in the classroom. New K-5 teachers will receive professional development in the Reading Mastery from peer teachers and the Early Literacy Specialist. All new staff will also get Professional Development on Capturing Kids Hearts. The district plans and schedules our professional development annually.



# School Improvement Plan

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

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

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

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

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

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

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

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

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

## School Improvement Plan

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Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	We have a Title 1 Parent Compact which parents, students, and staff all sign. This policy was developed jointly with, distributed to and agreed upon by Title I Parents. It addresses how the school carries out the required activities, such as those described in section 1118 of the ESEA.	Fountain Title 1 compact

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

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

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

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

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

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

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

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

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

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

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

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

**10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?**

N/A

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		compact

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

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

## **Component 7: Preschool Transition Strategies**

### **1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?**

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

### **2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?**

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

## **Component 8: Teacher Participation in Making Assessment Decisions**

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

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

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

Fountain teachers use NWEA to compare students 3-5 to national norms in reading and math. Lexia Rapid reading assessment is used for those students in grades K-2. Reading Mastery data is also used to evaluate student reading progress along with K-3 Core 5 data. The M-Step criterion referenced assessment, to compare student achievement proficiency levels to the state, county, and district is also used. Using student achievement data found in the above assessment help us to assess students needs and areas of focus in the classroom.

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

### **1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.**

Several tools are used to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level . At the beginning of the year teachers use spring assessment data, Reading Mastery data, NWEA MAP data, LEXIA RAPID reading assessment , and classroom formative assessment data to identify at risk students. Teachers use collaboration time (late start days) to pinpoint areas of concern at the grade, classroom and individual level. At this point teachers begin to use differentiated instruction to meet the needs of these students. If a child continues to struggle they are referred to the Principal for a Child Study. During the Child Study, the support staff, the Principal and teacher(s) develop and implement several intervention plans. Teachers are encouraged to discuss students having the greatest academic difficulties based upon both formal and informal assessments/observations. Other indicators of at risk students may include free/reduced lunch status and homelessness. Students in grade 3-5 are assessed using NWEA MAP three times each year, while students in grades K-2 are assessed 3 times each year using Lexia Rapid reading assessment. We will also use the M-Step data to identify students with difficulties. Once identified, interventions are implemented as soon as possible.

### **2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

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

Early Literacy Specialist, Teacher Consultant, Speech Pathologist, Social Worker, and MISD BiLingual Tutor, computer programs such as: MobyMax, Everyday Math Technology Component, and LEXIA CORE 5 have been effective in helping students. Teachers use best practices such as Reading Mastery, flexible grouping, small group instruction, and differentiated instruction to ensure student success.

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

Several tools are used to identify students having academic difficulties. At the beginning of the year teachers use spring assessment data, NWEA reports, MobyMax reports, Lexia Rapid reading assessment, Reading Mastery assessments, and classroom performance (formal and informal assessments and observations) to identify students not mastering state/district benchmarks. Teachers meet with the Principal to discuss areas of concern at their grade level. A plan is developed and, teachers begin to use differentiated instruction to meet the needs of these students. If a child continues to struggle, they are referred to the Principal, who initiates a Child Study process. During this process, individualized student academic plans are developed, implemented for several weeks, and analyzed for their effectiveness. Students are also put on MobyMax and Lexia CORE 5 which initially places them at their individual levels and targets their specific needs.





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

### **1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.**

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

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

### **2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.**

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

### **3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

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

## **Evaluation:**

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

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

### **2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.**

Fountain Elementary staff evaluates the results achieved by the schoolwide program using data from spring state assessment and other indicators of academic achievement (i.e. MobyMax data, NWEA data, Lexia Rapid reading assessment, CORE 5 data, and Reading Mastery data). This is accomplished through the Title I End of the Year Evaluation rubric. This rubric is used at other schools throughout the district. The School Improvement committee takes all data into consideration and acts on it as needed throughout the school year.

### **3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.**

The Fountain school improvement team determines whether the schoolwide program has been effective in the achievement of students who had been furthest from achieving the standards by analyzing NWEA map scores as well as Lexia Rapid reading assessment data, to determine whether their scores are proficient or not. In addition, MobyMax reports (K-5), Reading Mastery, CORE 5 (K-3) and classroom formative/summative assessment data is analyzed to determine if low achieving students are making adequate progress.

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

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

# **Fountain Elementary 2018-2019 SIP**

## Overview

### Plan Name

Fountain Elementary 2018-2019 SIP

### Plan Description

Fountain Elementary 2018-2019 SIP

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Fountain Elementary School will be proficient in Math.	Objectives: 1 Strategies: 7 Activities: 31	Academic	\$137
2	All students at Fountain Elementary will improve ELA proficiency.	Objectives: 1 Strategies: 11 Activities: 55	Academic	\$51708
3	All of the students at Fountain Elementary School will be given a Multi-Tiered System of Support (MTSS).	Objectives: 1 Strategies: 3 Activities: 14	Organizational	\$2344

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

### Measurable Objective 1:

47% of All Students will demonstrate a proficiency in all strands in Mathematics by 06/14/2024 as measured by Spring state assessment..

### Strategy 1:

McGraw Hill Everyday Math - The staff will use McGraw Hill Everyday Math program to improve mathematical computation and problem solving in grades k-5

Category: Mathematics

Research Cited:

<http://everydaymath.uchicago.edu/about/research-results/>

<https://www.nctm.org/Handlers/AttachmentHandler.ashx?attachmentID...>

Tier: Tier 1

Activity - Small group remediation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instruction aide will go into the classroom to help with CMC math instruction for at risk students.	Academic Support Program	Tier 2	Implement	09/24/2018	05/24/2019	\$0	Title I Part A	Instructional aides, principal will monitor.
Activity - Tier III Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education students will work in small groups with resource room teacher on math concepts.	Academic Support Program	Tier 3	Implement	09/10/2018	06/01/2019	\$0	No Funding Required	Special education teachers and principal monitoring.
Activity - Math Games	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students use math games to reinforce skills taught.	Materials, Academic Support Program	Tier 1	Implement	09/17/2018	06/07/2019	\$0	No Funding Required	Classroom teachers, principal will monitor.

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### Strategy 2:

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

Category: Mathematics

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

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

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

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

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

Findings from a metaanalytic review

Yael Kidron

Jim Lindsay- American Institutes for Research

Tier: Tier 1

Activity - Computation Facts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Volunteers will pull students out to practice math facts.	Academic Support Program	Tier 3	Implement	10/15/2018	05/17/2019	\$0	No Funding Required	Parent volunteers, high school helpers, instructional aids, and classroom teachers.

Activity - Afterschool program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bottom 30% students in grades 1-5 will participate in an afterschool program using the Lexia Core 5 program, SplashMath, and Everyday math computer program along with specific small group math activities using based on MAP data needs.	Technology , Academic Support Program	Tier 3	Implement	11/05/2018	05/10/2019	\$0	Section 31a	Afterschool teaching staff, principal will monitor

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students were given the opportunity to attend the extended summer school program in order to enhance their math skills.	Academic Support Program	Tier 1	Implement	07/09/2018	08/16/2019	\$0	General Fund	Summer school staff and principal

## School Improvement Plan

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Activity - Small groups instruction/Instructional aide	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor student progress by working with struggling students in small groups when necessary and then identify next instructional steps.	Academic Support Program	Tier 2	Monitor	09/10/2018	06/07/2019	\$0	No Funding Required	classroom teachers, principal will monitor.
Activity - Daily math practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will collaborate and decide on a daily math program to use as daily math practice (i.e. ADD, Drops in the Bucket, etc.).	Teacher Collaboration, Academic Support Program	Tier 1	Getting Ready	09/17/2018	06/06/2019	\$0	No Funding Required	Classroom teachers, principal will monitor.
Activity - NWEA MAP testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students K-5 will be tested in Math 3 times a year using the MAP test.	Technology, Academic Support Program	Tier 1	Implement	09/24/2018	05/31/2019	\$0	No Funding Required	Classroom teachers, proctors, principal to monitor, data coach
Activity - Vocabulary Charts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each class will be utilizing vocabulary charts for math to help promote vocabulary acquisition and development.	Materials, Academic Support Program, Supplemental Materials	Tier 1	Implement	09/10/2018	05/24/2019	\$0	Title I Part A	Teachers, Principal will monitor
Activity - Note Card / Flash Cards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fountain will purchase 3 x 5 note cards for classes to make math fact flash cards to help with math fact practice.	Academic Support Program	Tier 1	Getting Ready	11/05/2018	06/06/2019	\$0	No Funding Required	Classroom teachers, principal to monitor



## School Improvement Plan

Fountain Elementary School

Activity - Professional development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, support staff, and principal will have the opportunity to attend professional development in the area of math in order to enhance instruction and student learning.	Academic Support Program, Professional Learning	Tier 1	Implement	09/03/2018	08/30/2019	\$0	Title II Part A	Teachers, support staff, principal will monitor

### Strategy 3:

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

Category: Technology

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

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

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

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

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

Tier: Tier 1

Activity - Educational Tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher are using Chrome books, Mimeo's and accessories, such as, power adaptors, stylus, and projector lamps, to enhance the math curriculum and instruction in the classroom.	Materials, Technology , Academic Support Program, Supplemental Materials	Tier 1	Implement	09/17/2018	06/07/2019	\$0	No Funding Required	Teachers, tech para, principal will monitor.

Activity - EM Games online/MobyMax/Splashmath	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use EM Games online, MobyMax, and or Splashmath to enrich their math skills in all areas.	Technology , Academic Support Program	Tier 1	Implement	09/17/2018	06/12/2019	\$0	No Funding Required	Classroom teachers, principal will monitor.

Activity - NWEA- MAP testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Fountain Elementary School

Student's K-5 will take the NWEA MAP assessment three times a year (fall, winter, spring).	Technology , Academic Support Program	Tier 1	Implement	09/24/2018	06/06/2019	\$0	No Funding Required	Classroom teachers, support staff, principal will monitor.
Activity - Technology training/PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be offered technology training when needed.	Technology , Professional Learning	Tier 1	Implement	08/20/2018	07/31/2019	\$0	No Funding Required	Classroom teachers
Activity - Survey of Enacted Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each year teachers will take the survey of enacted curriculum to show learning gaps in student learning.	Technology , Academic Support Program	Tier 1	Getting Ready	05/01/2019	06/14/2019	\$0	No Funding Required	Classroom teachers, support staff, principal with monitor.

### Strategy 4:

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

Category: Learning Support Systems

Research Cited:

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

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

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

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

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

Tier: Tier 1

Activity - Data coach/data collection and analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Fountain Elementary School

A part time data coach has been hired to work with teachers and support staff on how to use, interpret, and analyze data to drive instruction.	Technology , Academic Support Program, Professional Learning	Tier 1	Implement	09/10/2018	08/30/2019	\$0	General Fund	data coach, teachers, support staff, principal will monitor
<b>Activity - Teacher Data Binders</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will use NWEA, MStep, spring state assessments, reading mastery, Everyday math, formal and summative assessments to collect and analyze data on each student to guide instruction.	Materials, Academic Support Program	Tier 1	Implement	09/10/2018	06/14/2019	\$0	No Funding Required	Teacher, principal will monitor
<b>Activity - NWEA testing/MSTEP testing data analysis</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
NWEA and MSTEP data will be collected after each test session for teachers to evaluate student growth and areas of difficulty.	Teacher Collaboration, Materials, Technology , Academic Support Program	Tier 1	Evaluate	10/01/2018	05/31/2019	\$0	No Funding Required	Classroom teachers, data coaches, and principal monitoring
<b>Activity - Data/Tech coach</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Our school will use the data and tech coach to pull and analyze data, conference with teachers, and work with students on MobyMax and other activities in the computer lab.	Technology , Academic Support Program	Tier 1	Implement	09/03/2018	06/14/2019	\$0	No Funding Required	Data/tech parapro with principal monitoring.

### Strategy 5:

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

Category: Learning Support Systems

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

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

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

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

## School Improvement Plan

Fountain Elementary School

Tier: Tier 3

Activity - ELL tutor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified ELL students will be pulled out weekly to work with an ELL bilingual tutor in order to expand their knowledge and use of the English language.	Academic Support Program	Tier 3	Implement	10/01/2018	06/07/2019	\$0	General Fund	ELL tutor, Literacy coach, principal, ELL coordinator will monitor

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will differentiate instruction for those ELL students when needed in their classrooms.	Academic Support Program	Tier 2	Implement	09/17/2018	06/13/2019	\$0	No Funding Required	Classroom teachers, support staff, principal with monitor.

### Strategy 6:

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

Category: Other - Community Involvement

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

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

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

Tier: Tier 1

Activity - Parent/community volunteers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and or community volunteers will be coming in to work with students on particular math skills and concepts on a weekly basis.	Academic Support Program, Parent Involvement	Tier 1	Implement	09/17/2018	06/07/2019	\$0	No Funding Required	Teachers, volunteers

## School Improvement Plan

Fountain Elementary School

Activity - High school Helpers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High school helpers will be coming in on a weekly basis to provided additional support to students in the area of math.	Academic Support Program, Community Engagement	Tier 1	Implement	10/01/2018	05/24/2019	\$0	No Funding Required	Teachers, high school helpers, high school helpers coordinating teacher
Activity - Parent teacher conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited twice a year to meet with their teacher and conference about their students growth	Academic Support Program, Parent Involvement	Tier 1	Implement	12/14/2017	03/22/2018	\$0	No Funding Required	Parents, teachers, and principal to monitor.
Activity - Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, principal, and school district offer newsletters, remind 101, websites, Class Dojo, facebook updates, all call system, parent surveys, and SDG meetings to parents and community members in order to communicate school and district information. Our principal will also host a Donuts with Details meeting with parents every month.	Community Engagement	Tier 1	Implement	08/06/2018	08/02/2019	\$0	No Funding Required	Teachers, Principal, and school district personnel.
Activity - Open house	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and principal will hold an open house to discuss curriculum and the expectations for the upcoming school year.	Parent Involvement	Tier 1	Implement	08/20/2018	09/21/2018	\$0	No Funding Required	Teachers and principals
Activity - Parent Gardening Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to join the green team in planting our annual community garden.	Community Engagement, Parent Involvement	Tier 1		05/01/2019	06/14/2019	\$137	Title I Part A	Green team, parents, principal will monitor.

## School Improvement Plan

Fountain Elementary School

### Strategy 7:

Marzano Protocol - The staff will use Marzano's protocol to manage and instruct students within their classroom.

Category: Mathematics

Research Cited: <http://www.marzanocenter.com/Teacher-Evaluation-Resources/>

<http://www.marzanoresearch.com/>

<http://www.middleweb.com/wp-content/uploads/2013/12/Marzanos-Nine.pdf>

[https://www2.k12albemarle.org/acps/staff/TPA/Documents/TPA\\_Marzanos\\_Instructional\\_Strategies.pdf](https://www2.k12albemarle.org/acps/staff/TPA/Documents/TPA_Marzanos_Instructional_Strategies.pdf)

Tier: Tier 1

Activity - Learning scales	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use learning scales to assess students understanding of concepts being taught.	Academic Support Program	Tier 1	Implement	09/03/2018	06/14/2019	\$0	No Funding Required	Teachers, principals will monitor

Activity - Teacher evaluation model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will use the Marzano's evaluation model to evaluate teachers and staff.	Professional Learning	Tier 1	Implement	08/20/2018	09/01/2019	\$0	No Funding Required	Principals

## Goal 2: All students at Fountain Elementary will improve ELA proficiency.

### Measurable Objective 1:

49% of All Students will demonstrate a proficiency in all strands in English Language Arts by 06/14/2024 as measured by the Spring state assessment.

### Strategy 1:

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

Category:

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

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

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

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

SY 2018-2019

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## School Improvement Plan

Fountain Elementary School

Tier: Tier 1

Activity - RM mastery and fluency checkouts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher's will administer and students will be assessed on mastery tests, as well as curriculum based assessment tests within the Reading Mastery program to monitor comprehension. Students will also be given Reading Mastery fluency checkouts at least twice a month to monitor their fluency growth.	Direct Instruction	Tier 1	Monitor	09/10/2018	06/14/2019	\$0	No Funding Required	Classroom teachers, literacy coach, and principal will monitor.
Activity - Reading Mastery training- new staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All new staff members will be trained in the direct instruction Reading Mastery program by the early literacy specialist and will also be given the opportunity to attend Reading Mastery Training when available through the MISD.	Academic Support Program	Tier 1	Implement	08/20/2018	06/14/2019	\$40	Title II Part A	New staff members and early literacy specialist, principal will monitor
Activity - Corrective Reading Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eligible students in grades 3-5 will receive one hour of Corrective Reading instruction daily to help improve their comprehension and reading fluency,	Direct Instruction	Tier 3	Implement	09/03/2018	06/14/2019	\$0	General Fund	Classroom teachers, early literacy specialist, support staff, principal will monitor
Activity - Tier2/Tier 3 intervention-Title I at risk students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Fountain Elementary School

Instructional aide, resource room teacher, and Teacher Consultant will work with tier II/III and title I at risk students in small groups to provide additional academic support in reading.	Academic Support Program	Tier 3	Monitor	08/20/2018	06/01/2019	\$22323	Title I Part A, Title I Part A	Early literacy specialist, instructional aide, Resource room teacher, and Teacher Consultant; principal will monitor
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Activity - Corrective Reading Mastery tests	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will give mastery tests throughout the year to assess student progress within the program.	Direct Instruction	Tier 3	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Classroom teachers, early literacy specialist, support staff, principal will monitor

Activity - Reading Mastery Grouping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The early literacy specialist and principal will work together to create and implement the K-5 Reading Mastery walk to read schedule for the upcoming school year.	Academic Support Program	Tier 1	Implement	09/03/2018	06/14/2019	\$0	No Funding Required	Early literacy specialist, K-5 teachers, Principal

Activity - Staff Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will meet together to discuss grade level content.	Teacher Collaboration	Tier 1	Getting Ready	10/08/2018	06/07/2019	\$0	No Funding Required	K-5 staff; principal will monitor

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

Fountain Elementary School

Teachers will use the direct instruction reading program.	Academic Support Program	Tier 1	Implement	10/01/2018	06/07/2019	\$0	General Fund	Classroom teachers, early literacy specialist, and principal to monitor
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Activity - Reading Mastery data review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will review reading mastery data on a weekly basis and adjust or remediate when necessary.	Academic Support Program	Tier 1	Monitor	09/10/2018	06/07/2019	\$0	No Funding Required	Teaching staff, principal and Early literacy specialist will monitor.

Activity - Core Connections	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use the Core Connections to complete the RM reading curriculum.	Academic Support Program	Tier 1	Implement	09/03/2018	06/07/2019	\$0	No Funding Required	Reading teachers

Activity - RM spelling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading teachers will use the Spelling from the Reading Mastery series	Academic Support Program	Tier 1	Implement	09/10/2018	06/14/2019	\$0	No Funding Required	Reading Teachers

### Strategy 2:

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

Category: English/Language Arts

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

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

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

Tier: Tier 1

## School Improvement Plan

Fountain Elementary School

Activity - Summer School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students were given the opportunity to attend the extended summer school program that will enhance their reading skills.	Academic Support Program	Tier 1	Implement	07/09/2018	08/16/2019	\$0	General Fund	Summer school teachers and principal
Activity - Afterschool program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bottom 30% students in grades 1-5 will participate in an afterschool program using the Moby Max program along with specific small group activities based on MAP data need.	Technology , Academic Support Program	Tier 3	Monitor	11/05/2018	05/01/2019	\$13402	Section 31a	Afterschool teaching staff, principal will monitor
Activity - March is reading month	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in weekly reading activities throughout the month of March.	Extra Curricular	Tier 1	Implement	03/01/2018	03/31/2019	\$0	General Fund	Early literacy specialist, classroom teachers
Activity - Kindergarten Information Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will welcome incoming Kindergarten parents and students to inform them about the school and it's programs, along with providing materials and a 5th grade buddy to help get their children ready for Kindergarten.	Academic Support Program	Tier 1	Implement	02/01/2019	03/31/2019	\$190	Title I Part A	Kindergarten teachers, early literacy specialist, principal
Activity - NWEA MAP tesing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the NWEA - MAP Testing program to monitor student growth using benchmark data 3 times per year	Technology , Academic Support Program	Tier 1	Monitor	09/17/2018	06/07/2019	\$0	No Funding Required	Classroom teachers, proctors, data coaches , Principal

## School Improvement Plan

Fountain Elementary School

Activity - Professional development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, support staff, principal will have the opportunity to attend professional development in the area of reading in order to enhance instruction and student learning.	Academic Support Program, Professional Learning	Tier 1	Implement	09/03/2018	08/16/2019	\$0	Title II Part A	Teachers, support staff, Principal
Activity - Instructional Aide	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional aide will work with tier III and title I at risk students in small groups to provide additional academic support in reading.	Academic Support Program	Tier 3	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Instructional aides, teachers, principal will monitor.
Activity - Kindergarten Buddy Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoming kindergartners will be paired up with a current 5th grade student to introduce them to the building and mentor them into the school year.	Behavioral Support Program, Parent Involvement	Tier 1	Implement	08/23/2018	08/23/2018	\$295	Title I Part A, Title I Part A	5th grade and Kindergarten teachers, 5th grade and kindergarten students, principal will monitor.

### Strategy 3:

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

Research.

Category: English/Language Arts

Research Cited:

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

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

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

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

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

**School Improvement Plan**

Fountain Elementary School

Tier: Tier 1

Activity - Teacher Data Binders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use MAP, spring state assessments, Successmaker, reading mastery, connecting math concepts, formal and summative assessments to collect and analyze data on each student to guide instruction.	Teacher Collaboration, Technology, Academic Support Program	Tier 1	Implement	09/03/2018	06/14/2019	\$0	No Funding Required	All staff, principal will monitor

Activity - NWEA MAP/ Lexia/Reading Mastery data analysis/monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP and Lexia data will be collected after each test session for teachers to evaluate student growth and areas of difficulty. Reading Mastery data is collected and analyzed on a daily and/or weekly basis.	Technology, Academic Support Program	Tier 1	Monitor	10/08/2018	06/07/2019	\$0	No Funding Required	Teachers, proctors, data coaches, and principal

Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data coach will collect and analysis data and share with staff.	Academic Support Program, Professional Learning	Tier 1	Monitor	09/10/2018	06/07/2019	\$0	No Funding Required	Data coach, principal will monitor.

**Strategy 4:**

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

Category: English/Language Arts

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

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

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

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

Tier: Tier 3

## School Improvement Plan

Fountain Elementary School

Activity - ELL tutor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified ELL students will be pulled out weekly to work with an ELL bilingual tutor in order to expand their knowledge and use of the English language.	Academic Support Program	Tier 3	Implement	09/03/2018	06/07/2019	\$0	General Fund	ELL tutor, Literacy coach, principal, ELL coordinator will monitor

Activity - WIDA screening/assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ELS will screen new ELL students and assess all eligible students for ELL services. The ELS will also give the WIDA state assessment test.	Academic Support Program	Tier 3	Implement	09/10/2018	05/31/2019	\$0	No Funding Required	Early Literacy Specialist, principal will monitor.

### Strategy 5:

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

Category: English/Language Arts

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

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

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

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

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

Tier: Tier 1

Activity - Educational Tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher K-5 will be using a variety of tools (i.e. ipads, interactive boards, apple TV chrome books, Document cameras) to collect data and enhance curriculum and instruction in the classroom	Technology , Academic Support Program	Tier 1	Implement	09/03/2018	06/14/2019	\$0	No Funding Required	teachers and principal to monitor

Activity - MobyMax	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use MobyMax to work on reading skills in class as supplemental support.	Technology , Academic Support Program	Tier 1	Implement	09/10/2018	06/07/2019	\$0	No Funding Required	Classroom teachers, principal to monitor

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Activity - Teacher Professional Development/MACUL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend the MACUL conference	Technology , Academic Support Program	Tier 1	Implement	03/01/2019	03/30/2019	\$200	Title II Part A	Technology teacher, principal will monitor

  

Activity - Chromebooks/heaphones/cart	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will be purchasing 30 chromebooks, a chromebook charging cart, and 60 headphones to use for instructional support, assessments, Next Generation Science instruction and stimulations, and writing activities.	Technology , Academic Support Program	Tier 1	Getting Ready	09/03/2018	01/01/2019	\$8329	Title I Part A, Title I Part A, Title I Part A	Classroom teachers, support staff, principal will monitor.

### Strategy 6:

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

Category: English/Language Arts

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

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

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

Tier: Tier 1

Activity - Tier 2 reading support High School helpers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students from the high school will come to our building 2-3 times a week for 45 min increments and work in the classroom providing students with one on one reading support.	Academic Support Program	Tier 2	Implement	10/01/2018	05/31/2019	\$0	No Funding Required	Classroom teachers, high school students, high school supervising teacher, principal will monitor

Activity - Parent Lexia/ Reading Information Training Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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Parents will be invited to attend a training for the new Lexia program along with Moby Max and be given take home supplies to help their child practice and improve their reading skills.They will also use Chromebooks to walk through each of the 2 programs.	Technology , Academic Support Program, Parent Involvement	Tier 1	Implement	09/03/2018	02/28/2019	\$63	Title I Part A	Early Literacy Specialist, data coach , principal , tech para
<b>Activity - High school helpers</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
High school students will come in to work with students on reading skills on a weekly basis.	Academic Support Program, Community Engagement	Tier 1	Implement	09/18/2017	06/08/2018	\$0	No Funding Required	High School Coordinating teachers, classroom teachers, principal will monitor.
<b>Activity - Parent Volunteers</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Parent volunteers will be coming in to help students work on specific reading skills.	Academic Support Program, Community Engagement	Tier 1	Getting Ready	09/03/2018	06/07/2019	\$0	No Funding Required	Parents, classroom teachers, principal will monitor.
<b>Activity - Kindergarten transition day</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students entering kindergarten the following year and their parents will receive a special visit to the elementary school they will be entering in the fall to have a tour, and meet the teachers and principals.	Academic Support Program, Community Engagement	Tier 1	Implement	02/01/2019	04/30/2019	\$0	No Funding Required	Administration building staff, kindergarten teacher, parents, principals will monitor.
<b>Activity - Communication</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

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Teachers, principal, and school district offer newsletters, remind 101, websites, Class Dojo, facebook updates, all call system, parent surveys, and SDG meetings to parents and community members in order to communicate school and district information. Our principal will also host a Donuts with Details meeting with parents every month.	Community Engagement, Parent Involvement	Tier 1		08/01/2018	06/14/2019	\$0	No Funding Required	School district staff, classroom teachers, principal will monitor.
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### Strategy 7:

Writing - The staff will instruct students in the use of different types of writing using the Maisa Units

Category: English/Language Arts

Research Cited: [http://www.writing.ucsb.edu/wrconf08/Pdf\\_Articles/TroiaChapter.pdf](http://www.writing.ucsb.edu/wrconf08/Pdf_Articles/TroiaChapter.pdf)2009<http://www.readingrockets.org/article/teaching-elementary-school-students-be-effective-writers>

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

Tier: Tier 1

Activity - Masia Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing teachers will use the Masia Units to teach writing to their students.	Academic Support Program	Tier 1	Getting Ready	09/03/2018	06/14/2019	\$0	No Funding Required	Writing Teachers and principal to monitor

Activity - PD for Maisa Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All writing teachers will attend Professional Development for the Maisa Units.	Professional Learning	Tier 1	Getting Ready	08/20/2018	06/07/2019	\$0	Title II Part A	Writing teachers

Activity - Reading Mastery Language	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students grades 2-5 will use the Reading Mastery Language program to incorporate in their writing program.	Academic Support Program	Tier 1	Implement	09/10/2018	06/14/2019	\$0	No Funding Required	Writing teachers with principal to monitor

### Strategy 8:

Early Literacy Initiative - Those students who are screened and score in the deficient range will be given an Individual Reading Plan. They will then be given an intervention program to work on in order to increase their reading proficiency.

Category: English/Language Arts



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### Research Cited:

<https://books.google.com/books?hl=en&lr=&id=afiqtlldRQGwC&oi=fnd&pg=PA1&dq=early+literacy+intervention+research&ots=5yT4RHYHZG&sig=roXH2toktP75yY6hHgQvPHLA5Nk#v=onepage&q=early%20literacy%20intervention%20research&f=false>

Tier: Tier 2

Activity - Lexia/CORE 5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students K-3 that fall deficient after their fall screening will be placed in the Lexia program to work on specific concepts as well as regular diagnostic.	Academic Support Program	Tier 2	Getting Ready	09/06/2017	06/14/2018	\$3291	Title I Part A	Early Literacy specialist, reading teacher, instructional aide
Activity - Lexia data analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher, literacy specialist, data coach will all monitor the progress of each student in the program	Technology , Academic Support Program	Tier 2	Getting Ready	09/24/2018	06/14/2019	\$0	No Funding Required	Teacher, literacy specialist, data coach
Activity - IRIP data folders / paper	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student K-3 that needs an Individual Reading Program will have a pocket folder to keep all data.	Materials, Academic Support Program	Tier 2	Monitor	09/10/2018	06/07/2019	\$0	No Funding Required	Early literacy specialist, data coach , reading teacher, principal

### Strategy 9:

Marzano's Protocol - The staff will use Marzano's protocol to manage and instruct students within their classroom.

Category: English/Language Arts

Research Cited: <http://www.marzanocenter.com/Teacher-Evaluation-Resources/>

<http://www.marzanoresearch.com/>

<http://www.middleweb.com/wp-content/uploads/2013/12/Marzanos-Nine.pdf>

[https://www2.k12albemarle.org/acps/staff/TPA/Documents/TPA\\_Marzanos\\_Instructional\\_Strategies.pdf](https://www2.k12albemarle.org/acps/staff/TPA/Documents/TPA_Marzanos_Instructional_Strategies.pdf)

Tier: Tier 1

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Activity - Learning Scales	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use learning scales to assess students understanding of concepts being taught.	Academic Support Program	Tier 1	Implement	09/10/2018	06/07/2019	\$0	No Funding Required	Classroom Teachers, principal will monitor.

Activity - Teacher Evaluation Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will use the Marzano's evaluation model to evaluate teachers.	Academic Support Program	Tier 1	Implement	09/03/2018	05/31/2019	\$0	No Funding Required	Principal

### Strategy 10:

Interdisciplinary Curriculum- Science - Classroom teachers will integrate science curriculum into ELA instruction.

Category: Science

Research Cited: <http://www.ascd.org/publications/books/61189156/chapters/The-Growing-Need-for-Interdisciplinary-Curriculum-Content.aspx>

<http://journals.sagepub.com/doi/pdf/10.2307/3399704>

<http://education.oxfordre.com/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-138>

Tier: Tier 1

Activity - Phenomenal Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Phenomenal Science Curriculum to guide daily science instruction.	Academic Support Program	Tier 1	Implement	09/10/2018	06/07/2019	\$0	No Funding Required	Classroom teachers, principal will monitor.

Activity - Computer Simulations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use computer simulations to support student learning.	Technology , Academic Support Program	Tier 1	Implement	09/17/2018	06/05/2019	\$0	No Funding Required	Classroom teachers, principal will monitor.

Activity - Hands on activities/experiments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers use hands on activities and experiments to engage students in scientific learning.	Academic Support Program, Supplemental Materials	Tier 1		10/01/2018	06/03/2019	\$0	No Funding Required	Classroom teachers, principal will monitor.
<b>Activity - Interactive Notebooks</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Science teachers will and students will be using notebooks for science vocabulary and to chart their hands on activities as well as their computer simulation results.	Academic Support Program	Tier 1	Implement	09/05/2018	06/10/2019	\$0	No Funding Required	Classroom teacher with principal to monitor
<b>Activity - Discovery Education</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Science teachers will use Discovery Education to enhance and add to their Science curriculum.	Technology , Academic Support Program	Tier 1	Implement	09/10/2018	06/03/2019	\$0	No Funding Required	Science teachers with Principal to monitor.
<b>Activity - Professional Development</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will have the opportunity to attend Professional development in the area of Science.	Professional Learning	Tier 1	Implement	06/01/2018	06/14/2019	\$0	Title II Part A	Instructional staff, principal will monitor
<b>Activity - Michigan Science Teachers Association Conference</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
A science teacher will attend the Michigan Science Association Conference.	Technology , Academic Support Program	Tier 1	Implement	03/01/2019	03/02/2019	\$45	Title II Part A	Science teacher, principal will monitor
<b>Activity - MDSTA conference</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

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A science teacher will attend the Metropolitan Detroit Science Teachers Association.	Academic Support Program, Professional Learning	Tier 1		11/03/2018	11/03/2018	\$30	Title II Part A	Science teacher, principal will monitor
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### Strategy 11:

Interdisciplinary Curriculum- Social Studies - Classroom teachers will integrate social studies curriculum into ELA instruction.

Category: Social Studies

Research Cited: <http://www.ascd.org/publications/books/61189156/chapters/The-Growing-Need-for-Interdisciplinary-Curriculum-Content.aspx>

<http://journals.sagepub.com/doi/pdf/10.2307/3399704>

Tier: Tier 1

Activity - Guided highlighting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will implement guided highlighting as a strategy to understand social studies information using the MAISA units and other social studies text.	Academic Support Program	Tier 1	Implement	09/05/2018	06/14/2019	\$0	No Funding Required	Classroom teachers, principal will monitor.

Activity - Oakland Atlas Rubicon - MAISA Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will instruct students in grades k-5 in the area of social studies using the MAISA Curriculum Units.	Academic Support Program	Tier 1	Implement	09/05/2018	06/07/2019	\$0	No Funding Required	Classroom teachers, principal will monitor.

Activity - Social Studies Weekly	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Social Studies Weekly to enhance and add to their Social Studies curriculum.	Academic Support Program	Tier 1	Monitor	09/05/2018	06/12/2019	\$3500	General Fund	Classroom teachers with principal to monitor.

Activity - Discovery Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Social Studies teachers will use Discovery Education to enhance and add to their Social Studies curriculum.	Technology , Academic Support Program	Tier 1	Monitor	09/10/2018	06/03/2019	\$0	No Funding Required	Social Studies teachers with principal to monitor.
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have the opportunity to attend Professional development in the area of Social Studies	Professional Learning	Tier 1		06/18/2018	06/07/2019	\$0	Title II Part A	Instructional staff, principal will monitor

**Goal 3: All of the students at Fountain Elementary School will be given a Multi-Tiered System of Support (MTSS).**

**Measurable Objective 1:**

collaborate to create an environment where students feel safe and supported so they can succeed academically by 06/14/2019 as measured by reducing the amount of teacher referrals and suspensions.

**Strategy 1:**

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

Category: School Culture

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

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

Tier: Tier 1

Activity - CKH Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All new staff, at Fountain Elementary will have training from experienced staff in the Capturing Kids Hearts behavioral program and have the opportunity for more/advanced training if need be.	Professional Learning	Tier 1	Monitor	09/05/2018	06/10/2019	\$0	Title II Part A	All new staff and principal at Fountain Elementary

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Activity - The Name Game	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classes will play the name game as taught in the Capturing Kids Hearts program at the beginning of the school year and continue playing the first week of school in order to get to know each child in the school.	Behavioral Support Program	Tier 1	Implement	09/03/2018	06/14/2019	\$0	No Funding Required	All staff, students, and principal of Fountain Elementary .
Activity - Social Contracts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each staff member will complete a social contract with their class as described in the Capturing Kids Hearts program.	Behavioral Support Program	Tier 1	Monitor	09/05/2018	10/10/2018	\$0	No Funding Required	All fountain staff members and principal to monitor
Activity - The Excel Teaching Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will us the excel teaching model reinforce the role of emotional intelligence in teaching , build classroom rapport and teamwork to create a safe, trusting, learning environment. As well as increase classroom attendance by building students' motivation and helping them take responsibility for their actions and performances.	Behavioral Support Program	Tier 1	Monitor	09/05/2018	06/14/2019	\$0	No Funding Required	All fountain staff and principal to monitor
Activity - 4 Questions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will use a series of 4 question to help the student focus on positive behavior and respect.	Behavioral Support Program	Tier 1	Monitor	09/05/2018	06/12/2019	\$0	No Funding Required	All fountain staff with principal to monitor.
Activity - PBIS Anti-bullying assembly	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents will be invited to attend an interactive assembly on positive behavior and anti bullying.	Behavioral Support Program	Tier 1	Implement	09/18/2018	09/18/2018	\$625	Title I Part A	Building principal.

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Activity - Positive Behavioral incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to earn rewards for positive behavior, good attendance, and displaying leadership skills as outline in the Seven Habits.	Behavioral Support Program, Supplemental Materials	Tier 1		09/03/2018	06/14/2019	\$1719	Title I Part A	Teachers, students, principal will monitor.
Activity - Daily Morning Greetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each staff member will greet students that enters their classroom with their name and a handshake.	Behavioral Support Program	Tier 1	Implement	09/03/2018	07/01/2019	\$0	No Funding Required	Teachers, support staff, principal will monitor.

### Strategy 2:

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

Category: Technology

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

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

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

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

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

Tier: Tier 1

Activity - Educational technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ch teacher K-5 will be using a variety of tools (i.e. ipads, interactive boards, apple TV, Document cameras) to collect data and enhance curriculum and instruction in the classroom.	Materials, Technology, Academic Support Program, Supplemental Materials	Tier 1	Implement	09/03/2018	06/14/2019	\$0	No Funding Required	Teachers, tech, para pro, principal will monitor.

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Activity - Classroom Dojo	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 Teachers will have the opportunity to use the online, classroom dojo program do help manage classroom behavior. It also helps bring teachers, students and parents closer together. Teachers use ClassDojo as a communication platform to encourage students, and get parents engaged too.	Materials, Technology , Behavioral Support Program, Supplemental Materials	Tier 1		09/03/2018	06/14/2019	\$0	No Funding Required	Teachers, support staff
Activity - Behavior tracking system	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor the data pertaining to teacher behavior referrals and suspensions three times per school year in powerschool.	Technology , Behavioral Support Program	Tier 2	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	Teachers and office staff, principal will monitor.

### Strategy 3:

Academic Support - We will offer a universal support system for all students .Data will then be analyzed to determine which students qualify for intervention and receive extra support from the Early Literacy Specialist as well as the instructional aide.

Category: Learning Support Systems

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

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

Tier: Tier 1

Activity - Universal Instructional Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will receive district curriculum. Data will be analyzed to determine who then needs additional support.	Academic Support Program	Tier 1	Implement	09/05/2018	06/14/2019	\$0	No Funding Required	Teachers, Early and Principal
Activity - Intervention Practices Tier -2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The support will increase for all Tier 2 students determined by data results. Examples of support can range from small group instruction to more frequent assessments to better guide instruction.	Academic Support Program	Tier 2	Implement	09/05/2018	06/14/2019	\$0	No Funding Required	Teachers, Early Literacy Specialist, Instructional Aide and principal



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Activity - Intervention - Tier 3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intensity of intervention will increase for Tier 3 students. This will be determined by assessment data. Students will be pulled out for additional support in Reading and Math as needed by on going progress monitoring.	Academic Support Program	Tier 3	Implement	09/05/2018	06/14/2019	\$0	No Funding Required	Teacher, Early Literacy Specialist, Instructional Aide, Principal

## 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
Parent Gardening Day	Parents will be invited to join the green team in planting our annual community garden.	Community Engagement, Parent Involvement	Tier 1		05/01/2019	06/14/2019	\$137	Green team, parents, principal will monitor.
Lexia/CORE 5	Students K-3 that fall deficient after their fall screening will be placed in the Lexia program to work on specific concepts as well as regular diagnostic.	Academic Support Program	Tier 2	Getting Ready	09/06/2017	06/14/2018	\$3291	Early Literacy specialist, reading teacher, instructional aide
PBIS Anti-bullying assembly	Students and parents will be invited to attend an interactive assembly on positive behavior and anti bullying.	Behavioral Support Program	Tier 1	Implement	09/18/2018	09/18/2018	\$625	Building principal.
Small group remediation	Instruction aide will go into the classroom to help with CMC math instruction for at risk students.	Academic Support Program	Tier 2	Implement	09/24/2018	05/24/2019	\$0	Instructional aides, principal will monitor.
Parent Lexia/ Reading Information Training Night	Parents will be invited to attend a training for the new Lexia program along with Moby Max and be given take home supplies to help their child practice and improve their reading skills.They will also use Chromebooks to walk through each of the 2 programs.	Technology , Academic Support Program, Parent Involvement	Tier 1	Implement	09/03/2018	02/28/2019	\$63	Early Literacy Specialist, data coach , principal , tech para
Vocabulary Charts	Each class will be utilizing vocabulary charts for math to help promote vocabulary acquisition and development.	Materials, Academic Support Program, Supplemental Materials	Tier 1	Implement	09/10/2018	05/24/2019	\$0	Teachers, Principal will monitor

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Tier2/Tier 3 intervention-Title I at risk students	Instructional aide, resource room teacher, and Teacher Consultant will work with tier II/III and title I at risk students in small groups to provide additional academic support in reading.	Academic Support Program	Tier 3	Monitor	08/20/2018	06/01/2019	\$11558	Early literacy specialist, instructional aide, Resource room teacher, and Teacher Consultant; principal will monitor
Positive Behavioral incentives	Students will have the opportunity to earn rewards for positive behavior, good attendance, and displaying leadership skills as outline in the Seven Habits.	Behavioral Support Program, Supplemental Materials	Tier 1		09/03/2018	06/14/2019	\$1719	Teachers, students, principal will monitor.
Tier2/Tier 3 intervention-Title I at risk students	Instructional aide, resource room teacher, and Teacher Consultant will work with tier II/III and title I at risk students in small groups to provide additional academic support in reading.	Academic Support Program	Tier 3	Monitor	08/20/2018	06/01/2019	\$10765	Early literacy specialist, instructional aide, Resource room teacher, and Teacher Consultant; principal will monitor
Chromebooks/headphones/cart	We will be purchasing 30 chromebooks, a chromebook charging cart, and 60 headphones to use for instructional support, assessments, Next Generation Science instruction and stimulations, and writing activities.	Technology, Academic Support Program	Tier 1	Getting Ready	09/03/2018	01/01/2019	\$6210	Classroom teachers, support staff, principal will monitor.
Kindergarten Information Night	Teachers will welcome incoming Kindergarten parents and students to inform them about the school and its programs, along with providing materials and a 5th grade buddy to help get their children ready for Kindergarten.	Academic Support Program	Tier 1	Implement	02/01/2019	03/31/2019	\$190	Kindergarten teachers, early literacy specialist, principal

## School Improvement Plan

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Kindergarten Buddy Night	Incoming kindergartners will be paired up with a current 5th grade student to introduce them to the building and mentor them into the school year.	Behavioral Support Program, Parent Involvement	Tier 1	Implement	08/23/2018	08/23/2018	\$104	5th grade and Kindergarten teachers, 5th grade and kindergarten students, principal will monitor.
Chomebooks/heaphones/cart	We will be purchasing 30 chromebooks, a chromebook charging cart, and 60 headphones to use for instructional support, assessments, Next Generation Science instruction and stimulations, and writing activities.	Technology, Academic Support Program	Tier 1	Getting Ready	09/03/2018	01/01/2019	\$1700	Classroom teachers, support staff, principal will monitor.
Chomebooks/heaphones/cart	We will be purchasing 30 chromebooks, a chromebook charging cart, and 60 headphones to use for instructional support, assessments, Next Generation Science instruction and stimulations, and writing activities.	Technology, Academic Support Program	Tier 1	Getting Ready	09/03/2018	01/01/2019	\$419	Classroom teachers, support staff, principal will monitor.
Kindergarten Buddy Night	Incoming kindergartners will be paired up with a current 5th grade student to introduce them to the building and mentor them into the school year.	Behavioral Support Program, Parent Involvement	Tier 1	Implement	08/23/2018	08/23/2018	\$191	5th grade and Kindergarten teachers, 5th grade and kindergarten students, principal will monitor.

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Lexia data analysis	Teacher, literacy specialist, data coach will all monitor the progress of each student in the program	Technology, Academic Support Program	Tier 2	Getting Ready	09/24/2018	06/14/2019	\$0	Teacher, literacy specialist, data coach
Small groups instruction/Instructional aide	Teachers will monitor student progress by working with struggling students in small groups when necessary and then identify next instructional steps.	Academic Support Program	Tier 2	Monitor	09/10/2018	06/07/2019	\$0	classroom teachers, principal will monitor.

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Corrective Reading Mastery tests	Classroom teachers will give mastery tests throughout the year to assess student progress within the program.	Direct Instruction	Tier 3	Monitor	09/03/2018	06/14/2019	\$0	Classroom teachers, early literacy specialist, support staff, principal will monitor
Math Games	Students use math games to reinforce skills taught.	Materials, Academic Support Program	Tier 1	Implement	09/17/2018	06/07/2019	\$0	Classroom teachers, principal will monitor.
Reading Mastery Grouping	The early literacy specialist and principal will work together to create and implement the K-5 Reading Mastery walk to read schedule for the upcoming school year.	Academic Support Program	Tier 1	Implement	09/03/2018	06/14/2019	\$0	Early literacy specialist, K-5 teachers, Principal
Staff Collaboration	K-5 teachers will meet together to discuss grade level content.	Teacher Collaboration	Tier 1	Getting Ready	10/08/2018	06/07/2019	\$0	K-5 staff; principal will monitor
The Excel Teaching Model	All staff will use the excel teaching model reinforce the role of emotional intelligence in teaching, build classroom rapport and teamwork to create a safe, trusting, learning environment. As well as increase classroom attendance by building students' motivation and helping them take responsibility for their actions and performances.	Behavioral Support Program	Tier 1	Monitor	09/05/2018	06/14/2019	\$0	All fountain staff and principal to monitor
Guided highlighting	Teaching staff will implement guided highlighting as a strategy to understand social studies information using the MAISA units and other social studies text.	Academic Support Program	Tier 1	Implement	09/05/2018	06/14/2019	\$0	Classroom teachers, principal will monitor.
Learning scales	Teachers will use learning scales to assess students understanding of concepts being taught.	Academic Support Program	Tier 1	Implement	09/03/2018	06/14/2019	\$0	Teachers, principals will monitor
Daily Morning Greetings	Each staff member will greet students that enters their classroom with their name and a handshake.	Behavioral Support Program	Tier 1	Implement	09/03/2018	07/01/2019	\$0	Teachers, support staff, principal will monitor.
Data/Tech coach	Our school will use the data and tech coach to pull and analyze data, conference with teachers, and work with students on MobyMax and other activities in the computer lab.	Technology, Academic Support Program	Tier 1	Implement	09/03/2018	06/14/2019	\$0	Data/tech parapro with principal monitoring.

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Core Connections	Staff will use the Core Connections to complete the RM reading curriculum.	Academic Support Program	Tier 1	Implement	09/03/2018	06/07/2019	\$0	Reading teachers
Masia Units	Writing teachers will use the Masia Units to teach writing to their students.	Academic Support Program	Tier 1	Getting Ready	09/03/2018	06/14/2019	\$0	Writing Teachers and principal to monitor
Discovery Education	Social Studies teachers will use Discovery Education to enhance and add to their Social Studies curriculum.	Technology , Academic Support Program	Tier 1	Monitor	09/10/2018	06/03/2019	\$0	Social Studies teachers with principal to monitor.
Communication	Teachers, principal, and school district offer newsletters, remind 101, websites, Class Dojo, facebook updates, all call system, parent surveys, and SDG meetings to parents and community members in order to communicate school and district information. Our principal will also host a Donuts with Details meeting with parents every month.	Community Engagemen t, Parent Involvement	Tier 1		08/01/2018	06/14/2019	\$0	School district staff, classroom teachers, principal will monitor.
Intervention - Tier 3	Intensity of intervention will increase for Tier 3 students. This will be determined by assessment data. Students will be pulled out for additional support in Reading and Math as needed by on going progress monitoring.	Academic Support Program	Tier 3	Implement	09/05/2018	06/14/2019	\$0	Teacher, Early Literacy Specialist, Instructional Aide, Principal
Educational Tools	Each teacher K-5 will be using a variety of tools (i.e. ipads, interactive boards, apple TV chrome books, Document cameras) to collect data and enhance curriculum and instruction in the classroom	Technology , Academic Support Program	Tier 1	Implement	09/03/2018	06/14/2019	\$0	teachers and principal to monitor
4 Questions	Teachers and staff will use a series of 4 question to help the student focus on positive behavior and respect.	Behavioral Support Program	Tier 1	Monitor	09/05/2018	06/12/2019	\$0	All fountain staff with principal to monitor.
High school helpers	High school students will come in to work with students on reading skills on a weekly basis.	Academic Support Program, Community Engagemen t	Tier 1	Implement	09/18/2017	06/08/2018	\$0	High School Coordinating teachers, classroom teachers, principal will monitor.

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Teacher Data Binders	Staff will use NWEA, MStep, spring state assessments, reading mastery, Everyday math, formal and summative assessments to collect and analyze data on each student to guide instruction.	Materials, Academic Support Program	Tier 1	Implement	09/10/2018	06/14/2019	\$0	Teacher, principal will monitor
Technology training/PD	Staff will be offered technology training when needed.	Technology, Professional Learning	Tier 1	Implement	08/20/2018	07/31/2019	\$0	Classroom teachers
Survey of Enacted Curriculum	Each year teachers will take the survey of enacted curriculum to show learning gaps in student learning.	Technology, Academic Support Program	Tier 1	Getting Ready	05/01/2019	06/14/2019	\$0	Classroom teachers, support staff, principal with monitor.
Learning Scales	Teachers will use learning scales to assess students understanding of concepts being taught.	Academic Support Program	Tier 1	Implement	09/10/2018	06/07/2019	\$0	Classroom Teachers, principal will monitor.
IRIP data folders / paper	Each student K-3 that needs an Individual Reading Program will have a pocket folder to keep all data.	Materials, Academic Support Program	Tier 2	Monitor	09/10/2018	06/07/2019	\$0	Early literacy specialist, data coach, reading teacher, principal
Kindergarten transition day	Students entering kindergarten the following year and their parents will receive a special visit to the elementary school they will be entering in the fall to have a tour, and meet the teachers and principals.	Academic Support Program, Community Engagement	Tier 1	Implement	02/01/2019	04/30/2019	\$0	Administrators building staff, kindergarten teacher, parents, principals will monitor.
The Name Game	All classes will play the name game as taught in the Capturing Kids Hearts program at the beginning of the school year and continue playing the first week of school in order to get to know each child in the school.	Behavioral Support Program	Tier 1	Implement	09/03/2018	06/14/2019	\$0	All staff, students, and principal of Fountain Elementary.
NWEA- MAP testing	Student's K-5 will take the NWEA MAP assessment three times a year (fall, winter, spring).	Technology, Academic Support Program	Tier 1	Implement	09/24/2018	06/06/2019	\$0	Classroom teachers, support staff, principal will monitor.

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RM spelling	Reading teachers will use the Spelling from the Reading Mastery series	Academic Support Program	Tier 1	Implement	09/10/2018	06/14/2019	\$0	Reading Teachers
WIDA screening/assessment	The ELS will screen new ELL students and assess all eligible students for ELL services. The ELS will also give the WIDA state assessment test.	Academic Support Program	Tier 3	Implement	09/10/2018	05/31/2019	\$0	Early Literacy Specialist, principal will monitor.
RM mastery and fluency checkouts	Teacher's will administer and students will be assessed on mastery tests, as well as curriculum based assessment tests within the Reading Mastery program to monitor comprehension. Students will also be given Reading Mastery fluency checkouts at least twice a month to monitor their fluency growth.	Direct Instruction	Tier 1	Monitor	09/10/2018	06/14/2019	\$0	Classroom teachers, literacy coach, and principal will monitor.
Reading Mastery Language	All students grades 2-5 will use the Reading Mastery Language program to incorporate in their writing program.	Academic Support Program	Tier 1	Implement	09/10/2018	06/14/2019	\$0	Writing teachers with principal to monitor
Parent teacher conferences	Parents are invited twice a year to meet with their teacher and conference about their students growth	Academic Support Program, Parent Involvement	Tier 1	Implement	12/14/2017	03/22/2018	\$0	Parents, teachers, and principal to monitor.
Hands on activities/experiments	Teachers use hands on activities and experiments to engage students in scientific learning.	Academic Support Program, Supplemental Materials	Tier 1		10/01/2018	06/03/2019	\$0	Classroom teachers, principal will monitor.
MobyMax	Students will use MobyMax to work on reading skills in class as supplemental support.	Technology, Academic Support Program	Tier 1	Implement	09/10/2018	06/07/2019	\$0	Classroom teachers, principal to monitor
NWEA testing/MSTEP testing data analysis	NWEA and MSTEP data will be collected after each test session for teachers to evaluate student growth and areas of difficulty.	Teacher Collaboration, Materials, Technology, Academic Support Program	Tier 1	Evaluate	10/01/2018	05/31/2019	\$0	Classroom teachers, data coaches, and principal monitoring



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Parent/community volunteers	Parents and or community volunteers will be coming in to work with students on particular math skills and concepts on a weekly basis.	Academic Support Program, Parent Involvement	Tier 1	Implement	09/17/2018	06/07/2019	\$0	Teachers, volunteers
NWEA MAP/ Lexia/Reading Mastery data analysis/monitoring	MAP and Lexia data will be collected after each test session for teachers to evaluate student growth and areas of difficulty. Reading Mastery data is collected and analyzed on a daily and/or weekly basis.	Technology , Academic Support Program	Tier 1	Monitor	10/08/2018	06/07/2019	\$0	Teachers, proctors, data coaches, and principal
EM Games online/MobyMax/Splash math	Students will use EM Games online, MobyMax, and or Splashmath to enrich their math skills in all areas.	Technology , Academic Support Program	Tier 1	Implement	09/17/2018	06/12/2019	\$0	Classroom teachers, principal will monitor.
Tier 2 reading support High School helpers	Students from the high school will come to our building 2-3 times a week for 45 min increments and work in the classroom providing students with one on one reading support.	Academic Support Program	Tier 2	Implement	10/01/2018	05/31/2019	\$0	Classroom teachers, high school students, high school supervising teacher, principal will monitor
Computation Facts	Volunteers will pull students out to practice math facts.	Academic Support Program	Tier 3	Implement	10/15/2018	05/17/2019	\$0	Parent volunteers, high school helpers, instructional aids, and classroom teachers.
Interactive Notebooks	Science teachers will and students will be using notebooks for science vocabulary and to chart their hands on activities as well as their computer simulation results.	Academic Support Program	Tier 1	Implement	09/05/2018	06/10/2019	\$0	Classroom teacher with principal to monitor
Classroom Dojo	K-5 Teachers will have the opportunity to use the online, classroom dojo program do help manage classroom behavior. It also helps bring teachers, students and parents closer together. Teachers use ClassDojo as a communication platform to encourage students, and get parents engaged too.	Materials, Technology , Behavioral Support Program, Supplemental Materials	Tier 1		09/03/2018	06/14/2019	\$0	Teachers, support staff

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Reading Mastery data review	Teaching staff will review reading mastery data on a weekly basis and adjust or remediate when necessary.	Academic Support Program	Tier 1	Monitor	09/10/2018	06/07/2019	\$0	Teaching staff, principal and Early literacy specialist will monitor.
Note Card / Flash Cards	Fountain will purchase 3 x 5 note cards for classes to make math fact flash cards to help with math fact practice.	Academic Support Program	Tier 1	Getting Ready	11/05/2018	06/06/2019	\$0	Classroom teachers, principal to monitor
NWEA MAP testing	Teachers will use the NWEA - MAP Testing program to monitor student growth using benchmark data 3 times per year	Technology , Academic Support Program	Tier 1	Monitor	09/17/2018	06/07/2019	\$0	Classroom teachers, proctors, data coaches , Principal
Intervention Practices Tier -2	The support will increase for all Tier 2 students determined by data results. Examples of support can range from small group instruction to more frequent assessments to better guide instruction.	Academic Support Program	Tier 2	Implement	09/05/2018	06/14/2019	\$0	Teachers, Early Literacy Specialist, Instructional Aide and principal
NWEA MAP testing	Students K-5 will be tested in Math 3 times a year using the MAP test.	Technology , Academic Support Program	Tier 1	Implement	09/24/2018	05/31/2019	\$0	Classroom teachers, proctors, principal to monitor, data coach
Parent Volunteers	Parent volunteers will be coming in to help students work on specific reading skills.	Academic Support Program, Community Engagement	Tier 1	Getting Ready	09/03/2018	06/07/2019	\$0	Parents, classroom teachers, principal will monitor.
Communication	Teachers, principal, and school district offer newsletters, remind 101, websites, Class Dojo, facebook updates, all call system, parent surveys, and SDG meetings to parents and community members in order to communicate school and district information. Our principal will also host a Donuts with Details meeting with parents every month.	Community Engagement	Tier 1	Implement	08/06/2018	08/02/2019	\$0	Teachers, Principal, and school district personnel.
Teacher Evaluation Model	Principals will use the Marzano's evaluation model to evaluate teachers.	Academic Support Program	Tier 1	Implement	09/03/2018	05/31/2019	\$0	Principal

# School Improvement Plan

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Educational technology	ch teacher K-5 will be using a variety of tools (i.e. ipads, interactive boards, apple TV, Document cameras) to collect data and enhance curriculum and instruction in the classroom.	Materials, Technology, Academic Support Program, Supplemental Materials	Tier 1	Implement	09/03/2018	06/14/2019	\$0	Teachers, tech, para pro, principal will monitor.
Teacher Data Binders	Staff will use MAP, spring state assessments, Successmaker, reading mastery, connecting math concepts, formal and summative assessments to collect and analyze data on each student to guide instruction.	Teacher Collaboration, Technology, Academic Support Program	Tier 1	Implement	09/03/2018	06/14/2019	\$0	All staff, principal will monitor
High school Helpers	High school helpers will be coming in on a weekly basis to provide additional support to students in the area of math.	Academic Support Program, Community Engagement	Tier 1	Implement	10/01/2018	05/24/2019	\$0	Teachers, high school helpers, high school helpers coordinating teacher
Universal Instructional Practices	All students will receive district curriculum. Data will be analyzed to determine who then needs additional support.	Academic Support Program	Tier 1	Implement	09/05/2018	06/14/2019	\$0	Teachers Early and Principal
Tier III Intervention	Special education students will work in small groups with resource room teacher on math concepts.	Academic Support Program	Tier 3	Implement	09/10/2018	06/01/2019	\$0	Special education teachers and principal monitoring.
Differentiated Instruction	Classroom teachers will differentiate instruction for those ELL students when needed in their classrooms.	Academic Support Program	Tier 2	Implement	09/17/2018	06/13/2019	\$0	Classroom teachers, support staff, principal with monitor.
Discovery Education	Science teachers will use Discovery Education to enhance and add to their Science curriculum.	Technology, Academic Support Program	Tier 1	Implement	09/10/2018	06/03/2019	\$0	Science teachers with Principal to monitor.
Instructional Aide	Instructional aide will work with tier III and title I at risk students in small groups to provide additional academic support in reading.	Academic Support Program	Tier 3	Monitor	09/03/2018	06/14/2019	\$0	Instructional aides, teachers, principal will monitor.

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Data Coach	Data coach will collect and analysis data and share with staff.	Academic Support Program, Professional Learning	Tier 1	Monitor	09/10/2018	06/07/2019	\$0	Data coach, principal will monitor.
Social Contracts	Each staff member will complete a social contract with their class as described in the Capturing Kids Hearts program.	Behavioral Support Program	Tier 1	Monitor	09/05/2018	10/10/2018	\$0	All fountain staff members and principal to monitor
Behavior tracking system	Staff will monitor the data pertaining to teacher behavior referrals and suspensions three times per school year in powerschool.	Technology , Behavioral Support Program	Tier 2	Monitor	09/03/2018	06/14/2019	\$0	Teachers and office staff, principal will monitor.
Open house	Teachers and principal will hold an open house to discuss curriculum and the expectations for the upcoming school year.	Parent Involvement	Tier 1	Implement	08/20/2018	09/21/2018	\$0	Teachers and principals
Educational Tools	Teacher are using Chrome books, Mimeo's and accessories, such as, power adaptors, stylus, and projector lamps, to enhance the math curriculum and instruction in the classroom.	Materials, Technology , Academic Support Program, Supplemental Materials	Tier 1	Implement	09/17/2018	06/07/2019	\$0	Teachers, tech para, principal will monitor.
Daily math practice	Grade level teachers will collaborate and decide on a daily math program to use as daily math practice (i.e. ADD, Drops in the Bucket, etc.).	Teacher Collaboration, Academic Support Program	Tier 1	Getting Ready	09/17/2018	06/06/2019	\$0	Classroom teachers, principal will monitor.
Computer Simulations	Teachers will use computer simulations to support student learning.	Technology , Academic Support Program	Tier 1	Implement	09/17/2018	06/05/2019	\$0	Classroom teachers, principal will monitor.
Teacher evaluation model	Principals will use the Marzano's evaluation model to evaluate teachers and staff.	Professional Learning	Tier 1	Implement	08/20/2018	09/01/2019	\$0	Principals
Phenomenal Science	Teachers will use the Phenomenal Science Curriculum to guide daily science instruction.	Academic Support Program	Tier 1	Implement	09/10/2018	06/07/2019	\$0	Classroom teachers, principal will monitor.
Oakland Atlas Rubicon - MAISA Units	All staff will instruct students in grades k-5 in the area of social studies using the MAISA Curriculum Units.	Academic Support Program	Tier 1	Implement	09/05/2018	06/07/2019	\$0	Classroom teachers, principal will monitor.

# School Improvement Plan

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## General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
March is reading month	Students will participate in weekly reading activities throughout the month of March.	Extra Curricular	Tier 1	Implement	03/01/2018	03/31/2019	\$0	Early literacy specialist, classroom teachers
Reading Mastery	Teachers will use the direct instruction reading program.	Academic Support Program	Tier 1	Implement	10/01/2018	06/07/2019	\$0	Classroom teachers, early literacy specialist, and principal to monitor
Data coach/data collection and analysis	A part time data coach has been hired to work with teachers and support staff on how to use, interpret, and analyze data to drive instruction.	Technology , Academic Support Program, Professional Learning	Tier 1	Implement	09/10/2018	08/30/2019	\$0	data coach, teachers, support staff, principal will monitor
Summer School Program	Students were given the opportunity to attend the extended summer school program that will enhance their reading skills.	Academic Support Program	Tier 1	Implement	07/09/2018	08/16/2019	\$0	Summer school teachers and principal
ELL tutor	Identified ELL students will be pulled out weekly to work with an ELL bilingual tutor in order to expand their knowledge and use of the English language.	Academic Support Program	Tier 3	Implement	10/01/2018	06/07/2019	\$0	ELL tutor, Literacy coach, principal, ELL coordinator will monitor
ELL tutor	Identified ELL students will be pulled out weekly to work with an ELL bilingual tutor in order to expand their knowledge and use of the English language.	Academic Support Program	Tier 3	Implement	09/03/2018	06/07/2019	\$0	ELL tutor, Literacy coach, principal, ELL coordinator will monitor

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Corrective Reading Direct Instruction	Eligible students in grades 3-5 will receive one hour of Corrective Reading instruction daily to help improve their comprehension and reading fluency,	Direct Instruction	Tier 3	Implement	09/03/2018	06/14/2019	\$0	Classroom teachers, early literacy specialist, support staff, principal will monitor
Summer School	Students were given the opportunity to attend the extended summer school program in order to enhance their math skills.	Academic Support Program	Tier 1	Implement	07/09/2018	08/16/2019	\$0	Summer school staff and principal
Social Studies Weekly	Teachers will use Social Studies Weekly to enhance and add to their Social Studies curriculum.	Academic Support Program	Tier 1	Monitor	09/05/2018	06/12/2019	\$3500	Classroom teachers with principal to monitor.

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Afterschool program	Bottom 30% students in grades 1-5 will participate in an afterschool program using the Moby Max program along with specific small group activities based on MAP data need.	Technology , Academic Support Program	Tier 3	Monitor	11/05/2018	05/01/2019	\$13402	Afterschool teaching staff, principal will monitor
Afterschool program	Bottom 30% students in grades 1-5 will participate in an afterschool program using the Lexia Core 5 program, SplashMath, and Everyday math computer program along with specific small group math activities using based on MAP data needs.	Technology , Academic Support Program	Tier 3	Implement	11/05/2018	05/10/2019	\$0	Afterschool teaching staff, principal will monitor

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Staff will have the opportunity to attend Professional development in the area of Social Studies	Professional Learning	Tier 1		06/18/2018	06/07/2019	\$0	Instructional staff, principal will monitor

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Reading Mastery training- new staff	All new staff members will be trained in the direct instruction Reading Mastery program by the early literacy specialist and will also be given the opportunity to attend Reading Mastery Training when available through the MISD.	Academic Support Program	Tier 1	Implement	08/20/2018	06/14/2019	\$40	New staff members and early literacy specialist, principal will monitor
MDSTA conference	A science teacher will attend the Metropolitan Detroit Science Teachers Association.	Academic Support Program, Professional Learning	Tier 1		11/03/2018	11/03/2018	\$30	Science teacher, principal will monitor
PD for Maisa Units	All writing teachers will attend Professional Development for the Maisa Units.	Professional Learning	Tier 1	Getting Ready	08/20/2018	06/07/2019	\$0	Writing teachers
Professional development	Teachers, support staff, principal will have the opportunity to attend professional development in the area of reading in order to enhance instruction and student learning.	Academic Support Program, Professional Learning	Tier 1	Implement	09/03/2018	08/16/2019	\$0	Teachers, support staff, Principal
Michigan Science Teachers Association Conference	A science teacher will attend the Michigan Science Association Conference.	Technology , Academic Support Program	Tier 1	Implement	03/01/2019	03/02/2019	\$45	Science teacher, principal will monitor
CKH Professional Development	All new staff, at Fountain Elementary will have training from experienced staff in the Capturing Kids Hearts behavioral program and have the opportunity for more/advanced training if need be.	Professional Learning	Tier 1	Monitor	09/05/2018	06/10/2019	\$0	All new staff and principal at Fountain Elementary
Teacher Professional Development/MACUL	Staff will attend the MACUL conference	Technology , Academic Support Program	Tier 1	Implement	03/01/2019	03/30/2019	\$200	Technology teacher, principal will monitor
Professional Development	Staff will have the opportunity to attend Professional development in the area of Science.	Professional Learning	Tier 1	Implement	06/01/2018	06/14/2019	\$0	Instructional staff, principal will monitor
Professional development	Teachers, support staff, and principal will have the opportunity to attend professional development in the area of math in order to enhance instruction and student learning.	Academic Support Program, Professional Learning	Tier 1	Implement	09/03/2018	08/30/2019	\$0	Teachers, support staff, principal will monitor