



# **School Improvement Plan**

**Fancher School**

**Mt. Pleasant City School District**

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## **Introduction**

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

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

Fancher Elementary is located in Central Michigan, close to the campus of Central Michigan University, in the heart of Mount Pleasant, Michigan. Our location lends to a "melting pot" of student customers, as many of our student's parents are students, teachers, or leaders at CMU. Typically our demographics have not experienced major shifts, yet a recent change is the increase in the student subgroup of students that are Economically Disadvantaged. Our unique challenge is that we are a 5th & 6th grade building, and having students for only two years can create a challenge for building rapport with students, and consistent involvement from parents. The staff has a healthy male/female balance, however we are not a culturally diverse staff. Always trying to do more with less is at the forefront of our decision making process.

## **School's Purpose**

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

Mt. Pleasant Public Schools is committed to shaping the future of our schools and the community by creating a safe environment which encourages risk taking, embraces diversity, and offers innovative programs supporting life long learners. To meet this commitment we will support (1) a visionary staff which continually demonstrates growth and change (2) building a collaborative community with vested participation of families students and staff (3) an ever developing curriculum which incorporates technology, culture and creative thinking (4) sound financial management driven by our priorities

We believe:

\*All students can learn

\*The community has the responsibility to nurture and educate children

\*The school has the obligation to prepare each student for a diverse and changing world

## **Notable Achievements and Areas of Improvement**

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

Fancher Elementary is proud to have attained Adequate Yearly Progress for the past 5 years, earning an "A" on the Education Yes Report card each year; 2011-2012 being the exception, earning a "B" grade.

Fancher has been on a "reading mission" the last 2 years, emphasizing reading 40 books each year, and focusing on literacy. Recent data, however, lends itself to looking more closely at Mathematics, which we know as a district has required a curriculum overhaul.

Our notable achievements are the Tier II Intervention times that we offer across all six 5th grades and all six 6th grades, targeting student need in math or reading based on data.

During the next 3 years, our school is striving to learn theabout the depth and breadth of the common core, and we are trying to ensure that our teaching methods meet these expectations.

## **Additional Information**

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

At a time when student supervision and safety is our priority, a time when we want to stop bullying and teasing, the funding for these types of supervisory roles in our schools are nearly non-existent. Do we make copies of the math homework for our students, or do we pay an extra playground supervisor minimum wage for their time with our students. This example doesn't even get at the heart of teaching and learning, yet it provides an example of how difficult it is to run a school with minimal funds.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

At Fancher Elementary, the staff decided to create School Improvement Content Team Leaders. These content team leaders then call meetings and meet with their individual teams throughout the year, and they share research, common practice, and establish common assessments for their content teams. The team leaders meet together to plan what to share with the entire staff. Our district implemented "late start" dates for professional development, and these dates have been used to share content team decisions, collaboratively score formative writing assessments, work on curriculum and pacing, and to make ongoing changes to student groups, based on data. The SPR Process Rubrics were answered by staff volunteers who responded to process rubric survey questions, then other teacher leaders entered the SPR scores into the ASSIST website.

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

At Fancher Elementary, the staff decided to create School Improvement Content Team Leaders. These content team leaders then call meetings and meet with their individual teams throughout the year, and they share research, common practice, and establish common assessments for their content teams. The team leaders meet together to plan what to share with the entire staff. Our district implemented "late start" dates for professional development, and these dates have been used to share content team decisions, collaboratively score formative writing assessments, work on curriculum and pacing, and to make ongoing changes to student groups, based on data. The SPR Process Rubrics were answered by staff volunteers who responded to process rubric survey questions, then other teacher leaders entered the SPR scores into the ASSIST website.

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

At Fancher Elementary, the staff decided to create School Improvement Content Team Leaders. These content team leaders then call meetings and meet with their individual teams throughout the year, and they share research, common practice, and establish common assessments for their content teams. The team leaders meet together to plan what to share with the entire staff. Our district implemented "late start" dates for professional development, and these dates have been used to share content team decisions, collaboratively score formative writing assessments, work on curriculum and pacing, and to make ongoing changes to student groups, based on data. The SPR Process Rubrics were answered by staff volunteers who responded to process rubric survey questions, then other teacher leaders entered the SPR scores into the ASSIST website.

# School Data Analysis

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

## **Demographic Data**

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

### **Student Demographic Data**

#### **1. In looking at the three year trend in student enrollment data, what challenges have been identified?**

Enrollment at Fancher remains around 300 students. This year the enrollment increased to 320 students, adding an additional 5th grade. Free and Reduced Lunch status has risen slightly.

### **Student Demographic Data**

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

Attendance and truancy are not a major factor for Fancher students. Fewer than 5 students required official correspondence with the GIRESD truancy officer.

### **Student Demographic Data**

#### **3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?**

Student behavior and discipline referrals have decreased, largely in part to PBIS at Fancher.

### **Student Demographic Data**

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

Continued learning about poverty and engagement for students that face socio-economic and psychological challenges.

### **Teacher/School Leader(s) Demographic Data**

#### **5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?**

The healthy mix of experienced teachers and those fresh out of college have offered a chance for all to learn from one another.

### **Teacher/School Leader(s) Demographic Data**

#### **6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?**

Student achievement this year, based on NWEA data, exceeded expectations, and significant growth was well documented.

### Teacher/School Leader(s) Demographic Data

**7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?**

The building administrator is rarely out of the building, other than to attend leadership activities that directly impact the building and student learning.

### Teacher/School Leader(s) Demographic Data

**8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?**

Teachers that are out of the building for professional learning, such as the PLC focus this year on Mathematics, has increased student achievement.

### Teacher/School Leader(s) Demographic Data

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

A continued focus on sharing learning that occurs outside the building, to build capacity with everyone.

## **Process Data**

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

**10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?**

Formative common assessments, focus on student achievement, commitment to student achievement, and the building's culture for learning are strengths.

**11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?**

Finding common collaboration/PLC time within the school day is a challenge. Vertical and horizontal alignment is a challenge.

**12. How might these challenges impact student achievement?**

If teachers cannot collaborate about student achievement, data and pacing on a regular basis, it limits their ability to differentiate and meet student needs.

**13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.**

Title IIA funding can be used to help teacher teams learn together and collaborate about student achievement.

**14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?**

By using 31a funds at Fancher to meet the needs of our at-risk learners, we are able to closely track their progress in Tier I, and establish Tier II and III opportunities. Again, the success of meeting the needs of at-risk learners, is tightly tied to our ability to collaborate and differentiate for these students, based on triangulation of the data.

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

In our building, grades 5 and 6, we have offered morning homework help, and a space for silent sustained reading. During the day, a homework lab is also offered during student lunchtimes, and an after-school program was also made available to students. Snacks were provided.

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

Based on triangulation of the data, students who qualify for at-risk services are identified. Students and parents are notified in writing of these opportunities, as well as through homeroom teacher email updates. The school newsletter also showcases these opportunities.

**17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?**

Classroom observations now require that the CCSS are noted in teacher lesson plans, and teacher lesson plans are supposed to be examined during or after each classroom observation. In addition, teachers also provide evidence at the end of the year, of their lesson planning, which provides further evidence of CCSS being met. In addition, the district has pacing guides for the 4 main content areas, which outline the CCSS and expected pacing of the units & standards for each trimester.

**18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.**

We have not done this screener.

## **Achievement/Outcome Data**

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

### **19a. Reading- Strengths**

5th grade reading showed that 27 of 167 students were considered LO on the year end NWEA. This is 16%. Our goal is 15%. For 6th grade, 29 of 147 students were LO, which is 20%.

The year end goal for 5th grade is a RIT score of 212. Fancher's MEAN RIT at year end for 5th is 212.

The year end goal for 5th grade is a RIT score of 216. Fancher's MEAN RIT at year end for 5th 216.

### **19b. Reading- Challenges**

The building SI team focused on MATH this year based on data. However, with this focus, it was difficult to truly offer MTSS services to students needing both math and reading.

### **19c. Reading- Trends**

Previous MEAP reading data indicated that students coming into Fancher were stronger in reading than in math.

### **19d. Reading- Summary**

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**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Our SI plan will show an effort to use at-risk funding to service students during RTI time in reading and in math.

### 20a. Writing- Strengths

There isn't state assessment writing data available for 5th and 6th grade students. This year, MAISA writing curriculum units were implemented with fidelity and pre and post test writing rubric scores were recorded as common assessments for all 5th and 6th grade students. Students scored significantly higher on their post-test than on their pre-test.

### 20b. Writing- Challenges

The challenge to writing is having a writing teacher that is well trained and confident in teaching and using the MAISA writing curriculum.

### 20c. Writing- Trends

Since MEAP data/ M-Step data is not available for our grade level, trend analysis is difficult. However, based on previous year data, students from Fancher out perform their district peers on writing state assessments.

### 20d. Writing- Summary

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Our SI Plan ensures that the teachers who team teach and are responsible for writing will have continued and ongoing training with the MAISA writing curriculum.

**21a. Math- Strengths**

Math was our focus this year, so the main strength was increased communication and pacing, staying on track and completing the expected curriculum, math screeners, both for facts and algorithms, common assessments and I CAN statement creation.

The 5th grade MATH RIT GOAL is supposed to be 221 and our 5th grade mean was 221.

The 6th grade MATH RIT GOAL is supposed to be 226, and our 6th grade mean was 226.

**21b. Math- Challenges**

Ensuring that teachers with a major/minor in math is a challenge.

**21c. Math- Trends**

For the last 3 years, math has been a subject of concern, particularly after the CCSS were adopted.

**21d. Math- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Our school will continue to use data to create focus groups for math, in addition to PLC pacing, and discussion about best practice and instruction. At-risk paraprofessionals will continue to service students with both push-in and pull out support.

**22a. Science- Strengths**

Science is a new area of emphasis in our building. Increasing non-fiction reading and writing has been the main focus of our Science progress!

### **22b. Science- Challenges**

Over the years, finding time to commit to science has been the main challenge.

### **22c. Science- Trends**

Science scores have struggled based on MEAP data. We have, however, remained similar to the state average.

### **22d. Science- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Now that teachers are teaming and teaching to their strengths at Fancher, a more dedicated time has been allotted to teaching science. The emphasis on non-fiction reading and writing across the curriculum will help us find the time to dedicate to teaching science.

### **23a. Social Studies- Strengths**

With team teaching and teachers teaching in their major/minors, there is now a renewed emphasis on teaching social studies.

### **23b. Social Studies- Challenges**

Finding the time to teach SS on a regular basis, is a challenge.

### **23c. Social Studies- Trends**

Our scores have been low over the years, however, the scores are in line with the state average.

### **23d. Social Studies- Summary**

## School Improvement Plan

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**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

This year we will pilot the Social Studies MAISA curriculum, and we will continue to refine team teaching that utilizes teacher strengths, majors/minors. The emphasis on non-fiction reading and writing across the curriculum will also help us to focus on Social Studies improvement.

## **Perception Data**

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

### **24a. Student Perception Data**

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

Students think that their teachers care about them and that Fancher provides a positive environment.

### **24b. Student Perception Data**

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

Students always want to integrate FUN activities as much as possible.

### **24c. Student Perception Data**

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

The building's focus on PBIS, which we call SOAR will address student concerns.

### **25a. Parent/Guardian Perception Data**

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

Parents are positive about the learning environment, and that the teachers are teaming. They feel this is excellent preparation for Middle School.

### **25b. Parent/Guardian Perception Data**

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

Parents want to ensure that their children are challenged. Differentiation for TOP students is an area to increase satisfaction.

**25c. Parent/Guardian Perception Data**

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

As we work on MTSS strategies, we will continue to work on differentiation for our TOP students. This year we were able to offer MATH challenges for our top math students. The response from parents was extremely positive.

**26a. Teacher/Staff Perception Data**

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

Teachers were very satisfied with their Professional Learning Goal this year, which required 1 extra monthly meeting to act as a PLC. One staff meeting per month was also devoted to being a PLC.

**26b. Teacher/Staff Perception Data**

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

Finding the time to act as a PLC during the school day, by having consistent common preparation time is the main area of concern.

**26c. Teacher/Staff Perception Data**

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

Using Title IIA funding to help teachers collaborate about student achievement and using recent learning from Eric Jensen, staff will use this learning as their PLC focus to guide student achievement.

**27a. Stakeholder/Community Perception Data**

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

NA

**27b. Stakeholder/Community Perception Data**

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

NA

**27c. Stakeholder/Community Perception Data**

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

NA

## **Summary**

### **28a. Summary**

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

The strengths from 2014-2015 will guide 2015-2016. Staff used their required PPG for 2014-2015 to meet one extra time per month to collaborate about student achievement. These grade level teams focused on math, however, after math groups were established, content team leaders did make progress in language arts as well. Our students with IEP's remain in our bottom 15%, yet they made an average of +10 RIT points per student this year in math. Our students think highly of our PBIS efforts, and that is reflected in decreased discipline referrals and suspensions. Our challenge is to sustain this growth, without having PLC time during the regular school day. Overcoming this obstacle with the way we share staff with the other buildings in our district is a concern. Having 6 or 7 classrooms of each grade level is both a blessing and a curse. The curriculum is aligned and well paced, but finding time for 6 or 7 teachers to collaborate during the day is nearly impossible without substitute teacher coverage.

### **28b. Summary**

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

Since we credit our recent increase in student achievement, particularly in MATH, to PLC time, not having a focused PLC time each week may inhibit future progress.

### **28c. Summary**

**How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?**

The SI plan reflects a commitment to PLC time, to MTSS and to student achievement.

# School Additional Requirements Diagnostic

## **Introduction**

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

**School Additional Requirements Diagnostic**

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	There is a detailed assessment expectation chart for all Mt. Pleasant Public Schools. This chart includes common assessment expectations for reading, writing, and mathematics K-6.	

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

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	We are a 5th/6th Grade building. This process does occur at the 7th and 8th grade level.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Our school does not do this because we have only 5th and 6th graders, however, this occurs at West Intermediate, our 7th and 8th grade building.	

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

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Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Jennifer Verleger~Assistant Superintendent~Mt. Pleasant Public Schools~989-775-2300	

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

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	We are not a Title I building, so we do not have a Parent Compact.	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Fancher has a great deal of data, including detailed information regarding how our students do at West Intermediate, the 7th and 8th grade school that our students feed into.	

# **FANCHER ELEMENTARY 2014 to 2018 School Improvement Plan**

## **Overview**

### **Plan Name**

FANCHER ELEMENTARY 2014 to 2018 School Improvement Plan

### **Plan Description**

Created/edited in January of 2016

## 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 Fancher Elementary will become proficient at Writing.	Objectives: 2 Strategies: 3 Activities: 6	Academic	\$17210
2	All students at Fancher Elementary will become proficient at Reading.	Objectives: 2 Strategies: 4 Activities: 9	Academic	\$202550
3	All students at Fancher Elementary will be proficient at Mathematics.	Objectives: 2 Strategies: 2 Activities: 9	Academic	\$49960
4	All students at Fancher Elementary will be proficient at Science.	Objectives: 2 Strategies: 1 Activities: 3	Academic	\$1800
5	All students at Fancher Elementary will be proficient at Social Studies.	Objectives: 2 Strategies: 1 Activities: 3	Academic	\$600

## Goal 1: All students at Fancher Elementary will become proficient at Writing.

### Measurable Objective 1:

85% of Fifth and Sixth grade students will demonstrate a proficiency in argumentative~persuasive~opinion. in Writing by 06/08/2018 as measured by pre and post, and formative common writing assessments..

### Strategy 1:

Differentiated Instruction in Tier I Writing Standards 45-60 Minutes Each Day - Teachers will use the resources that are available to them to teach writing 45-60 minutes per day, ensuring that writing standards are being intentionally taught. (Lucy Calkin, MAISA units, Ralph Fletcher, Jim Collins, Aimee Buckner, and the Writing Pacing Guide created by Fancher grade level teams.)

Category:

Research Cited: Research such as the 90-90-90 Schools report by Doug Reeves, states that students should write with intention each day. Our action research shows that since implementing a solid writing program, Fancher students are increasingly proficient on the MEAP test.

Tier: Tier 1

Activity - Formal and Informal Observation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>The building principal, through formal and informal observation will observe writing lessons based on classroom less plans and the intentional scheduling of writing each day for 45-60 minutes.</p>	<p>Walkthrough</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/03/2013</p>	<p>06/08/2018</p>	<p>\$0</p>	<p>General Fund</p>	<p>Classroom teachers are responsible for following the Writing Pacing Guide, &amp; scheduling 45-60 minute per day for writing. Special education teachers support student writing standards, and the building principal will observe writing lessons.</p>
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Activity - MAISA Writing Unit Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Fancher School

<p>Teachers who were trained at a summer MAISA Writing Conference (Summer 2013) will teach other teachers about the MAISA units to help them implement them in their classrooms and connect the MAISA lesson to the Common Core and Fancher's focus units. ALL teachers will be trained in MAISA writing units and district pacing guides for them, on June 12th, 2014. Implementation of the MAISA Writing Pacing Guides will begin for the 2014-2015 school year.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2013</p>	<p>06/08/2018</p>	<p>\$500</p>	<p>Title II Part A</p>	<p>Two teachers who attended the MAISA Summer Conference have taught our staff about MAISA during the 2013-2014 school year. They will be facilitators as they present the MAISA units and pacing guides that are now a DISTRICT expectation beginning 2014-2015.</p>
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Activity - Flip the Classroom~Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Fancher School

Teachers will learn from other teachers who have implemented the flip class model; enhancing student engagement, increasing class collaboration, motivation, and fostering higher level thinking skills to differentiated learning	Technology	Tier 1	Getting Ready	09/03/2013	06/08/2018	\$200	Title II Part A	Teachers who express interest in "flipping" their classroom will be able to attend, and they will share examples of their "flipped" lessons with the staff at staff meetings so that we can see and hear the benefits from those who have implemented.
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Activity - Extended Day~Before & After School Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students, meeting 31a At-Risk criteria, will be invited to attend before school and after school tutoring. The tutoring will be provided by a certified teacher and/or at-risk paraprofessionals.	Academic Support Program	Tier 2	Evaluate	09/02/2013	06/08/2018	\$15000	Section 31a	Classroom teachers will provide the necessary materials and homework that students should work on when they attend the before/after school program.

## School Improvement Plan

Fancher School

### Strategy 2:

PBIS~Fancher Falcons SOAR - Continued learning and commitment to PBIS will help to create a positive school climate, resulting in increased time for instruction and fewer disciplinary incidents. This strategy is based on the premise that all students can benefit from well implemented evidenced based practices for improving student behavior. Teachers will use the PBIS system that our school team created, "Fancher Falcons SOAR." This protocol involves recognizing students for positive behavior (4:1) and it involves clear and consistent in-classroom consequences for behavior that does not meet the expectations on our SOAR Matrix. Teachers (PBIS TEAM) will analyze school data related to discipline issues. Example: Where are our problem areas? The classroom? Specials? Recess? From there implementation of Tier II or Tier III strategies for behavior support will be generated by the PBIS team and shared with teachers at staff meetings.

Category:

Research Cited: Schoolwide Positive Behavior Interventions and Supports Implementation Guide~

MDE 2010

Tier: Tier 1

Activity - Classroom Management & Behavior	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified staff will participate in classroom management/behavior focused professional development; examples include CPI, Love & Logic, building level PBIS/SOAR planning.	Behavioral Support Program	Tier 1	Implement	09/03/2013	06/01/2018	\$250	Title II Part A	The building principal, and the PBIS team, will continue to train staff, and select individuals who would benefit from a more intensive classroom management/behavior training.

### Measurable Objective 2:

SY 2016-2017

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## School Improvement Plan

Fancher School

A 5% increase of Bottom 30% and Students with Disabilities students will demonstrate a proficiency writing in Writing by 05/01/2022 as measured by State Assessments and Local Pre/Post Tests..

### (shared) Strategy 1:

Student Achievement & Data Teacher Collaboration PLC - Teachers will learn about and implement formative and summative writing assessments with a focus on improving instruction and increasing student achievement for all students, especially Students With Disabilities and Economically Disadvantaged Students.\*\*The pre and post test writing assessments will be an expectation that is part of the District Writing Pacing Guide, and the data will be collected (student data spreadsheets).

Category:

Research Cited: Classroom Assessment for Student Learning (Stiggins) A Framework For Understanding Poverty (Payne) Classroom Instruction that Works (Marzano) 90-90-90 Research (Reeves) Strategies that Work (Harvey/Goudvis)

Tier: Tier 1

Activity - Common Assessment Data Analysis & Inter-Rater Reliability	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will share common writing expectations with the purpose of improving instruction. Common Assessment Data Analysis and Inter-rater Reliability will be the focus, with additional common writing experiences beyond district expectations with be provided by the school improvement writing content team. Teacher teams will analyze student data (Writing Assessments) assessments and collaboratively score and analyze student data. The ultimate goal of the data discussion agenda will be best practice instructional strategies leading to student achievement	Professional Learning	Tier 1	Implement	09/02/2013	06/08/2018	\$1260	Title II Part A	Common Assessment Data Analysis & Inter-rater Reliability Teacher teams will analyze student data (DRA2, MAISA Writing Pre/Post & Math in Focus) assessments and collaboratively score and analyze student data.

## Goal 2: All students at Fancher Elementary will become proficient at Reading.

### Measurable Objective 1:

85% of Fifth and Sixth grade students will demonstrate a proficiency in reading. in English Language Arts by 06/02/2016 as measured by State Assessments, District Assessments (NWEA, DRA2)..

### Strategy 1:

Differentiated Instruction in Tier I 90 Minutes of Reading Each Day - Teachers will plan to teach reading each day for 90 minutes. During this 90 minutes (which can be broken into chunks) informational reading of Science and Social Studies text and other reading experiences for these content areas may be included. Every child will be given the opportunity to read every day, a book of choice, at a level they can understand.

Category:

Research Cited: In a recent article by Richard Allington, (March 2012), called, "Every Child Every Day," six elements for reading success are outlined for students.

Another article, by Nancy Boyles (January 2013) called "Closing in on Close Reading" recommends more practice with complex text.

Tier: Tier 1

Activity - Tier I Reading~Fiction~Non-Fiction & Complex Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Fancher School

<p>Teachers will integrate, into the 90 minute reading block, complex text, including text books, articles, biographies, personal narratives, Time for Kids, and/or Storyworks (all examples) as part of Tier I Reading.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/07/2013</p>	<p>06/08/2018</p>	<p>\$2400</p>	<p>General Fund</p>	<p>Teachers will teach 90 minutes of reading, which may include fiction/nonfiction, narrative &amp; textbook reading from Science &amp; Social Studies. Planning will address cross-curricular CCSS implementation. The building principal will observe implementation.</p>
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Activity - Extended Day~Before & After School Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Fancher School

<p>Identified students (31a) will be provided the opportunity to attend before and after school homework support programming.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>09/02/2013</p>	<p>06/08/2018</p>	<p>\$65000</p>	<p>Section 31a</p>	<p>Classroom teachers will provide the before/after school program teacher or paraprofessional with the materials and/or homework that students need. The support to individual students will be provided by at-risk para or certified staff paid for w/at-risk.</p>
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Activity - Small Group Tier II Reading Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Fancher School

Identified students, students (the bottom 15%) will receive +30 minutes of additional reading instruction during the school day. This instruction will be provided by at-risk paraprofessionals. Some classroom teachers and special education teachers will also provide Tier II instruction during "Focus Group" time.	Academic Support Program	Tier 2	Monitor	09/02/2013	06/08/2018	\$30000	Section 31a	Certified staff and the principal will identify students in most need of this Tier II support. Interventions will be approved by the building principal based on the approved intervention list.
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Activity - Michigan Reading Association Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific interested teachers will attend the Michigan Reading Conference.	Professional Learning			03/14/2014	03/21/2015	\$1000	Title II Part A	Classroom teachers who attend will share their learning with all staff members.

### Strategy 2:

PBIS~Fancher Falcons SOAR - Continued learning and commitment to PBIS will help to create a positive school climate, resulting in increased time for instruction and fewer disciplinary incidents. This strategy is based on the premise that all students can benefit from well implemented evidenced based practices for improving student behavior. Teachers will use the PBIS system that our school team created, "Fancher Falcons SOAR." This protocol involves recognizing students for positive behavior (4:1) and it involves clear and consistent in-classroom consequences for behavior that does not meet the expectations on our SOAR Matrix. Teachers (PBIS TEAM) will analyze school data related to discipline issues. Example: Where are our problem areas? The classroom? Specials? Recess? From there implementation of Tier II or Tier II strategies for behavior support will be generated by the PBIS team and shared with teachers at staff meetings.

## School Improvement Plan

Fancher School

Category:

Research Cited: School-wide Positive Behavioral Interventions & Supports~Implementation Guide~MDE 2010

Tier: Tier 1

Activity - Classroom Management & Behavior	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBIS team will continue to work together to implement building level PBIS/SOAR, and identified teachers may participate in more intense behavior management training such as CPI, or Love & Logic, or other PBIS professional development opportunities.	Behavioral Support Program	Tier 1	Implement	09/03/2013	06/08/2018	\$500	Title II Part A	The building principal, the building PBIS team, and other identified teachers.

Activity - At Risk Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified and certified At Risk Counselor will work with At Risk students as social/emotional needs arise. In addition, At Risk Counselor will provide Mindfulness sessions with students in whole group, small group and individual settings in order to create a positive culture.	Behavioral Support Program, Academic Support Program	Tier 2	Implement	08/29/2016	06/30/2017	\$100000	General Fund, Section 31a	Building Principal

### (shared) Strategy 3:

Balanced Assessments in Reading & Data Based Decisions - Teachers will perfect using DRA2 for making instructional decisions by practicing with the scoring rubric/continuum, and comparing with one another to ensure inter-rater reliability. By becoming more proficient with how to effectively use DRA2, teachers will be able to more specifically guide their instruction and practice.

Category:

Research Cited: Common assessment data analysis, Stiggins, DuFour, Reed,

Tier: Tier 1

**School Improvement Plan**

Fancher School

Activity - Common Assessment Data Analysis & Inter-Rater Reliability	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the DRA2, working together with scoring the assessment using the DRA2 continuum, and using the results to guide instruction.	Professional Learning	Tier 1		09/03/2013	06/08/2018	\$250	Title II Part A	All teachers, led by content team leaders and the building principal, will participate in this learning. The focus of the DRA2 assessment is to guide instruction and to better guide intervention student groups based on need.

Activity - Student Reading Book Goal Setting & Data Tracking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Fancher School

Students will learn to know, understand, and track their reading data (NWEA, DRA2), setting high but realistic learning goals for reading achievement.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/08/2018	\$0	General Fund	Classroom teachers, resource room teachers, and any reading support teachers or paraprofessionals will help students with goal setting and data tracking. **The computer lab teacher will facilitate electronic tracking of student data.
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### Strategy 4:

Conference & Book Study Engaging Students in Poverty - As our poverty level in Mt. Pleasant increases, (Fancher @ 40%+) learning strategies that engage learners that come from a poverty setting will enhance instruction. Too many of our most vulnerable students are tuning out and dropping out because of our failure to engage them. It's time to set the bar higher. Until we make school the best part of every student's day, we will struggle with attendance, achievement, and graduation rates. This timely resource will help you take immediate action to revitalize and enrich your practice so that all your students may thrive in school and beyond.

#### Category:

Research Cited: During the last 75 years, engaging low-SES students has been a challenge to public and private school teachers alike. Although most teachers have traditionally succeeded in reaching students who come from middle- and upper-income homes, they struggle to reach economically disadvantaged students.

This engagement gap is often blamed on ineffective local, state, and federal policies. It is widely acknowledged that poor students are more likely to attend schools that receive inadequate funding (Carey, 2005), pay lower teacher salaries (Karoly, 2001), have larger class sizes, provide a less rigorous curriculum, retain fewer experienced teachers (Barton, 2005), and are less likely to be safe learning environments.

Tier: Tier 2

Status	Progress Notes	Created On	Created By
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**School Improvement Plan**

Fancher School

N/A	COMPLETED IN 2016	June 16, 2016	Mrs. LINDA M BOYD
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Activity - Book Study & Team Collaborati	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As an extension of the Summer Leadership Conference, featuring Dr. Eric Jensen, "Engaging Students with Poverty in Mind," the team in attendance will facilitate a book study using Dr. Jensen's book. The staff will then implement selected strategies based on the learning from the conference and the book.	Teacher Collaboration	Tier 2	Getting Ready	06/22/2015	06/10/2016	\$3400	Title II Part A	Fancher principal, District School Improvement Team representative, conference attendees (building SI leaders) and the entire staff (book study).

Status	Progress Notes	Created On	Created By
Completed	COMPLETED IN 2015-2016	June 16, 2016	Mrs. LINDA M BOYD

**Measurable Objective 2:**

5% of Bottom 30% and Students with Disabilities students will demonstrate a proficiency reading in Reading by 05/01/2022 as measured by State Assessments, NWEA, DRA2, Local Assessments.

**(shared) Strategy 1:**

Balanced Assessments in Reading & Data Based Decisions - Teachers will perfect using DRA2 for making instructional decisions by practicing with the scoring rubric/continuum, and comparing with one another to ensure inter-rater reliability. By becoming more proficient with how to effectively use DRA2, teachers will be able to more specifically guide their instruction and practice.

Category:

Research Cited: Common assessment data analysis, Stiggins, DuFour, Reed,

Tier: Tier 1

**School Improvement Plan**

Fancher School

Activity - Common Assessment Data Analysis & Inter-Rater Reliability	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the DRA2, working together with scoring the assessment using the DRA2 continuum, and using the results to guide instruction.	Professional Learning	Tier 1		09/03/2013	06/08/2018	\$250	Title II Part A	All teachers, led by content team leaders and the building principal, will participate in this learning. The focus of the DRA2 assessment is to guide instruction and to better guide intervention student groups based on need.

Activity - Student Reading Book Goal Setting & Data Tracking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Fancher School

Students will learn to know, understand, and track their reading data (NWEA, DRA2), setting high but realistic learning goals for reading achievement.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/08/2018	\$0	General Fund	Classroom teachers, resource room teachers, and any reading support teachers or paraprofessionals will help students with goal setting and data tracking. **The computer lab teacher will facilitate electronic tracking of student data.
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### Goal 3: All students at Fancher Elementary will be proficient at Mathematics.

#### Measurable Objective 1:

85% of Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Mathematics in Mathematics by 06/03/2022 as measured by NWEA Math, STATE Assessments, district provided assessment tools and assessments from Math in Focus. .

#### Strategy 1:

60 Minute Daily Tier I Math Block-Differentiated Instruction - Teachers will use the Math in Focus textbook to teach CCSS standards for mathematics, for 60 minutes per day. The MPPS "Best Practice" document for mathematics will be used as a reference tool. The "Best Practice" document reflects effective strategies such as

## School Improvement Plan

Fancher School

"direct instruction" and the importance of "math talk" and discussion.

Category:

Research Cited: The 2009 IES Practice Guide from the What Works Clearinghouse (2009) recognizes the importance of direct instruction in mathematics as well as the opportunity to make meaning by expressing reasoning skills with peers.

Tier: Tier 1

Activity - Tier I Math~60 Minutes Daily	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach math for 60 minutes per day, implementing best practice methods and strategies.	Direct Instruction	Tier 1	Implement	06/07/2013	06/08/2018	\$200	General Fund	Classroom teachers are responsible to teach 60 minutes of math, special education teachers support and instruct students as well, and the building principal will formally and informally observe math, and verify planning for 60 minutes daily

Activity - Using Technolgy to Differentiate Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan

Fancher School

Teachers will participate in professional development, using technology to differentiate and enhance instruction in mathematics to increase engagement.	Technology	Tier 1	Getting Ready	06/07/2013	06/08/2018	\$1500	Title II Part A	Teachers and the district's technology academic support instructor may be used to train teachers. Teachers will use Title IIA funded substitutes to allow for collaboration with their colleagues about student achievement in Math.
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Activity - TIPS Problem Solving Acronym	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will practice using the TIPS Acronym as a common way to approach math problem solving situations.	Direct Instruction	Tier 1	Implement	09/02/2013	06/08/2018	\$0	General Fund	All teachers will display the TIPS Posters. All teachers who teach math will refer to TIPS as the common acronym to help solve problems.

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Fancher School

Activity - FANCHER FALCONS SOAR	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued learning and commitment to PBIS will help to create a positive school climate, resulting in increased time for instruction and fewer disciplinary incidents. This strategy is based on the premise that all students can benefit from well implemented evidenced based practices for improving student behavior. Teachers will use the PBIS system that our school team created, "Fancher Falcons SOAR." This protocol involves recognizing students for positive behavior (4:1) and it involves clear and consistent in-classroom consequences for behavior that does not meet the expectations on our SOAR Matrix. Teachers (PBIS TEAM) will analyze school data related to discipline issues. Example: Where are our problem areas? The classroom? Specials? Recess? From there implementation of Tier II or Tier II strategies for behavior support will be generated by the PBIS team and shared with teachers at staff meetings.	Behavioral Support Program	Tier 1	Implement	09/02/2014	05/01/2022	\$0	General Fund	Classroom teachers will participate in and make recommendations for SOAR/PBIS matrix expectations, classroom consequences and reward systems. Teachers will volunteer to be on the PBIS/SOAR Committee.

### (shared) Strategy 2:

Student Achievement & Data Teacher Collaboration PLC - We will triangulate MEAP data results, NWEA Math results, and classroom performance to determine which students should receive Tier II Math instruction. These students will be given a Computation Probe to further identify math strengths and weaknesses.

Notes:

Possible changes for the future may include other approved math tests for example: NWEA, Math in Focus Chapter tests, State assessments, etc...

Category:

Research Cited: Small group pre-teaching and reteaching of key concepts intended fill learning gaps is an effective method used to teach struggling students.

Tier: Tier 1

Activity - Small Group Tiered Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan

Fancher School

Paraprofessional Math Academic Support and Teacher Academic Support~30 Minutes Additional Instruction Each Day.	Academic Support Program		Implement	06/07/2013	06/08/2018	\$30000	Section 31a	Teachers may volunteer to teach 30 minutes of Tiered support for Math, and Paraprofessionals will teach small groups during the school day. The teachers will oversee student data and placements, and the principal will oversee paraprofessional planning.
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Activity - Math Data Analysis for Tiered Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze the data from MEAP, Math in Focus and the Math Computation Probe, to determine Tiered support groups.	Professional Learning			06/07/2013	06/10/2016	\$1260	General Fund, Title II Part A	Classroom teachers and special education teachers will analyze the data and establish small groups based on mathematics data.

# School Improvement Plan

Fancher School

Activity - After School Math Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on data, students will be invited to participate in a Before School, and/or an After-School academic support program for pre-teaching, reteaching, and helping students with math homework, provided by a certified teacher and/or an at-risk paraprofessional.	Academic Support Program	Tier 2	Implement	06/07/2013	06/08/2018	\$15000	Section 31a	Fancher teachers may apply for the after-school At-Risk position. Funding is available for two staff members each night. Teachers may rotate this teaching assignment . (For example, staff may offer to teach Tri #1, but someone else could take Tri #2).

Activity - Student Data Tracking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Fancher School

Students will learn to record their own data and set goals for Math improvement. Students will track their Math in Focus test results, and their NWEA Math results.	Direct Instruction	Tier 1	Implement	09/02/2013	06/08/2018	\$0	General Fund	All teachers will support students with goal setting and with tracking their own math data. *The computer lab teacher will help students with tracking their data.
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Activity - Math In Focus Common Assessment Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze Math in Focus unit assessments in grade level teams, sharing best practice strategies for success, and ensuring that the assessments and the curriculum tightly align with the CCSS for Mathematics. This collaboration will provide timely additional assistance to students needing Tier II.	Curriculum Development	Tier 1	Evaluate	09/01/2013	06/08/2018	\$2000	Title II Part A	Classroom and Special Ed. teachers.

### Measurable Objective 2:

A 5% increase of Bottom 30% and Students with Disabilities students will demonstrate a proficiency mathematics in Mathematics by 05/01/2022 as measured by State Assessments, NWEA and Local Assessments from Math in Focus.

### (shared) Strategy 1:

Student Achievement & Data Teacher Collaboration PLC - We will triangulate MEAP data results, NWEA Math results, and classroom performance to determine which students should receive Tier II Math instruction. These students will be given a Computation Probe to further identify math strengths and weaknesses.

Notes:

Possible changes for the future may include other approved math tests for example: NWEA, Math in Focus Chapter tests, State assessments, etc...

Category:

Research Cited: Small group pre-teaching and reteaching of key concepts intended fill learning gaps is an effective method used to teach struggling students.

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**School Improvement Plan**

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Tier: Tier 1

Activity - Small Group Tiered Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessional Math Academic Support and Teacher Academic Support~30 Minutes Additional Instruction Each Day.	Academic Support Program		Implement	06/07/2013	06/08/2018	\$30000	Section 31a	Teachers may volunteer to teach 30 minutes of Tiered support for Math, and Paraprofessionals will teach small groups during the school day. The teachers will oversee student data and placements, and the principal will oversee paraprofessional planning.

Activity - Math Data Analysis for Tiered Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan

Fancher School

Teachers will analyze the data from MEAP, Math in Focus and the Math Computation Probe, to determine Tiered support groups.	Professional Learning				06/07/2013	06/10/2016	\$1260	Title II Part A, General Fund	Classroom teachers and special education teachers will analyze the data and establish small groups based on mathematics data.
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Activity - After School Math Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on data, students will be invited to participate in a Before School, and/or an After-School academic support program for pre-teaching, reteaching, and helping students with math homework, provided by a certified teacher and/or an at-risk paraprofessional.	Academic Support Program	Tier 2	Implement	06/07/2013	06/08/2018	\$15000	Section 31a	Fancher teachers may apply for the after-school At-Risk position. Funding is available for two staff members each night. Teachers may rotate this teaching assignment. (For example, staff may offer to teach Tri #1, but someone else could take Tri #2).

**School Improvement Plan**

Fancher School

Activity - Student Data Tracking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn to record their own data and set goals for Math improvement. Students will track their Math in Focus test results, and their NWEA Math results.	Direct Instruction	Tier 1	Implement	09/02/2013	06/08/2018	\$0	General Fund	All teachers will support students with goal setting and with tracking their own math data. *The computer lab teacher will help students with tracking their data.

Activity - Math In Focus Common Assessment Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze Math in Focus unit assessments in grade level teams, sharing best practice strategies for success, and ensuring that the assessments and the curriculum tightly align with the CCSS for Mathematics. This collaboration will provide timely additional assistance to students needing Tier II.	Curriculum Development	Tier 1	Evaluate	09/01/2013	06/08/2018	\$2000	Title II Part A	Classroom and Special Ed. teachers.

**Goal 4: All students at Fancher Elementary will be proficient at Science.**

## School Improvement Plan

Fancher School

### Measurable Objective 1:

A 85% increase of Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Science. in Science by 06/03/2022 as measured by State Assessments and Fancher curriculum assessments..

### (shared) Strategy 1:

Differentiated Instruction in Science~Reading and Writing Across the Curriculum - Under an overarching FOCUS unit based on grade level Science outcomes, teachers will integrate CCSS Reading, Writing, Research and Presentation skills. For example, teachers will use challenging text to teach reading, sentence structure, organization, vocabulary and background knowledge. Writing activities will be cross-curricular, addressing CCSS standards.

Category:

Research Cited: Integration of core skills within the content area helps students see the interconnectedness of important curriculum. Relating important concepts of the discipline to other disciplines creates deeper meaning for students.

Tier: Tier 1

Activity - Integrating CCSS in Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate CCSS for Writing and Reading under the umbrella of Science units, to tightly align these core areas in common science units. The ultimate goal is to create cross-curricular units using best practice instructional strategies leading to student achievement.	Professional Learning	Tier 1	Implement	06/07/2013	06/08/2018	\$1000	Title II Part A	SI Content Team will work to create tightly aligned units that integrate CCSS Reading and Writing Standards in Science.

Activity - Technology K-12 Enhancing Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Fancher School

Teachers will learn about the basic technology skills that every educator should possess, and develop their own skills and discover what students need.	Professional Learning	Tier 1	Getting Ready	09/02/2013	06/08/2018	\$600	Title II Part A	A staff representative will be sent to the training with the expectation of sharing the learning with other Fancher Staff.
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Activity - Flip the Classroom~Technolgoy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn from other teachers who have implemented the flip class model; enhancing student engagement, increasing n class collaboration, motivation, and fostering higher level thinking skills to differentiated learning.	Technology	Tier 1	Getting Ready	09/03/2013	06/08/2018	\$200	Title II Part A	Teachers who are interested in "flipping" their classroom will be offered the opportunity to attend this PD.

### Measurable Objective 2:

A 5% increase of Bottom 30% and Students with Disabilities students will demonstrate a proficiency science in Science by 05/01/2022 as measured by State Assessments.

### (shared) Strategy 1:

Differentiated Instruction in Science~Reading and Writing Across the Curriculum - Under an overarching FOCUS unit based on grade level Science outcomes, teachers will integrate CCSS Reading, Writing, Research and Presentation skills. For example, teachers will use challenging text to teach reading, sentence structure, organization, vocabulary and background knowledge. Writing activities will be cross-curricular, addressing CCSS standards.

Category:

Research Cited: Integration of core skills within the content area helps students see the interconnectedness of important curriculum. Relating important concepts of the

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discipline to other disciplines creates deeper meaning for students.

Tier: Tier 1

Activity - Integrating CCSS in Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate CCSS for Writing and Reading under the umbrella of Science units, to tightly align these core areas in common science units. The ultimate goal is to create cross-curricular units using best practice instructional strategies leading to student achievement.	Professional Learning	Tier 1	Implement	06/07/2013	06/08/2018	\$1000	Title II Part A	SI Content Team will work to create tightly aligned units that integrate CCSS Reading and Writing Standards in Science.

Activity - Technology K-12 Enhancing Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn about the basic technology skills that every educator should possess, and develop their own skills and discover what students need.	Professional Learning	Tier 1	Getting Ready	09/02/2013	06/08/2018	\$600	Title II Part A	A staff representative will be sent to the training with the expectation of sharing the learning with other Fancher Staff.

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Activity - Flip the Classroom~Technolgoy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn from other teachers who have implemented the flip class model; enhancing student engagement, increasing n class collaboration, motivation, and fostering higher level thinking skills to differentiated learning.	Technology	Tier 1	Getting Ready	09/03/2013	06/08/2018	\$200	Title II Part A	Teachers who are interested in "flipping" their classroom will be offered the opportunity to attend this PD.

### Goal 5: All students at Fancher Elementary will be proficient at Social Studies.

#### Measurable Objective 1:

A 85% increase of Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Social Studies. in Social Studies by 06/03/2022 as measured by State Assessments and Fancher curriculum assessments..

#### (shared) Strategy 1:

Differentiated Instruction in Social Studies~Reading and Writing Across the Curriculum - Under an overarching FOCUS unit based on grade level Science outcomes, teachers will integrate CCSS Reading, Writing, Research and Presentation skills. For exampe, teachers will use challenging text to teach reading, sentence structure, organization, vocabulary and background knowledge. Writing activities will be cross-curricular, addressing CCSS standards.

#### Category:

Research Cited: Integration of core skills within the content area helps students see the interconnectedness of important curriculum. Relating important concepts of the discipline to other disciplines creates deeper meaning for students.

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Tier: Tier 1

Activity - Integration of Reading and Writing Standards In Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Under an overarching FOCUS unit based on grade level Science outcomes, teachers will integrate CCSS Reading, Writing, Research and Presentation skills. For example, teachers will use challenging text to teach reading, sentence structure, organization, vocabulary and background knowledge. Writing activities will be cross-curricular, addressing CCSS standards.</p> <p>Integration of core skills within the content area helps students see the interconnectedness of important curriculum. Relating important concepts of the discipline to other disciplines creates deeper meaning for students.</p> <p>Activities:  <ul style="list-style-type: none"> <li>•Integrating CCSS in Science</li> </ul> </p>	Professional Learning	Tier 1	Implement	06/07/2013	06/08/2018	\$0	General Fund	All teachers, led by the Social Studies School Improvement Content team will work together to create agendas committed to fully integrating and tightly aligning CCSS Reading, Writing and Technical Subjects under Social Studies units.

Activity - Close & Critical Reading Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will learn to use Document Based Questioning to assist their students with acquiring close and critical reading and writing skills.	Professional Learning	Tier 1	Implement	09/02/2013	06/08/2018	\$400	Title II Part A	Teachers from the SS content team will attend and will train and share learning with Fancher Staff.
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Activity - Flip the Classroom~Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn from other teachers who have implemented the flip class model; enhancing student engagement, increasing n class collaboration, motivation, and fostering higher level thinking skills to differentiated learning.	Technology		Getting Ready	09/03/2013	06/08/2018	\$200	Title II Part A	Teachers who are interested in "flipping" their classroom will be offered the opportunity to attend.

### Measurable Objective 2:

A 5% increase of Bottom 30% and Students with Disabilities students will demonstrate a proficiency social studies in Social Studies by 05/01/2022 as measured by State Assessments.

### (shared) Strategy 1:

Differentiated Instruction in Social Studies~Reading and Writing Across the Curriculum - Under an overarching FOCUS unit based on grade level Science outcomes, teachers will integrate CCSS Reading, Writing, Research and Presentation skills. For example, teachers will use challenging text to teach reading, sentence structure, organization, vocabulary and background knowledge. Writing activities will be cross-curricular, addressing CCSS standards.

Category:

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Fancher School

Research Cited: Integration of core skills within the content area helps students see the interconnectedness of important curriculum. Relating important concepts of the discipline to other disciplines creates deeper meaning for students.

Tier: Tier 1

Activity - Integration of Reading and Writing Standards In Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Under an overarching FOCUS unit based on grade level Science outcomes, teachers will integrate CCSS Reading, Writing, Research and Presentation skills. For example, teachers will use challenging text to teach reading, sentence structure, organization, vocabulary and background knowledge. Writing activities will be cross-curricular, addressing CCSS standards.</p> <p>Integration of core skills within the content area helps students see the interconnectedness of important curriculum. Relating important concepts of the discipline to other disciplines creates deeper meaning for students.</p> <p>Activities:  <ul style="list-style-type: none"> <li>Integrating CCSS in Science</li> </ul> </p>	Professional Learning	Tier 1	Implement	06/07/2013	06/08/2018	\$0	General Fund	All teachers, led by the Social Studies School Improvement Content team will work together to create agendas committed to fully integrating and tightly aligning CCSS Reading, Writing and Technical Subjects under Social Studies units.

Activity - Close & Critical Reading Social Studies	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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Teachers will learn to use Document Based Questioning to assist their students with acquiring close and critical reading and writing skills.	Professional Learning	Tier 1	Implement	09/02/2013	06/08/2018	\$400	Title II Part A	Teachers from the SS content team will attend and will train and share learning with Fancher Staff.
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Activity - Flip the Classroom~Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn from other teachers who have implemented the flip class model; enhancing student engagement, increasing in class collaboration, motivation, and fostering higher level thinking skills to differentiated learning.	Technology		Getting Ready	09/03/2013	06/08/2018	\$200	Title II Part A	Teachers who are interested in "flipping" their classroom will be offered the opportunity to attend.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Day~Before & After School Support	Identified students, meeting 31a At-Risk criteria, will be invited to attend before school and after school tutoring. The tutoring will be provided by a certified teacher and/or at-risk paraprofessionals.	Academic Support Program	Tier 2	Evaluate	09/02/2013	06/08/2018	\$15000	Classroom teachers will provide the necessary materials and homework that students should work on when they attend the before/after school program.

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<p>After School Math Support</p>	<p>Based on data, students will be invited to participate in a Before School, and/or an After-School academic support program for pre-teaching, reteaching, and helping students with math homework, provided by a certified teacher and/or an at-risk paraprofessional.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>06/07/2013</p>	<p>06/08/2018</p>	<p>\$15000</p>	<p>Fancher teachers may apply for the after-school At-Risk position. Funding is available for two staff members each night. Teachers may rotate this teaching assignment . (For example, staff may offer to teach Tri #1, but someone else could take Tri #2).</p>
<p>Small Group Tier II Reading Support</p>	<p>Identified students, students (the bottom 15%) will receive +30 minutes of additional reading instruction during the school day. This instruction will be provided by at-risk paraprofessionals. Some classroom teachers and special education teachers will also provide Tier II instruction during "Focus Group" time.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>09/02/2013</p>	<p>06/08/2018</p>	<p>\$30000</p>	<p>Certified staff and the principal will identify students in most need of this Tier II support. Interventions will be approved by the building principal based on the approved intervention list.</p>

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Small Group Tiered Support	Paraprofessional Math Academic Support and Teacher Academic Support~30 Minutes Additional Instruction Each Day.	Academic Support Program		Implement	06/07/2013	06/08/2018	\$30000	Teachers may volunteer to teach 30 minutes of Tiered support for Math, and Paraprofessionals will teach small groups during the school day. The teachers will oversee student data and placements, and the principal will oversee paraprofessional planning.
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Extended Day~Before & After School Support	Identified students (31a) will be provided the opportunity to attend before and after school homework support programming.	Academic Support Program	Tier 2	Monitor	09/02/2013	06/08/2018	\$65000	Classroom teachers will provide the before/after school program teacher or paraprofessional with the materials and/or homework that students need. The support to individual students will be provided by at-risk para or certified staff paid for w/at-risk.
At Risk Counselor	Highly qualified and certified At Risk Counselor will work with At Risk students as social/emotional needs arise. In addition, At Risk Counselor will provide Mindfulness sessions with students in whole group, small group and individual settings in order to create a positive culture.	Behavioral Support Program, Academic Support Program	Tier 2	Implement	08/29/2016	06/30/2017	\$75000	Building Principal

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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<p>FANCHER FALCONS SOAR</p>	<p>Continued learning and commitment to PBIS will help to create a positive school climate, resulting in increased time for instruction and fewer disciplinary incidents. This strategy is based on the premise that all students can benefit from well implemented evidenced based practices for improving student behavior. Teachers will use the PBIS system that our school team created, "Fancher Falcons SOAR." This protocol involves recognizing students for positive behavior (4:1) and it involves clear and consistent in-classroom consequences for behavior that does not meet the expectations on our SOAR Matrix. Teachers (PBIS TEAM) will analyze school data related to discipline issues. Example: Where are our problem areas? The classroom? Specials? Recess? From there implementation of Tier II or Tier II strategies for behavior support will be generated by the PBIS team and shared with teachers at staff meetings.</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>05/01/2022</p>	<p>\$0</p>	<p>Classroom teachers will participate in and make recommendations for SOAR/PBIS matrix expectations, classroom consequences and reward systems. Teachers will volunteer to be on the PBIS/SOAR Committee.</p>
<p>Formal and Informal Observation</p>	<p>The building principal, through formal and informal observation will observe writing lessons based on classroom less plans and the intentional scheduling of writing each day for 45-60 minutes.</p>	<p>Walkthrough</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/03/2013</p>	<p>06/08/2018</p>	<p>\$0</p>	<p>Classroom teachers are responsible for following the Writing Pacing Guide, &amp; scheduling 45-60 minute per day for writing. Special education teachers support student writing standards, and the building principal will observe writing lessons.</p>

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Student Data Tracking	Students will learn to record their own data and set goals for Math improvement. Students will track their Math in Focus test results, and their NWEA Math results.	Direct Instruction	Tier 1	Implement	09/02/2013	06/08/2018	\$0	All teachers will support students with goal setting and with tracking their own math data. *The computer lab teacher will help students with tracking their data.
Math Data Analysis for Tiered Support	Teachers will analyze the data from MEAP, Math in Focus and the Math Computation Probe, to determine Tiered support groups.	Professional Learning			06/07/2013	06/10/2016	\$0	Classroom teachers and special education teachers will analyze the data and establish small groups based on mathematics data.

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Tier I Reading~Fiction~Non-Fiction & Complex Text	Teachers will integrate, into the 90 minute reading block, complex text, including text books, articles, biographies, personal narratives, Time for Kids, and/or Storyworks (all examples) as part of Tier I Reading.	Direct Instruction	Tier 1	Implement	06/07/2013	06/08/2018	\$2400	Teachers will teach 90 minutes of reading, which may include fiction/nonfiction, narrative & textbook reading from Science & Social Studies. Planning will address cross-curricular CCSS implementation. The building principal will observe implementation.
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# School Improvement Plan

Fancher School

Student Reading Book Goal Setting & Data Tracking	Students will learn to know, understand, and track their reading data (NWEA, DRA2), setting high but realistic learning goals for reading achievement.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/08/2018	\$0	Classroom teachers, resource room teachers, and any reading support teachers or paraprofessionals will help students with goal setting and data tracking. **The computer lab teacher will facilitate electronic tracking of student data.
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<p>Integration of Reading and Writing Standards In Social Studies</p>	<p>Under an overarching FOCUS unit based on grade level Science outcomes, teachers will integrate CCSS Reading, Writing, Research and Presentation skills. For example, teachers will use challenging text to teach reading, sentence structure, organization, vocabulary and background knowledge. Writing activities will be cross-curricular, addressing CCSS standards.</p> <p>Integration of core skills within the content area helps students see the interconnectedness of important curriculum. Relating important concepts of the discipline to other disciplines creates deeper meaning for students.</p> <p>Activities:  <ul style="list-style-type: none"> <li>•Integrating CCSS in Science</li> </ul> </p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/07/2013</p>	<p>06/08/2018</p>	<p>\$0</p>	<p>All teachers, led by the Social Studies School Improvement Content team will work together to create agendas committed to fully integrating and tightly aligning CCSS Reading, Writing and Technical Subjects under Social Studies units.</p>
<p>At Risk Counselor</p>	<p>Highly qualified and certified At Risk Counselor will work with At Risk students as social/emotional needs arise. In addition, At Risk Counselor will provide Mindfulness sessions with students in whole group, small group and individual settings in order to create a positive culture.</p>	<p>Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/30/2017</p>	<p>\$25000</p>	<p>Building Principal</p>
<p>TIPS Problem Solving Acronym</p>	<p>Teachers will practice using the TIPS Acronym as a common way to approach math problem solving situations.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2013</p>	<p>06/08/2018</p>	<p>\$0</p>	<p>All teachers will display the TIPS Posters. All teachers who teach math will refer to TIPS as the common acronym to help solve problems.</p>

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Tier I Math~60 Minutes Daily	Teachers will teach math for 60 minutes per day, implementing best practice methods and strategies.	Direct Instruction	Tier 1	Implement	06/07/2013	06/08/2018	\$200	Classroom teachers are responsible to teach 60 minutes of math, special education teachers support and instruct students as well, and the building principal will formally and informally observe math, and verify planning for 60 minutes daily
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## Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology K-12 Enhancing Instruction	Teachers will learn about the basic technology skills that every educator should possess, and develop their own skills and discover what students need.	Professional Learning	Tier 1	Getting Ready	09/02/2013	06/08/2018	\$600	A staff representative will be sent to the training with the expectation of sharing the learning with other Fancher Staff.
Classroom Management & Behavior	The PBIS team will continue to work together to implement building level PBIS/SOAR, and identified teachers may participate in more intense behavior management training such as CPI, or Love & Logic, or other PBIS professional development opportunities.	Behavioral Support Program	Tier 1	Implement	09/03/2013	06/08/2018	\$500	The building principal, the building PBIS team, and other identified teachers.

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<p>Book Study &amp; Team Collaboration</p>	<p>As an extension of the Summer Leadership Conference, featuring Dr. Eric Jensen, "Engaging Students with Poverty in Mind," the team in attendance will facilitate a book study using Dr. Jensen's book. The staff will then implement selected strategies based on the learning from the conference and the book.</p>	<p>Teacher Collaboration</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>06/22/2015</p>	<p>06/10/2016</p>	<p>\$3400</p>	<p>Fancher principal, District School Improvement Team representative, conference attendees (building SI leaders) and the entire staff (book study).</p>
<p>Using Technology to Differentiate Math Instruction</p>	<p>Teachers will participate in professional development, using technology to differentiate and enhance instruction in mathematics to increase engagement.</p>	<p>Technology</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>06/07/2013</p>	<p>06/08/2018</p>	<p>\$1500</p>	<p>Teachers and the district's technology academic support instructor may be used to train teachers. Teachers will use Title IIA funded substitutes to allow for collaboration with their colleagues about student achievement in Math.</p>

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Flip the Classroom~Technology	Teachers will learn from other teachers who have implemented the flip class model; enhancing student engagement, increasing class collaboration, motivation, and fostering higher level thinking skills to differentiated learning	Technology	Tier 1	Getting Ready	09/03/2013	06/08/2018	\$200	Teachers who express interest in "flipping" their classroom will be able to attend, and they will share examples of their "flipped" lessons with the staff at staff meetings so that we can see and hear the benefits from those who have implemented.
Flip the Classroom~Technology	Teachers will learn from other teachers who have implemented the flip class model; enhancing student engagement, increasing n class collaboration, motivation, and fostering higher level thinking skills to differentiated learning.	Technology		Getting Ready	09/03/2013	06/08/2018	\$200	Teachers who are interested in "flipping" their classroom will be offered the opportunity to attend.

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Common Assessment Data Analysis & Inter-Rater Reliability	Teachers will share common writing expectations with the purpose of improving instruction. Common Assessment Data Analysis and Inter-rater Reliability will be the focus, with additional common writing experiences beyond district expectations with be provided by the school improvement writing content team. Teacher teams will analyze student data (Writing Assessments) assessments and collaboratively score and analyze student data. The ultimate goal of the data discussion agenda will be best practice instructional strategies leading to student achievement	Professional Learning	Tier 1	Implement	09/02/2013	06/08/2018	\$1260	Common Assessment Data Analysis & Inter-rater Reliability Teacher teams will analyze student data (DRA2, MAISA Writing Pre/Post & Math in Focus) assessments and collaboratively score and analyze student data.
Michigan Reading Association Conference	Specific interested teachers will attend the Michigan Reading Conference.	Professional Learning			03/14/2014	03/21/2015	\$1000	Classroom teachers who attend will share their learning with all staff members.
Math In Focus Common Assessment Analysis	Teachers will analyze Math in Focus unit assessments in grade level teams, sharing best practice strategies for success, and ensuring that the assessments and the curriculum tightly align with the CCSS for Mathematics. This collaboration will provide timely additional assistance to students needing Tier II.	Curriculum Development	Tier 1	Evaluate	09/01/2013	06/08/2018	\$2000	Classroom and Special Ed. teachers.
Close & Critical Reading Social Studies	Teachers will learn to use Document Based Questioning to assist their students with acquiring close and critical reading and writing skills.	Professional Learning	Tier 1	Implement	09/02/2013	06/08/2018	\$400	Teachers from the SS content team will attend and will train and share learning with Fancher Staff.

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Integrating CCSS in Science	Teachers will integrate CCSS for Writing and Reading under the umbrella of Science units, to tightly align these core areas in common science units. The ultimate goal is to create cross-circular units using best practice instructional strategies leading to student achievement.	Professional Learning	Tier 1	Implement	06/07/2013	06/08/2018	\$1000	SI Content Team will work to create tightly aligned units that integrate CCSS Reading and Writing Standards in Science.
Flip the Classroom~Technolgy	Teachers will learn from other teachers who have implemented the flip class model; enhancing student engagement, increasing n class collaboration, motivation, and fostering higher level thinking skills to differentiated learning.	Technology	Tier 1	Getting Ready	09/03/2013	06/08/2018	\$200	Teachers who are interested in "flipping" their classroom will be offered the opportunity to attend this PD.
Common Assessment Data Analysis & Inter-Rater Reliability	Teachers will implement the DRA2, working together with scoring the assessment using the DRA2 continuum, and using the results to guide instruction.	Professional Learning	Tier 1		09/03/2013	06/08/2018	\$250	All teachers, led by content team leaders and the building principal, will participate in this learning. The focus of the DRA2 assessment is to guide instruction and to better guide intervention student groups based on need.

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<p>MAISA Writing Unit Implementation</p>	<p>Teachers who were trained at a summer MAISA Writing Conference (Summer 2013) will teach other teachers about the MAISA units to help them implement them in their classrooms and connect the MAISA lesson to the Common Core and Fancher's focus units. ALL teachers will be trained in MAISA writing units and district pacing guides for them, on June 12th, 2014. Implementation of the MAISA Writing Pacing Guides will begin for the 2014-2015 school year.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2013</p>	<p>06/08/2018</p>	<p>\$500</p>	<p>Two teachers who attended the MAISA Summer Conference have taught our staff about MAISA during the 2013-2014 school year. They will be facilitators as they present the MAISA units and pacing guides that are now a DISTRICT expectation beginning 2014-2015.</p>
<p>Classroom Management &amp; Behavior</p>	<p>Identified staff will participate in classroom management/behavior focused professional development; examples include CPI, Love &amp; Logic, building level PBIS/SOAR planning.</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/03/2013</p>	<p>06/01/2018</p>	<p>\$250</p>	<p>The building principal, and the PBIS team, will continue to train staff, and select individuals who would benefit from a more intensive classroom management/behavior training.</p>

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<p>Math Data Analysis for Tiered Support</p>	<p>Teachers will analyze the data from MEAP, Math in Focus and the Math Computation Probe, to determine Tiered support groups.</p>	<p>Professional Learning</p>			<p>06/07/2013</p>	<p>06/10/2016</p>	<p>\$1260</p>	<p>Classroom teachers and special education teachers will analyze the data and establish small groups based on mathematics data.</p>
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