

# **Pattengill School Improvement Plan**

Pattengill Elementary School

Berkley School District

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# TABLE OF CONTENTS

Overview .....	1
Goals Summary .....	2
Goal 1: Pattengill students will demonstrate proficiency in math. ....	3
Goal 2: Pattengill students will demonstrate proficiency in reading in all four content areas (Math, Science, Social Studies, and Reading) .....	3
Goal 3: Pattengill students will demonstrate proficiency in writing. ....	5
Goal 4: To improve classroom culture toward a community of enthusiastically engaged thinkers and learners. ....	6
Activity Summary by Funding Source .....	8

## Overview

### Plan Name

Pattengill School Improvement Plan

### Plan Description

Pattengill Elementary Continuous School Improvement

## 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	Pattengill students will demonstrate proficiency in math.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
2	Pattengill students will demonstrate proficiency in reading in all four content areas (Math, Science, Social Studies, and Reading)	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
3	Pattengill students will demonstrate proficiency in writing.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
4	To improve classroom culture toward a community of enthusiastically engaged thinkers and learners.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$10000

## Goal 1: Pattengill students will demonstrate proficiency in math.

### Measurable Objective 1:

80% of All Students will demonstrate a proficiency in grade level skills in Mathematics by 06/12/2020 as measured by NWEA, State Assessments and Everyday Math Assessments.

### Strategy 1:

Gathering Math Data - Classroom teachers 1-4 will use NWEA Math Assessment to track student progress three times a year.

Category: Mathematics

Research Cited: Ysseldyke, J., & Bolt, D. M. (2007). Effects of technology-enhanced continuous progress monitoring on math achievement. School Psychology Review, 36 (3), 453-467.

Tier: Tier 1

Activity - NWEA Math Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accumulate building math data based on the NWEA assessment to identify areas of math weakness and strength.	Technology , Other - Evaluation	Tier 1	Getting Ready	09/09/2019	06/12/2020	\$0	No Funding Required	1st -5th grade Instructional Staff

### Strategy 2:

Title One Mathematics Support - Instructional staff will identify students who need additional math support to be proficient in grade level math skills.

Category: Mathematics

Research Cited: : Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, by Robert Marzano (2001)

Transforming Teaching and Learning Through Data-Driven Decision Making: Mandinach, E., & Jackson, S. (2012).

Tier: Tier 2

Activity - Student assessment and support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Specialist and Interventionist will identify students for Title One math intervention during the school year based on the NWEA, State Assessments and classroom assessments. Math Interventions will be Math Recovery and Dreambox.	Technology , Academic Support Program	Tier 2	Monitor	10/14/2019	06/12/2020	\$0	Section 31a	Instructional and support staff

## Goal 2: Pattengill students will demonstrate proficiency in reading in all four content areas (Math, Science, Social Studies, and Reading)

## Pattengill School Improvement Plan

Pattengill Elementary School

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### Measurable Objective 1:

80% of All Students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/12/2020 as measured by NWEA, the Fountas and Pinnell scores and State Assessments..

### Strategy 1:

Individual and small group reading instruction - Teachers will meet with students individually or in small groups to provide reading instruction and assess on an individual basis.

Category: English/Language Arts

Research Cited: Allington, R.L. McCuiston, K & Billen, M. (2014).What research says about text complexity and learning to read. Unpublished. The Reading Teacher, pp. 1-10

Jewett, P. (2013). Content-Area Literacy: Recognizing the Embedded Literacies of Science and Mathematics. Journal of Reading Education, 38(2), 18-24.

Cullinan, B. (2000). Independent reading and school achievement. School Library Media Research, 3, 1-24.

Ford, M. P. (2005). Differentiation Through Flexible Grouping: Successfully Reaching All Readers. Learning Point Associates/North Central Regional Educational Laboratory (NCREL).

Tier: Tier 1

Activity - Independent Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will build independent reading time into their daily schedules. As a result of our Readers' Workshop curriculum, teachers now work on building students' independent reading stamina.	Implementation	Tier 1		09/03/2019	06/12/2020	\$0	No Funding Required	classroom teachers, media specialist
Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**Pattengill School Improvement Plan**

Pattengill Elementary School

<p>All classroom teachers will teach reading via the guided reading model. Students will receive differentiated reading instruction in small, leveled groups that target the specific needs of that group. Instructional materials are selected based on students' levels and needs. Increased focus is on nonfiction reading material in the content areas in an effort to link reading materials to science and social studies curricular concepts. The principal will monitor this activity through lesson plans, classroom walkthroughs, formal evaluations, and conversations with teachers.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/09/2019</p>	<p>06/12/2020</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>classroom teachers, intervention support teacher(s), learning specialist, media specialist, resource room teacher, speech and language pathologist</p>
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**Goal 3: Pattengill students will demonstrate proficiency in writing.**

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in writing in English Language Arts by 06/12/2020 as measured by on-going writing samples and district writing assessments. .

**Strategy 1:**

Writers' Workshop - All classroom teachers will implement the district's writing curriculum including materials and assessments. This will occur daily as part of a ninety minute, English language arts block. On going professional development will occur at the building, district, and county level. The principal will monitor the implementation of the curriculum through lesson plans, walk throughs, formal evaluations, and conversations with teachers.

Category: English/Language Arts

Research Cited: McCarrier, A., Pinnell, G.S., & Fountas, I.C. (2000). Interactive writing: How language & literacy come together, K–2. Portsmouth, NH: Heinemann

Calkins, L. (1994). The Art of Teaching Writing, 2nd ed. Portsmouth, NH: Heinemann.

Newkirk, T., & Kittle, P. (Eds.). (2013). Children Want to Write: Donald Graves and the Revolution in Children’s Writing. Heinemann.

Tier: Tier 1

Activity - Writing in the content areas	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Pattengill School Improvement Plan**

Pattengill Elementary School

Classroom teachers will engage students in weekly writing activities that directly connect to math, science, and social studies curricular concepts. These writing activities will ask students to demonstrate knowledge, apply knowledge, cite data sources, analyze and interpret data from multiple sources, persuade, and explain their thinking. The principal will monitor this activity through lesson plans, classroom walkthroughs, formal evaluations, and conversations with teachers.	Direct Instruction	Tier 1	Monitor	09/09/2019	06/12/2020	\$0	No Funding Required	classroom teachers, intervention support teachers, paraeducators
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**Goal 4: To improve classroom culture toward a community of enthusiastically engaged thinkers and learners.**

**Measurable Objective 1:**

collaborate to ensure that the cultural forces of routines, environment and language of the 8 Habits are evident in all classrooms by 06/12/2020 as measured by administrative walk-throughs, observations, PLC meeting notes, perception data and self reflections.

**Strategy 1:**

Cultures of Thinking - Continue to implement the cultural forces and thinking routines. Staff spent the last few years exploring routines by Ron Ritchhart. We will now be getting our school ready to become a culture of thinking by developing our skill level.

Category: School Culture

Research Cited: Ritchhart, Ron, Terri Turner, and Linor Hadar. "Uncovering students' thinking about thinking using concept maps." *Meta cognition and Learning* 4.2 (2009): 145-159

Perkins, David N., and Ron Ritchhart. "When is good thinking." *Motivation, emotion, and cognition: Integrative perspectives on intellectual functioning and development* (2004): 351-384

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will devote Professional Development time monthly to explore thinking routines and cultural forces.	Implementation	Tier 1	Implement	09/17/2019	06/12/2020	\$0	No Funding Required	All Pattengill certified staff

**Strategy 2:**

7 Habits of Highly Effective People - Develop the staff's understanding and implementation of the 7 Habits of Highly Effective People - staff studied *The Leader in Me* book, by Stephen Covey. We will now begin implementing the 7 Habits in our daily practice with our students.



**Pattengill School Improvement Plan**

Pattengill Elementary School

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Category: School Culture

Research Cited: DR. DETHLEFS, DR. GREEN, DR. MOLAPO, DR. OPSA, & YANG, M.A. (2017) UNIVERSITY OF NORTHERN IOWA

DR. N. BRYANT (2016) CAPELLA UNIVERSITY, p. 88

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in 7 Habits training and devote Professional Development time monthly to explore The 7 Habits of Highly Effective People with our student population.	Implementation	Tier 1	Getting Ready	08/01/2019	06/12/2020	\$10000	General Fund	All instructional staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
NWEA Math Assessment	Accumulate building math data based on the NWEA assessment to identify areas of math weakness and strength.	Technology , Other - Evaluation	Tier 1	Getting Ready	09/09/2019	06/12/2020	\$0	1st -5th grade Instructional Staff
Independent Reading	All teachers will build independent reading time into their daily schedules. As a result of our Readers' Workshop curriculum, teachers now work on building students' independent reading stamina.	Implementation	Tier 1		09/03/2019	06/12/2020	\$0	classroom teachers, media specialist
Guided Reading	All classroom teachers will teach reading via the guided reading model. Students will receive differentiated reading instruction in small, leveled groups that target the specific needs of that group. Instructional materials are selected based on students' levels and needs. Increased focus is on nonfiction reading material in the content areas in an effort to link reading materials to science and social studies curricular concepts. The principal will monitor this activity through lesson plans, classroom walkthroughs, formal evaluations, and conversations with teachers.	Direct Instruction	Tier 1	Monitor	09/09/2019	06/12/2020	\$0	classroom teachers, intervention support teacher(s), learning specialist, media specialist, resource room teacher, speech and language pathologist
Writing in the content areas	Classroom teachers will engage students in weekly writing activities that directly connect to math, science, and social studies curricular concepts. These writing activities will ask students to demonstrate knowledge, apply knowledge, cite data sources, analyze and interpret data from multiple sources, persuade, and explain their thinking. The principal will monitor this activity through lesson plans, classroom walkthroughs, formal evaluations, and conversations with teachers.	Direct Instruction	Tier 1	Monitor	09/09/2019	06/12/2020	\$0	classroom teachers, intervention support teachers, paraeducators

**Pattengill School Improvement Plan**

Pattengill Elementary School

Professional Learning	Staff will devote Professional Development time monthly to explore thinking routines and cultural forces.	Implementation	Tier 1	Implement	09/17/2019	06/12/2020	\$0	All Pattengill certified staff
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**Section 31a**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student assessment and support	Learning Specialist and Interventionist will identify students for Title One math intervention during the school year based on the NWEA, State Assessments and classroom assessments. Math Interventions will be Math Recovery and Dreambox.	Technology , Academic Support Program	Tier 2	Monitor	10/14/2019	06/12/2020	\$0	Instructional and support staff

**General Fund**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning	Staff will participate in 7 Habits training and devote Professional Development time monthly to explore The 7 Habits of Highly Effective People with our student population.	Implementation	Tier 1	Getting Ready	08/01/2019	06/12/2020	\$10000	All instructional staff