School Improvement Plan

Caledonia Elementary School

Caledonia Community Schools

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1718 Improvement Plan

Introduction

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

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

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

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools.   As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment was conducted in several work sessions. The first session was the data session; representatives gathered the data and began to review it. The next session involved portions of the School Improvement team (SIP). The SIP team used the data in order to help them complete the comprehensive needs assessment. The following two sessions were spent concentrating in the areas of all four content areas (math, ELA, science, and social studies). In each of these sessions, the teams identified deficits in the areas of demographic, achievement, process and perception, set goals, objectives, strategies and actions. During the next session, other goals were worked on and the last session was the final school improvement completion. Each session had agendas and checklists. Professional Development; a combination of conferences, professional development days, workshops, grade/level PD and site visits and/or coaching, were selected and placed into a spreadsheet.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

The needs assessment process is used to review academic achievement data to identify children who are failing or most at risk of failing to meet the state core curriculum. Title I Part A services are reviewed on a continual basis by the Cal El Leadership team and Title I personnel to make sure the objectives, strategies, activities and professional development are put into place to support eligible children. Students are also identified using multiple measures. Measures include Dynamic Indicator of Basic Literacy Skills (DIBELS Next), teacher developed assessments, textbook reading assessments, district assessments, and State assessments. Teacher recommendations are based on classroom observations and informal classroom assessments.

Multiple, educationally related, objective criteria were established for the process in order to generate a list of eligible students which is reviewed frequently throughout the school year by staff. Grade level teams meet with the Intervention Specialist to review the criteria. Criteria is consistent across each grade level and may be changed according to student needs and changing programs. Assessments will be administered by the classroom teachers, Intervention Specialist and Title I paraprofessionals and will be given three time a year (Fall, Winter, Spring) to identify children who are failing or most at risk of failing to meet the stat core curriculum standards in reading. Curriculum Based Measures will be used to Progress Monitor students as well as informal diagnostic assessments. Due to our limited staffing resources, students receive Title I services in reading only. To the best of our ability, writing is embedded in each intervention. Non-fiction stories are also incorporated to cover science and social studies.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

Eligible children in 3-5 grades are selected by using the results on academic assessments using multiple educationally related, objective criteria. Assessments include Dynamic Indicator of Basic Early Literacy Skills (DIBELS Next), teacher developed assessments, textbook

reading assessments, district assessments, and the M-STEP. Teacher recommendations are based on classroom observations and informal classroom assessments.

The identification Title I reading process for second through fifth grade is based on the guidelines defined by the Federal Government. Our school believes that early intervention is critical and follows a systematic process of Universal Screening, Data Analysis, Grouping, and Problem Solving to deliver data and informed, intervention instruction. Students are continually monitored by using curriculum based measures as well as informal, formal, and district assessments. Data is analyzed and students are placed in intervention instruction based on their area of need. Intervention instruction may become increasingly intensive as well as altering variables such as time, group size, interventionist, and materials.

In reading, eligibility begins with Universal Screening with all students. First students are given a Curriculum Based Measurement, DIBELS Next, which is our Universal Screener. Students are also assessed using our textbook placement assessment and Scholastic Reading Inventory. All of the data is exported onto a Title I selection spreadsheet. Teachers progress monitor students who fall below district approved cut scores for several weeks. DIBELS Next data is analyzed by the classroom teacher and the Intervention Specialist to determine if a diagnostic screener should be given to the students who show need in order to find their deficit area. After all of the data is collected the classroom teacher and the Intervention Specialist will meet to rank order and select students for supplemental intervention groups according need and staffing resources.

In math, eligibility begins with multiple criteria such as M-STEP, NWEA Maps, Classroom Assessments, Beginning of the Year/End of the Year Math assessments and teacher observation. Comprehension and vocabulary interventions are being used to address science and social studies grade level content expectations.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

The identification Title I process for K through grade 2 in reading is based on developmentally appropriate measures using Universal Screening and Diagnostic Assessments, textbook reading assessments, as well as teacher judgment, and parental input. A data team meeting with the principal, Intervention Specialist and teachers from each grade level convenes to look over the data and form early intervention groups that are delivered in a multi-level framework. In order to maximize student achievement each student is given differentiated instruction during their core reading block. By delivering differentiated instruction teachers are able to judge students reading abilities and have input during the data meetings that is valuable in student Title I selection.

The identification Title I process for K through grade 2 in math is based on developmentally appropriate measures using classroom assessments, teacher observations, beginning and end of the year math assessments. A data team meeting with the principal, Intervention Specialist and teachers from each grade level convenes to look over the data and form early intervention groups that are delivered in a multi-level framework. In order to maximize student achievement each student is given differentiated instruction during their core math block. By delivering differentiated instruction teachers are able to judge students math abilities and have input during the data meetings that is valuable in student Title I selection.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

Title I educational services are coordinated with, and support the regular program. Through our MTSS systematic process, Intervention Specialists attend team meetings, department meetings, grade level meetings, and faculty meetings. They share Title I student progress and student needs with regular program teachers in small group and one-on-one meetings.

General education classroom teachers also share information with the Title I staff. Through dialogue and sharing reports, all teachers are made aware of the gains and the needs of our Title I students. Both the core classroom program and the Title I program benefit from this coordination. Title I services are offered in all four content areas five days a week through pull out and push in models.

In the area of ELA, Cal El uses an MTSS model where teachers, paraprofessionals and Intervention Specialist serve eligible students through a Tier 2 block. Services include explicit, systematic instruction in the areas of need such as, phonemic awareness, phonics, fluency, comprehension and vocabulary. Intervention Specialist also may serve students in a Tier 3 block five days a week.

Title I ELA also offers comprehension strategies and vocabulary groups to improve knowledge in the area of the Science and Social Studies.Sometimes this is met through reading non-fiction text connected to Science and Social Studies GLCES and through fluency training using the Read Naturally program which enhances Science and Social Studies vocabulary.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

Cal El's annual School Improvement Plan is developed by our School Improvement Team who integrate feedback from the staff members they represent. School Improvement goals are developed by analyzing the effectiveness of our MTSS framework. Data from Tier 1 (general education - all students) and Tier's 2-3 (Title I services and some special education services) drive overarching goals. From there, objectives and specific strategies and activities are developed to address our greatest areas of need.

Cal El regularly monitors once a month the implementation of, and results achieved by, the SIP, by using data from the M-STEP and various progress monitoring assessments given by the Title I team and general education teachers. The objectives are reviewed at staff meetings and during common planning time. The progress monitoring and M-STEP results are reviewed at data meetings, which are monthly, to be sure that each student is showing a growth trend that will allow him/her to obtain academic achievement. These monthly meetings determine if program planning aligns with the School Improvement goals to help all students achieve content expectations.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

Title I Part A program coordinates with and supports the regular education program by having the teachers in K through grade 5 participate in the MTSS supplemental Tier 2 programming for children. As a part of our MTSS model, all students are a part of the general education teachers classroom for core instruction. Each grade level has approx. 25 minutes of an intervention block for reading when Title I reading interventionists supplement reading instruction during this time. The Title I team and teachers take part in data collecting and reviewing the data in data meetings held every four to six weeks. The teacher is able to incorporate the skills needed by the child into other areas during the school day. The data from the diagnostic screener is used to group students into specific deficit skill groups to be delivered during supplemental service time and to find ways to differentiate instruction.

Specific strategies used include Phonemic Awareness, Phonics and Fluency based interventions. Comprehension and vocabulary groups are made to help students work toward achieving grade level content expectations in science and social studies.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

Cal El's Title I intervention programs are based upon proven research-based methods. In reading, we include Phonemic Awareness, phonics based instruction as well as comprehension, vocabulary and fluency methods using 95% Group's scripted skill program. In science and social studies, scripted vocabulary and comprehension strategies are addressed in non-fiction text. Additional supplementary instruction for Title I students beyond the core occur 5 days a week for a minimum of 25 minute blocks. All Title I students are provided with explicit, systematic instruction which is a research-based component of the MTSS framework.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

At Caledonia Elementary, we choose to use some of our Title I funds for eligible students in Reading before school program. They focus on specific skill areas through individual and small group instruction.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

All students at Caledonia Elementary participate fully within all four academic areas as required by law. Through our MTSS process, Tier 2 and Tier 3 students are provided supplemental research based instruction while other students are provided instructional opportunities during this same intervention block. The building schedule is developed in such a manner that the core and interventions blocks do not occur at the same time to ensure that all students are receiving core and supplemental instruction blocks as needed.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

Every four to six weeks, Cal El has data meetings with Intervention Specialists, general education staff and principal. At this time, Tier 2 and Tier 3 student data is re-evaluated. Groups are formed and strategies are modified based on what the data suggests. In looking at the data, general education teachers also look for students who barely met benchmark standards and closely monitor their progress. Progress monitoring information, Intervention Specialist, Title I paraprofessionals (through written input) and general eduction teacher input is used when creating Tier 2 and Tier 3 groups. Based on the data, some students may exit Tier 2 and Tier 3 groups, while other students may be added. All staff address future instructional goals.

After the intervention block, which occurs 4-5 times a week, Intervention Specialists and general ed teachers quickly share growth of skill development. If needed, modification of instruction will take place within the classroom (Core/Tier 1) or Tier 2 and Tier 3 intervention blocks.

Caledonia Elementary is a small, family oriented school. Constant communication occurs before school, throughout the school day, and after school about our kids to help students grow. Caledonia Elementary also uses Google Drive to share documents. Essential standards have been created and shared for each grade level so all staff know the most important skills necessary for each grade to have mastered to be successful. Student Assistant Team meetings also occur every four to six weeks and it is communicated to all staff if students need any additional tools to be successful in the classroom. These tools could be educational, behavioral, positive reinforcement, positive behavior plans, etc. All staff communicates regularly and share ideas to help all students reach their full potential.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

Preschools in the community are given information about Caledonia Community School Kindergarten and Young Fives programs. The district preschool program staff works with parents and administrators to help determine appropriate building placements, as well as any needed support services for Kindergarten. Principals, Preschool and Kindergarten teaching staff work with parents through meetings, classroom observations in preschool, and shared documentation of progress while in preschool to ensure a successful transition between the programs.

Cal El offers a spring kindergarten night for incoming parents to attend. Parents and children have an opportunity to meet the school Kindergarten team to support a positive transition. At this time, there are centers designed for each curricular, social, and gross motor skills. Handouts are provided to parents detailing what readiness skills are expected of incoming kindergarteners.

Parents can also work with building administrators for summer camps available to help prepare students for school. In the fall, parents and incoming kindergarteners come to Cal El for an Open House and Kindergarten Orientation. Parents are given appropriate school information as well as information about our Title I program. During this time, the kindergarteners are given a tour of our school.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All paraprofessionals meet the standards set forth by the requirements under NCLB.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All teachers at Cal El meet all No Child Left Behind requirements. Many teachers have completed or are in the process of completing graduate degrees from accredited institutions. The documentation is kept in personnel files at the district offices.	

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Our teachers and principal are currently working with Kent ISD to continue developing a systematic Multi-Tiered System of Support as part of a 5 year plan for professional development. Staff is trained on on how to collect appropriate data, analyze data and identify at risk students for intervention support. Our district continues to provide ongoing professional development throughout the year such as Classroom Learning Labs.

The district MTSS coordinator has developed a professional development plan for all Title I paraprofessionals for reading and is in the process of developing trainings for math, science and social studies. Ongoing professional development is provided for paraprofessionals for new research based interventions, new tools, or additional staff through bi-monthly Title I meetings. The coordinator provides these trainings to paraprofessionals and also provides on-site coaching in the building. The principal and MTSS coordinator conduct Tier 2 and 3 walkthroughs to collect quantitative data regarding fidelity checks.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

The Title I District Coordinator and pupil services support personnel attend trainings offered by MAS/FPS, MDE and Kent ISD each year. Cal El is in the process of increasing parent learning opportunities, and has dedicated Title I funds to support a Family Engagement Coordinator charged with improving the school's focus on parent education. This past year, Cal El had a science night for all students, as well as a Title I reading and math informational night for eligible students. Parents were taught strategies and provided with resources to help work with their children at home. Planning for next year, Cal El will have an Educational and Informational night in the fall and spring for Title I families. Information about our programs are available on our building webpage for classroom instruction as well as Title I services.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	No	Our District has a detailed Professional Development plan and calendar that has been completed and coincides with our District and School Improvement Plans. Therefore, the district plan will suffice.	

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

Parents are invited to help review the Title I Parent Compact each spring and input is encouraged. The compact is sent home each Fall and the classroom teachers will review the compact with parents of children who qualify for TI services at the Fall Parent/Teacher conferences.

Title I parents served as part of the School Improvement Planning process this spring and shared their beliefs and gave input regarding how the Title I services were delivered. Through the SIP process, these parents expressed that they believed the additional support of paraprofessionals and intervention teachers would be beneficial to the students. The Title I budget was reviewed with the parents and other team members to build consensus around program design.

During our Title I building committee meetings, which is made up of a teacher, a paraprofessional, principal and parent, our Fall and Spring Informational/Educational night were planned. These nights provided parents with information regarding our Title I program, content standards, strategies to help parents with literacy and technology at home, and work with parents and school to build ties working together for the best of kids growth.

On October 19, Cal El's principal attended a Family Engagement and Title I training. We have a presentation available to inform parents about the progress monitoring documents that are sent home to parents. Our Title I building team will review the effectiveness of this presentation in the spring.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Parents meet with Title I staff, the principal and general education teacher representatives three times a year to discuss our Title I programming throughout the year. Parents are given a survey at the end of the school year. Parents and our Title 1 team review the survey and make changes to help the program grow. Parents are also invited and encouraged to volunteer in the classrooms as their schedules allow. We are continually working towards developing ideas to help improve the effectiveness of family engagement in the implementation of the Targeted Assistance program.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	During the Title I Team meetings, parents and team members evaluate the programming through ongoing conversations. These meetings take place multiple times per year. The idea of these meetings is to continually review the program quality so as to ensure student success.	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

(1-2) Through our Title I Parent Nights we share content standards and assessments and how we monitor student progress. Also through our Title I Parent Nights materials and training are provided to parents to work with their children at home.

(3) This school year the Title I Team will continue to develop a plan to train staff how to build effective parent involvement.

(4) Math and Reading nights incorporate Title I eligible students and parents.

(5) School Newsletter, District Newsletter and Classroom Newsletter. Bilingual Interpreter if needed.

(14) Cal El makes every effort to listen and collaboratively work with parent individual needs in order to foster more positive parent involvement.

(F) Handicap accessible facilities, flexible meeting times and locations, bilingual interpreter as needed. Classroom, District and School Newsletter written in language parents can understand.

5. Describe how the parent involvement activities are evaluated.

Cal El Title I seeks parent input multiple times per year to review the current parent survey and reflect on practices associated with the program to make changes as needed.

This summer, various members from the district are working on family engagement activities. As a part of their work, surveys will be made to evaluate our family engagement activities. These surveys will be reviewed at our building Title I team meetings, looking for areas that were successful, and areas that we can continue to grow in to help support our parents.

6. Describe how the school-parent compact is developed.

The school-parent compact was developed several years ago and has been reviewed annually. This past year our parent compact was reviewed with family engagement based on parent survey feedback. A parent joined our building Title I team to make adjustments helping the compact to get meaningful information to parents in a friendly and easy to understand format.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	The Title I Compact was developed as a team with parent and staff feedback.	

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

When state assessments results are sent home a parent explanation letter is included. Parents are encouraged to meet with staff and principal if they have questions regarding the assessments. Bilingual interpreters are provided if needed. Cal El has and will continue to make every effort to help our parents understand the academic growth of their children.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	The School Level Family Engagement Policy of Targeted Assistance Policy/Plan is reviewed each year by the District Title I Team and the School Title I Team.	

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

The parent compact is sent out at the beginning of each school year. At the Fall parent teacher conferences the compact is reviewed by the parent and teacher. At this time, any clarifying questions can be asked and reviewed so staff at Cal El and parents continue to work and support each other for the best of kids.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

Title I eligible students may utilize the Free/Reduced Lunch program. In our district, 31A funds are used to serve our secondary school students. Cal El works with Duncan Lake, our middle school, to communicate a successful transition plan.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Free/Reduced lunch and breakfast are provided for eligible students per qualifying criteria. Through our PBIS programming, teachers and support staff will teach anti-bullying lessons, life skills and provide our students with appropriate services that are needed for individual students. Mobile dentists come in and help our students receive dental care. Cal El also works with our high school and local churches to provide food and gifts to families in need at Cal El. The local fire department comes into Cal El to teach our lower el students fire safety. Cal El also works with our community to provide flu shots in the fall at our school for our local community. Junior Achievement is also provided at all grade levels. This is where local community representatives come in and present and work with our students teaching them about their career.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

Once students are placed in Title I they are progress monitored on a weekly to bi-monthly basis. Two different types of progress monitoring are utilized at Cal El in the area of reading. The first is a Curriculum Based Measurement type of probe and the results are placed into a computer program where they are graphed and analyzed. The other type of progress monitoring used is informal diagnostic screeners. The data is analyzed every 4-6 weeks to see how Title I students are responding to the specific instruction they are receiving. A log is filled out to keep track of the data and the plan.

In reading there are entering and exiting cut scores. We will be developing clear beginning, middle and end entering/exiting cut scores to evaluate student needs. A student may exit when cut scores have been met. Each grade level has different cut scores and guidelines that are followed carefully. If a student exits the Title I program a letter is sent home to his/her parents.

The Title I Team analyzes the data to be sure that student needs are being met and that the services the student is receiving is having an impact on the student.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

Changes in a student's program may occur to better meet the needs of students. Group sizes may become smaller, a different interventionist may be needed, a program change may be needed, attendance is reviewed, the length of time a program is being delivered may be changed and a student may need to go to a Tier 3 intervention.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

The teachers are trained in data meetings to identify students who need additional assistance or identify a need for making changes in core instruction if many of the students have the same need.

Consultants have been made available to train staff in identification, instructional work and monitoring progress of students. The District MTSS coordinator is available to work with Interventionist and staff members who need assistance in identifying students needs and how to implement instruction to meet those needs.

Grade level teams have attended and will continue to attend training in how to facilitate grade level data meetings.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

All data can be used at the end of the school year to review targeted assistance programming. We look for accelerated growth in each student as well as grade levels. Programs will be revised according to student needs.

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

At least three times a year our school analyzed the results from DIBELS Next, SRI, and NWEA Maps to evaluate the effectiveness of our targeted assistance programs and student needs. Once M-STEP results are made available, we will review data.

3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.

At this time we use information from DIBELS Next to determine how many students identified as "Intensive Need" have progressed to "Strategic" or "Benchmark" expectations. In the future we will continue to develop methods for identifying the effectiveness of achievement with our students who are furthest from achieving standards. At the end of the year, we evaluate all data sources to determine whether our Targeted Assistance program has been effective in increasing the achievement of eligible students.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

Cal El regularly monitors the implementation of, and results achieved by, the SIP by using data from the M-STEP and various progress monitoring assessments. The objectives are reviewed at staff meetings and during common planning time. The progress monitoring and M-STEP results will be reviewed at data meetings to be sure that each student is showing growth trend that will allow him/her to obtain academic achievement.

1718 Improvement Plan

Overview

Plan Name

1718 Improvement Plan

Plan Description

SIP Goals 1718

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will become more proficient in mathematics.	Objectives: 1 Strategies: 1 Activities: 5	Academic	$46024
2	All students will be proficient in reading.	Objectives: 1 Strategies: 1 Activities: 8	Academic	$5832
3	All students will be proficient in writing.	Objectives: 1 Strategies: 1 Activities: 4	Academic	$0
4	All students will be proficient in science.	Objectives: 1 Strategies: 2 Activities: 6	Academic	$0
5	All students will be proficient in social studies.	Objectives: 1 Strategies: 1 Activities: 3	Academic	$0
6	MTSS - PBIS & Reading	Objectives: 1 Strategies: 2 Activities: 5	Organizational	$1759
7	Marzano Instructional Framework	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$0
8	Professional Learning Communities	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: All students will become more proficient in mathematics.

Measurable Objective 1:

77% of Third, Fourth and Fifth grade students will demonstrate a proficiency in all areas in Mathematics by 06/08/2018 as measured by M-Step.

Strategy 1:

Implementation of Research-based Practices - Staff members will implement research-based and grade level appropriate practices. Examples of practices include, peer tutoring, cooperative learning, use of organizers (models & foldables), and use of manipulatives.

Category: Mathematics

Research Cited: Achieve, Inc., ACT, the College Board, the National Association of State Boards of Education and the State Higher Education Executive Officers.

Marzano, R. J., (2007). Art & science of teaching: A comprehensive framework for effective instruction.

Hattie, J. A., (2009). Visible learning: A synthesis of meta-analysis relating to achievement to achievement.

Tier: Tier 1

Activity - MTSS - Tier 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will intervene appropriately for those students that need more attention relevant to particular standards. Keeping in mind the instructional model, staff members will design a plan relevant to impact students so they are effectively engaged. Resources will come in the form of the teacher (i.e., small group teaching) and through technology integration (i.e., software and web-based products).	Academic Support Program	Tier 2	Implement	09/03/2013	06/08/2018	$45328	Title I Part A	Grade level teachers and pertinent support staff.

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, the Marzano framework, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2012-2013 we explored the use of Classroom Learning Labs to grow in the use of effective teaching practices. In 2013-2016 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. We will explore the option of developing and training facilitators within our school.	Teacher Collaboration, Technology, Curriculum Development, Professional Learning	Tier 1	Implement	09/03/2013	06/08/2018	$696	Title II Part A	Classroom Teachers, Principal

Activity - Practice Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will actively teach through the practice standards. The standards include: 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure (Deductive Reasoning) 8. Look for and express regularity in repeated reasoning (Inductive Reasoning)	Technology, Professional Learning	Tier 1	Implement	09/03/2013	06/08/2018	$0	General Fund	Teachers, Administrator

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will meet to discuss relevant data so as to grow individuals students per the grade level content. There will be conversations around which assessments work best with the intervention groups.	Other	Tier 2	Implement	09/02/2014	06/08/2018	$0	General Fund	Staff and the principal

Activity - Explicit Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will learn particular ways to explicitly teach skills/strategies in multiple settings.	Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/21/2017	06/29/2018	$0	General Fund	Principal Teachers

Goal 2: All students will be proficient in reading.

Measurable Objective 1:

80% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the area of reading in English Language Arts by 06/08/2018 as measured by M-Step.

Strategy 1:

Implementation of Research-based Practices - All staff will implement practices that are research-based and grade level appropriate

strategies (i.e., use of small groups, in addition to guiding students to read to self, read to someone, listen to reading, and work with words). Student needs will be met

as teachers differentiate according to varying indicators. Explicit attention will be given to the common core standards.

Category: English/Language Arts

Research Cited: Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom Instruction that Works: Research-based

strategies for increasing student achievement. Alexandria, VA: Association of Supervision and Curriculum

Development.

Zimmermann, S., Hutchins, C. (2003). 7 Keys to comprehension: How to help your kids read it and get it!.

New York, NY: Three Rivers Press.

Comprehension is...Retrieved April 1, 2011, from

https://dibels.uoregon.edu/resources/big_ideas/comprehension.php (University of Oregon)

Hattie, J. A., (2009). Visible learning: A synthesis of meta-analysis relating to achievement to achievement.

Tier: Tier 1

Activity - Reading Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will intervene appropriately for those students that need more attention relevant to particular standards (i.e., MTSS). Keeping in mind the instructional model, staff members will design intervention times with explicit instruction and skill transference to text. Speciific reseources will be defined and used relavent to the skill of the deficit area. More specifically, the activities will include web-based products and small group teaching such as Read Naturally, Phonics Literacy Library, FCRR, among many others.	Materials, Academic Support Program, Technology	Tier 2	Evaluate	09/02/2014	06/08/2018	$0	Title I Part A	Grade level teachers, Title 1 support staff, and interventionist

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, the Marzano framework, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2016-2018 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. We will explore the option of developing and training facilitators within our school.	Teacher Collaboration, Technology, Curriculum Development, Professional Learning	Tier 1	Implement	09/02/2014	06/08/2018	$0	Title II Part A	Classroom Teachers, Principals

Activity - Practice Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in K-3 will preview the geln Essential Instructional Practices in Early Literacy.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/08/2018	$0	General Fund	Classroom Teachers, Administrator

Activity - Benchmark & Grade Level Problem Solving Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will meet to discuss relevant data so as to grow individuals students per the grade level content. In tier 2 & 3 - grouping process will remain consistent. In tier 1 - small groups will be designed to further growth.	Teacher Collaboration, Technology, Curriculum Development	Tier 1	Monitor	09/02/2014	06/08/2018	$0	General Fund	Staff and the principal

Activity - 90 Min. Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
90 minutes of articulated reading instruction will include the foundational skills and strategies per grade level.	Teacher Collaboration, Supplemental Materials, Technology, Policy and Process	Tier 1	Getting Ready	09/08/2015	06/08/2018	$0	General Fund	Teachers & Principals

Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A newsletter will be sent home for all students that qualify to receive it.	Parent Involvement	Tier 2	Implement	09/08/2015	06/01/2018	$239	Title I Part A	Teachers and administrator

Activity - NWEA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Appropriate staff will learn and implement the NWEA framework for assessing students such that staff identifies and targets skills according to student need.	Technology, Professional Learning	Tier 1	Implement	09/06/2016	06/29/2018	$3200	Title II Part A	Administration Staff Teachers

Activity - Explicit Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will learn particular ways to explicitly teach skills/strategies in multiple settings.	Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/21/2017	06/29/2018	$2393	Title II Part A	Principal Teachers

Goal 3: All students will be proficient in writing.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth 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 all strands in Writing by 06/08/2018 as measured by M-Step..

Strategy 1:

Implementation of Research-based Practices - All staff will implement practices that are research-based and grade level appropriate

(i.e., use of small groups, conferencing with students, and implementing writing daily). Student needs will be met as teachers differentiate according to varying

indicators. Explicit attention will be given to the pacing guides and unit assessments developed in the fall which will be tied to the common core standards. Additionally,

anchor papers will be referenced routinely.

Category: English/Language Arts

Research Cited: Specific individuals and organizations have been studied so as to gain knowledge in this area. The reserachers or pieces looked at are as follows:

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom Instruction that Works: Research-based

strategies for increasing student achievement. Alexandria, VA: Association of Supervision and Curriculum

Development.

Biber, D. (1991). Variation across speech and writing. Cambridge, England: Cambridge University Press.

Hattie, J. A., (2009). Visible learning: A synthesis of meta-analysis relating to achievement to achievement.

Tier: Tier 1

Activity - Writing Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will intervene appropriately for those students that need more attention relevant to particular standards. Keeping in mind the instructional model, staff members will design a plan relevant to impacted students so they are effectively engaged. Resources will come in the form of the teacher (i.e., whole group and small group instruction) and through technology integration.	Academic Support Program, Technology, Professional Learning	Tier 2	Implement	09/02/2014	06/08/2018	$0	Title I Part A	Grade level teachers and pertinent support staff

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, the Marzano framework, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2012-2013 we explored the use of Classroom Learning Labs to grow in the use of effective teaching practices. In 2013-2016 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. We will explore the option of developing and training facilitators within our school. | Teacher Collaboration, Professional Learning | Tier 1 | Implement | 09/02/2014 | 06/08/2018 | $0 | Title II Part A | Classroom Teachers, Principals |

Activity - Curriculum Clarification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Caledonia Elementary will have teacher representatives work with teams across the district to define writing curriculum including resources and assessments.	Teacher Collaboration, Technology, Curriculum Development	Tier 1	Getting Ready	07/01/2016	06/08/2018	$0	Title II Part A	Administrator and Teachers

Activity - Explicit Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will learn particular ways to explicitly teach skills/strategies in multiple settings.	Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/21/2017	06/29/2018	$0	Title II Part A	Principal Teachers

Goal 4: All students will be proficient in science.

Measurable Objective 1:

55% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all areas in Science by 06/08/2018 as measured by M-Step.

Strategy 1:

Differentiated Instruction - Staff will implement practices that are researched based and grade level appropriate. Student needs will be met as teachers differentiate

according to varying indicators.

Category: Science

Research Cited: Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom Instruction that Works: Research-based strategies for increasing student

achievement.

Hattie, J. A., (2009). Visible learning: A synthesis of meta-analysis relating to achievement to achievement.

Next Generation State Standards. (2013). Appendix D - All Standards, All Students: Making the Next Generation Science Standards Accessible to All Students.

Tier: Tier 1

Activity - Practice Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will actively teach through the practice standards (next generation standards). The standards include: 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure (Deductive Reasoning) 8. Look for and express regularity in repeated reasoning (Inductive Reasoning)	Technology, Other, Curriculum Development	Tier 1	Implement	09/03/2013	06/08/2018	$0	General Fund	Teachers and Administrator

Activity - Informational Text Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement practices that are centered on informational text and vocabulary based in a grade level specific manner.	Academic Support Program, Technology, Professional Learning, Direct Instruction	Tier 2	Implement	09/02/2014	06/08/2018	$0	Title I Part A	Staff and principal

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, the Marzano framework, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2012-2013 we explored the use of Classroom Learning Labs to grow in the use of effective teaching practices. In 2013-2016 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. We will explore the option of developing and training facilitators within our school.	Professional Learning	Tier 1	Implement	09/02/2014	06/08/2018	$0	Title II Part A	Classroom teachers & administrator

Activity - Explicit Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will learn particular ways to explicitly teach skills/strategies in multiple settings.	Professional Learning, Direct Instruction	Tier 2	Getting Ready	08/21/2017	06/29/2018	$0	Title II Part A	Principal Teachers

Strategy 2:

Implement NGSS - Teachers will prepare to implement the Next Generation Science Standards.

Category: Science

Research Cited: Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom Instruction that Works: Research-based strategies for increasing student achievement.

Hattie, J. A., (2009). Visible learning: A synthesis of meta-analysis relating to achievement to achievement.

Next Generation State Standards. (2013). Appendix D - All Standards, All Students: Making the Next Generation Science Standards Accessible to All Students.

Tier: Tier 1

Activity - District Science Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Caledonia Elementary teacher representatives will serve on the district science team to develop an implementation plan for NGSS.	Teacher Collaboration, Technology, Curriculum Development	Tier 1	Implement	07/01/2016	06/08/2018	$0	Title II Part A	Teacher Representatives

Activity - Implement Curriculum Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn about new curriculum resources to support NGSS.	Technology, Curriculum Development	Tier 1	Implement	07/01/2016	06/08/2018	$0	General Fund	Teachers

Goal 5: All students will be proficient in social studies.

Measurable Objective 1:

62% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all areas in Social Studies by 06/08/2018 as measured by the M-Step.

Strategy 1:

Differentiated Instruction - All staff will implement practices that are research based and grade level appropriate. Student needs will be met as teachers differentiate according to varying indicators.

Category: Social Studies

Research Cited: Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom Instruction that Works: Research-based strategies for increasing student achievement.

Hattie, J. A., (2009). Visible learning: A synthesis of meta-analysis relating to achievement to achievement.

Tier: Tier 1

Activity - Information Text Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement practices that are centered on informational text and vocabulary based in a grade level specific manner.	Academic Support Program, Technology, Direct Instruction	Tier 2	Implement	09/02/2014	06/08/2018	$0	Title I Part A	Staff and the principal

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, the Marzano framework, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2012-2013 we explored the use of Classroom Learning Labs to grow in the use of effective teaching practices. In 2013-2016 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. We will explore the option of developing and training facilitators within our school.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/02/2014	06/08/2018	$0	Title II Part A	Classroom teachers and administrator

Activity - Explicit Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will learn particular ways to explicitly teach skills/strategies in multiple settings.	Professional Learning, Direct Instruction	Tier 1		08/21/2017	06/29/2018	$0	Title II Part A	Principal Teachers

Goal 6: MTSS - PBIS & Reading

Measurable Objective 1:

collaborate to continue implementation with fidelity of a Positive Behavioral Intervention Support system with in our MTSS framework as well as facilitate reading interventions by 06/08/2018 as measured by the Tiered Fidelty for behavior and reading. .

Strategy 1:

MTSS - PBIS - Collaborate to implement with fidelity a Positive Behavioral Intervention Support system with in our MTSS framework. Teams will focus on the fidelty of

implementation of Tier 1 and beginning of implementaion of Tier 2 supports.

Category: Learning Support Systems

Research Cited: Horner, R., Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J., (in press). A Randomized Control Trial of School-wide Positive

Behavior Support in Elementary Schools.Journal of Positive Behavior Interventions. Bradshaw, C.,Koth, C., Bevans, K., Ialongo, N., & Leaf, P. (in press). The impact of

school-wide positive behavioral interventions and supports (PBIS) on the organizational health of elementary schools.School Psychology Quarterly.

Tier: Tier 1

Activity - MTSS - PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The behavior team will focus on monitoring core instruction with fidelity (SWIS forms, core instruction, matrix) as measured by the TFI Behavior. Playground zones will be implemented to help maintain proximity.	Teacher Collaboration, Behavioral Support Program, Technology, Professional Learning	Tier 1	Monitor	09/02/2014	06/08/2018	$0	Title II Part A	Principal and all staff

Activity - MTSS-Behavior Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and other staff members will attend trainings regarding Tier 2 behavioral interventions such as Check In Check Out. Teams will be trained in these strategies and develop a plan for implementation.	Teacher Collaboration, Behavioral Support Program	Tier 2	Implement	09/01/2015	06/08/2018	$0	Title II Part A	Teachers and administrators

Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The TrueSuccess program will be taught to help students understand specific behavior skills.	Behavioral Support Program	Tier 1	Getting Ready	08/21/2017	06/29/2018	$0	General Fund	Principal Teachers

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Particular staff will meet to review student data and determine the appropriate next steps of instruction for students indicating deficit areas per information available.	Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Direct Instruction	Tier 1	Monitor	08/28/2017	06/08/2018	$1095	Title II Part A	Teachers Principal

Strategy 2:

MTSS - Reading - Collaborate to implement with fidelity a system with in our MTSS framework. Teams will focus on the fidelity of implementation of Tier 1 and

beginning of implementation of Tier 2 supports.

Category: English/Language Arts

Research Cited: Hattie, J. A., (2009). Visible learning: A synthesis of meta-analysis relating to achievement to achievement.

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom Instruction that Works: Research-based strategies for increasing student achievement.

Tier: Tier 1

Activity - Curriculum Clarification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Caledonia Elementary will have teacher representatives work with teams across the district to define reading curriculum including resources and assessments.	Materials, Teacher Collaboration, Technology, Curriculum Development	Tier 1	Implement	07/01/2016	06/08/2018	$664	Title II Part A	Administrators and Teachers

Goal 7: Marzano Instructional Framework

Measurable Objective 1:

collaborate to further understand and implement the Marzano Instructional Framework by 06/08/2018 as measured by the participation and completion of the evaluation process and growth plan. .

Strategy 1:

Implement Marzano Instructional Framework - The administrator and all teachers will participate in identifying and growing instructional practices for the purpose of increasing student learning.

Category: Other - Instructional Strategies

Research Cited: Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom Instruction that Works: Research-based

strategies for increasing student achievement. Alexandria, VA: Association of Supervision and Curriculum

Development.

Tier: Tier 1

Activity - Element Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrator and teachers will further understand the Marzano Instructional Framework through district provided learning opportunities as well as continued staff meeting and grade level meetings. A focus area will be the development of scales through a Marzano unit design.	Technology, Professional Learning	Tier 1	Implement	07/02/2014	06/08/2018	$0	General Fund	Administrator and teachers

Activity - Explicit Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will learn particular ways to explicitly teach skills/strategies in multiple settings.	Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/21/2017	06/29/2018	$0	Title II Part A	Principal Teachers

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will begin to learn more about thinking maps and determine how they fit into the present-day curriculum as a way to help students develop a deeper understanding of the content.	Teacher Collaboration, Supplemental Materials, Technology, Direct Instruction	Tier 1	Getting Ready	08/28/2017	06/08/2018	$0	General Fund	Principal Teachers

Goal 8: Professional Learning Communities

Measurable Objective 1:

collaborate to refine our structure for professional collaboration at the school level that makes sense per department or grade level by 06/08/2018 as measured by documents within the grade level meeting format. .

Strategy 1:

Implement PLC - The administrator and teacher representative will work together create a structure for professional conversations centered on data. Grade levels and departments will work to ensure student success through this structure.

Category: School Culture

Research Cited: Hattie, J. A., (2009). Visible learning: A synthesis of meta-analysis relating to achievement to achievement.

Graham, P. & Ferriter W. M., (2010). Building professional learning community at work: A guide to the first year.

DuFour R. & Eaker (2006). Professional Learning Communities at Work.

Tier: Tier 1

Activity - Define PLC Meeting Structure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the upcoming school year, grade levels will meet a minimum of two times per year. Grade level teams will develop a meeting template to be utilized.	Teacher Collaboration, Technology, Professional Learning	Tier 1	Getting Ready	07/02/2014	06/08/2018	$0	General Fund	The administrator and teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS - Tier 2	Staff will intervene appropriately for those students that need more attention relevant to particular standards. Keeping in mind the instructional model, staff members will design a plan relevant to impact students so they are effectively engaged. Resources will come in the form of the teacher (i.e., small group teaching) and through technology integration (i.e., software and web-based products).	Academic Support Program	Tier 2	Implement	09/03/2013	06/08/2018	$45328	Grade level teachers and pertinent support staff.
Informational Text Interventions	Staff will implement practices that are centered on informational text and vocabulary based in a grade level specific manner.	Academic Support Program, Technology, Professional Learning, Direct Instruction	Tier 2	Implement	09/02/2014	06/08/2018	$0	Staff and principal
Information Text Interventions	Staff will implement practices that are centered on informational text and vocabulary based in a grade level specific manner.	Academic Support Program, Technology, Direct Instruction	Tier 2	Implement	09/02/2014	06/08/2018	$0	Staff and the principal
Reading Interventions	Staff will intervene appropriately for those students that need more attention relevant to particular standards (i.e., MTSS). Keeping in mind the instructional model, staff members will design intervention times with explicit instruction and skill transference to text. Speciific reseources will be defined and used relavent to the skill of the deficit area. More specifically, the activities will include web-based products and small group teaching such as Read Naturally, Phonics Literacy Library, FCRR, among many others.	Materials, Academic Support Program, Technology	Tier 2	Evaluate	09/02/2014	06/08/2018	$0	Grade level teachers, Title 1 support staff, and interventionist

| Parent Education | A newsletter will be sent home for all students that qualify to receive it. | Parent Involvement | Tier 2 | Implement | 09/08/2015 | 06/01/2018 | $239 | Teachers and administrator |
| Writing Interventions | Staff will intervene appropriately for those students that need more attention relevant to particular standards. Keeping in mind the instructional model, staff members will design a plan relevant to impacted students so they are effectively engaged. Resources will come in the form of the teacher (i.e., whole group and small group instruction) and through technology integration. | Academic Support Program, Technology, Professional Learning | Tier 2 | Implement | 09/02/2014 | 06/08/2018 | $0 | Grade level teachers and pertinent support staff |

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Meetings	Particular staff will meet to review student data and determine the appropriate next steps of instruction for students indicating deficit areas per information available.	Teacher Collaboration, Academic Support Program, Supplemental Materials, Technology, Direct Instruction	Tier 1	Monitor	08/28/2017	06/08/2018	$1095	Teachers Principal
Explicit Instruction	Staff will learn particular ways to explicitly teach skills/strategies in multiple settings.	Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/21/2017	06/29/2018	$0	Principal Teachers
Explicit Instruction	Staff will learn particular ways to explicitly teach skills/strategies in multiple settings.	Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/21/2017	06/29/2018	$2393	Principal Teachers
NWEA	Appropriate staff will learn and implement the NWEA framework for assessing students such that staff identifies and targets skills according to student need.	Technology, Professional Learning	Tier 1	Implement	09/06/2016	06/29/2018	$3200	Administration Staff Teachers

MTSS-Behavior Interventions	Teachers and other staff members will attend trainings regarding Tier 2 behavioral interventions such as Check In Check Out. Teams will be trained in these strategies and develop a plan for implementation.	Teacher Collaboration, Behavioral Support Program	Tier 2	Implement	09/01/2015	06/08/2018	$0	Teachers and administrators
Explicit Instruction	Staff will learn particular ways to explicitly teach skills/strategies in multiple settings.	Professional Learning, Direct Instruction	Tier 2	Getting Ready	08/21/2017	06/29/2018	$0	Principal Teachers
Classroom Learning Labs	Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, the Marzano framework, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2012-2013 we explored the use of Classroom Learning Labs to grow in the use of effective teaching practices. In 2013-2016 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. We will explore the option of developing and training facilitators within our school.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/02/2014	06/08/2018	$0	Classroom teachers and administrator
Classroom Learning Labs	Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, the Marzano framework, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2012-2013 we explored the use of Classroom Learning Labs to grow in the use of effective teaching practices. In 2013-2016 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. We will explore the option of developing and training facilitators within our school.	Professional Learning	Tier 1	Implement	09/02/2014	06/08/2018	$0	Classroom teachers & administrator
Curriculum Clarification	Caledonia Elementary will have teacher representatives work with teams across the district to define reading curriculum including resources and assessments.	Materials, Teacher Collaboration, Technology, Curriculum Development	Tier 1	Implement	07/01/2016	06/08/2018	$664	Administrators and Teachers

Classroom Learning Labs	Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, the Marzano framework, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2012-2013 we explored the use of Classroom Learning Labs to grow in the use of effective teaching practices. In 2013-2016 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. We will explore the option of developing and training facilitators within our school.	Teacher Collaboration, Technology, Curriculum Development, Professional Learning	Tier 1	Implement	09/03/2013	06/08/2018	$696	Classroom Teachers, Principal
Explicit Instruction	Staff will learn particular ways to explicitly teach skills/strategies in multiple settings.	Professional Learning, Direct Instruction	Tier 1		08/21/2017	06/29/2018	$0	Principal Teachers
District Science Team	Caledonia Elementary teacher representatives will serve on the district science team to develop an implementation plan for NGSS.	Teacher Collaboration, Technology, Curriculum Development	Tier 1	Implement	07/01/2016	06/08/2018	$0	Teacher Representatives
Classroom Learning Labs	Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, the Marzano framework, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2016-2018 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. We will explore the option of developing and training facilitators within our school.	Teacher Collaboration, Technology, Curriculum Development, Professional Learning	Tier 1	Implement	09/02/2014	06/08/2018	$0	Classroom Teachers, Principals
Curriculum Clarification	Caledonia Elementary will have teacher representatives work with teams across the district to define writing curriculum including resources and assessments.	Teacher Collaboration, Technology, Curriculum Development	Tier 1	Getting Ready	07/01/2016	06/08/2018	$0	Administrator and Teachers

Classroom Learning Labs	Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, the Marzano framework, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2012-2013 we explored the use of Classroom Learning Labs to grow in the use of effective teaching practices. In 2013-2016 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. We will explore the option of developing and training facilitators within our school.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/02/2014	06/08/2018	$0	Classroom Teachers, Principals
MTSS - PBIS	The behavior team will focus on monitoring core instruction with fidelity (SWIS forms, core instruction, matrix) as measured by the TFI Behavior. Playground zones will be implemented to help maintain proximity.	Teacher Collaboration, Behavioral Support Program, Technology, Professional Learning	Tier 1	Monitor	09/02/2014	06/08/2018	$0	Principal and all staff
Explicit Instruction	Staff will learn particular ways to explicitly teach skills/strategies in multiple settings.	Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/21/2017	06/29/2018	$0	Principal Teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Meetings	The staff will meet to discuss relevant data so as to grow individuals students per the grade level content. There will be conversations around which assessments work best with the intervention groups.	Other	Tier 2	Implement	09/02/2014	06/08/2018	$0	Staff and the principal

Practice Standards	Staff will actively teach through the practice standards (next generation standards). The standards include: 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure (Deductive Reasoning) 8. Look for and express regularity in repeated reasoning (Inductive Reasoning)	Technology, Other, Curriculum Development	Tier 1	Implement	09/03/2013	06/08/2018	$0	Teachers and Administrator
Define PLC Meeting Structure	During the upcoming school year, grade levels will meet a minimum of two times per year. Grade level teams will develop a meeting template to be utilized.	Teacher Collaboration, Technology, Professional Learning	Tier 1	Getting Ready	07/02/2014	06/08/2018	$0	The administrator and teachers
Implement Curriculum Resources	Teachers will learn about new curriculum resources to support NGSS.	Technology, Curriculum Development	Tier 1	Implement	07/01/2016	06/08/2018	$0	Teachers
Practice Standards	Staff will actively teach through the practice standards. The standards include: 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure (Deductive Reasoning) 8. Look for and express regularity in repeated reasoning (Inductive Reasoning)	Technology, Professional Learning	Tier 1	Implement	09/03/2013	06/08/2018	$0	Teachers, Administrator
Explicit Instruction	Staff will learn particular ways to explicitly teach skills/strategies in multiple settings.	Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/21/2017	06/29/2018	$0	Principal Teachers
Practice Standards	Teachers in K-3 will preview the geln Essential Instructional Practices in Early Literacy.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/08/2018	$0	Classroom Teachers, Administrator

90 Min. Instruction	90 minutes of articulated reading instruction will include the foundational skills and strategies per grade level.	Teacher Collaboration, Supplemental Materials, Technology, Policy and Process	Tier 1	Getting Ready	09/08/2015	06/08/2018	$0	Teachers & Principals
Element Study	The administrator and teachers will further understand the Marzano Instructional Framework through district provided learning opportunities as well as continued staff meeting and grade level meetings. A focus area will be the development of scales through a Marzano unit design.	Technology, Professional Learning	Tier 1	Implement	07/02/2014	06/08/2018	$0	Administrator and teachers
Character Education	The TrueSuccess program will be taught to help students understand specific behavior skills.	Behavioral Support Program	Tier 1	Getting Ready	08/21/2017	06/29/2018	$0	Principal Teachers
Thinking Maps	The staff will begin to learn more about thinking maps and determine how they fit into the present-day curriculum as a way to help students develop a deeper understanding of the content.	Teacher Collaboration, Supplemental Materials, Technology, Direct Instruction	Tier 1	Getting Ready	08/28/2017	06/08/2018	$0	Principal Teachers
Benchmark & Grade Level Problem Solving Meetings	The staff will meet to discuss relevant data so as to grow individuals students per the grade level content. In tier 2 & 3 - grouping process will remain consistent. In tier 1 - small groups will be designed to further growth.	Teacher Collaboration, Technology, Curriculum Development	Tier 1	Monitor	09/02/2014	06/08/2018	$0	Staff and the principal