



District Improvement Plan

Caledonia Community Schools

Mr. Randy Rodriguez, Superintendent
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Caledonia, MI 49316-9487

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Introduction

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

Executive Summary

Introduction

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

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

Description of the School System

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

Caledonia Community Schools serves students in from birth - 26, with the primary focus on grades K-12. It is located in the southern portion of Kent County. In the last three years it has increased by 200 students. The district population is made up of 4356 students and 2296 employees. We are made up of an agricultural community that has experienced growth in housing developments. The community is involved in and supportive in the school system and several business and community relationships have been established.

The district has focused on four areas- "Curriculum, Climate, Culture, and Community" and these are known as our "4C's". We are committed to Pursuing Excellence while at the same time Preserving Tradition. The district is focused on orienting and embedding within all new staff the knowledge of these CCS' values and adopting a well-defined staff development plan for curriculum and technology that includes defining expectations, training, and assessments. CCS will encourage and support all school personnel in using technology effectively in their work to engage all students. Caledonia Community Schools is creating a process to continually improve staff performance by aligning and integrating staff development/programs to enhance our curriculum, emphasizing the integration of the latest proven developments in teaching, research, and best practices.

The unique features and challenges that are associated with the community the school system serves is the increase in our Free/Reduced and ESL populations.

System's Purpose

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

Vision Statement:

Caledonia Community Schools is committed to developing an educational system of excellence balanced in curriculum, character, climate and community.

Mission Statement:

In pursuit of excellence, Caledonia Community Schools will empower and equip all students to achieve their best by ensuring the highest quality system for learning.

Beliefs Statement:

Every child is entitled to the education and attention that supports their goals, abilities, and learning styles.

We are accountable to the community for our performance and strive to make the best possible use of available resources and maximize learner achievement.

Students and personnel should enjoy learning and working at Caledonia Community Schools.

Engaged families are vitally important partners in the educational process.

Notable Achievements and Areas of Improvement

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

Caledonia Community approved a Bond in 2007 for the addition of an elementary building and improvements to other facilities. Over the past three years, the district has opened a fifth elementary school, made updates to several elementary buildings to include secure entrances and additional square footage, purchased new technology devices for students and staff, and added to and improved upon playing fields. These improvements have allowed the district to remain safe and secure while also providing an enriching school environment for our community. Caledonia Community Schools continues to demonstrate growth in the student population and in May of 2014, the community voted to approve another Bond to build a new Freshman+ facility, as well as to continue to support Safety and Security renovates and technology initiatives. The new facility is scheduled to open in September 2017.

Additional Information

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

Caledonia Community Schools follows a Strategic Plan, which was first created in 1997. CCS engaged district personnel, community leaders and families in establishing priorities in educating the community. The plan was revised in 2002, 2007, and most recently in 2011 to review the current priorities and establishing new ones that reflect changing community need and build upon the achievements of recent years. The Strategic Plan (2012-2017) focuses on eight key components: 1) Educating and Preparing our P-20 Student Learners for the Future to reach Career and College Readiness Expectations 2) Improving the Effectiveness of All Staff (Supporting and Developing Staff) 3) Utilizing the Best Technology 4) Engaging our School Community 5) Measuring our Effectiveness through Student Growth and Proficiency Data (Evaluating our Performance) 6) Sustaining our Schools 7) Growing Character: All-Curricular Activities 8) Securing our Schools.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Our District Improvement Team is called our Instructional Council. This team reviews goals, programs, and curricular changes. This group has existed for 10 plus years in Caledonia. The team consists of one-two teacher leaders from each school and one administrator from each school. IC meets 3-4 times per year for District Improvement planning as well as textbook adoption approval. IC is charged with completion of the DSS, PET and DIP. Parents are involved in the process through Key Communicator meetings. Content area teams met one day to develop the district goals based upon data review.

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

Participants represented their grade level and school in discussions about perceptions and realities of curriculum, instruction, assessment, and professional development. The District Improvement Plan was reviewed and revised during the Instructional Council meetings with input from teachers and administrators. The input from the building level School Improvement Plans, Instructional Council team, Core Content Area teams, Administrative team, and Central Office team will be combined to develop a final District Improvement Plan. This plan will be shared with all stakeholders for final review prior to final approval.

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

The final plan will be emailed to each participant for their review. We will communicate progress and gather input at each meeting throughout the year to influence amendments and processes for the next school year.

District Additional Requirements Diagnostic

Introduction

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

District Additional Requirements Diagnostic

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

Label	Assurance	Response	Comment	Attachment
	The District School Improvement Team reviews the CIMS data.	Yes		

Label	Assurance	Response	Comment	Attachment
	CIMS data is used to prepare our District Improvement Plan.	Yes		

Label	Assurance	Response	Comment	Attachment
	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes		

Label	Assurance	Response	Comment	Attachment
	The district has a process to monitor adult and student use of the internet.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district has an Internet Safety Policy in place.	Yes	Board Policies 7540, 7540.03, 7540.04	

Label	Assurance	Response	Comment	Attachment
	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes	Board Policies are developed by NEOLA to meet all state requirements.	

Label	Assurance	Response	Comment	Attachment
	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	No	Communication occurs at the Technology Committee between the technology department and the school liaison. The school liaison, technology staff, and administrator from Elementary, Middle School, and High School work with staff to determine technology needs. Goals determined in the technology committee are supported by the district.	

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Label	Assurance	Response	Comment	Attachment
	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes," specify the needs in the comments section.	No	Communication occurs at the Technology Committee between the technology department and the school liaison. The school liaison, technology staff, and administrator from Elementary, Middle School, and High School work with staff to determine technology needs. Goals determined in the technology committee are supported by the district.	

Label	Assurance	Response	Comment	Attachment
	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes," specify the actions in the comments section.	Yes	Caledonia Community Schools is in the process of adopting the National Standard for Students and Teachers (NETS), and skills needed for taking assessments online. Teachers, administrators, and parents who serve on the District Technology Committee have developed an implementation plan which will be shared with staff in the Fall 2014. The plan includes grade level technology skill expectations, suggested resources, and sample lesson plans.	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its curriculum to include technology literacy for all students.	Yes	Technology in K-12 is taught by our teachers and is transitioning to reflect the NETS Standards. Middle School and High School both offer computer courses required of all students that promote technology literacy.	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its instructional program to promote technology literacy. If "yes," specify the adjustments in the comments section.	Yes	Technology in K-5 is taught by our teachers and is transitioning to reflect the NETS Standards. Middle School and High School both offer computer courses required of all students that promote technology literacy. Adjustments are occurring in student and teacher work including google.docs, moodle, blackboard, et.	

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Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Board Policy 2260	

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If "yes," list the name, position, address and telephone number of the employee in the comments section.	Yes	Janel Switzer Director of Curriculum, Instruction, and Technology 9753 Duncan Lake Ave. Caledonia, MI 49316 616-891-8185	

Label	Assurance	Response	Comment	Attachment
	The District has a District Board Policy that is related to Parent Involvement.	Yes	Board Policy 2112	

Label	Assurance	Response	Comment	Attachment
	The District has additional information necessary to support your improvement plan.	Yes		

2015-2016 District Improvement Plan

Overview

Plan Name

2015-2016 District Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Caledonia Community Schools will become proficient readers.	Objectives: 2 Strategies: 6 Activities: 15	Academic	\$105799
2	All students at Caledonia Community Schools will become proficient in math.	Objectives: 1 Strategies: 4 Activities: 6	Academic	\$50000
3	All students at Caledonia Community Schools will become proficient writers.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$0
4	All students at Caledonia Community Schools will be proficient in Social Studies	Objectives: 1 Strategies: 4 Activities: 6	Academic	\$0
5	All students at Caledonia Community Schools will be proficient in Science	Objectives: 1 Strategies: 4 Activities: 5	Academic	\$0
6	Caledonia Community Schools will develop an MTSS Framework.	Objectives: 3 Strategies: 3 Activities: 10	Organizational	\$21032
7	Teachers and Administrators will begin implementation of the Marzano Instructional Framework and Teacher and Administrator Evaluation Model.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$38983
8	All teachers and principals will implement Professional Learning Communities	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: All students at Caledonia Community Schools will become proficient readers.

Measurable Objective 1:

83% of Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth and Eleventh grade students will demonstrate a proficiency in Reading in English Language Arts by 06/10/2016 as measured by M-Step/PSAT/SAT.

Strategy 1:

Differentiated Instruction-Reading - All teachers and support staff will implement strategies of differentiated instruction for reading proficiency according to the needs of the students. Differentiation will include instruction in the 5 strands of reading including phonemic awareness, phonics, vocabulary, fluency and comprehension. Differentiation will also include technology integration. Instructional strategies that have large effect size on school districts include differentiated instruction, informative assessments, and student engagement. Teachers will implement these to increase achievement for all students including students with disabilities and free/reduced students.

Category:

Research Cited: "Report of The National Reading Panel: Teaching Children to Read, "2004

"Working with Paraeducators and other Classroom Aides, "

Jill Morgan and Betty Ashbaker

"The Art and Science of Teaching," Robert Marzano

"What Works in Classrooms," Robert Marzano

"Response to Interventions," 95 Percent Group

"What Every Principal Should know About Reading," Marie Carbo

"7 Keys to Comprehension," Susan Zimmerman and Chryse Hutchins

Marzano, R.J. Pickering, D. J., & Pollock, J.E. (2001). Classroom Instruction That Works

Boushey, G., Mosher, J. (2009) The Cafe Book: Engaging all students in daily literacy assessments and instruction.

Anderson, C. (2000) How's It Going?: A practical guide to conferring with student writers

Professional Learning Communities at Work-DuFour, DuFour, and Eaker (2006)

Universal Design for Learning-Council for Exceptional Children (2005)

Tier: Tier 1

Activity - Alternative High School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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High School students not succeeding in the regular educational setting may qualify to attend our alternative school. This setting will allow students to progress at their own rate of learning with small class sizes and more personal attention. Students will receive reading instruction in small groups or individually, by the teacher and with online resources. Schools: Caledonia High School, Glenmor High School	Academic Support Program, Technology, Behavioral Support Program	Tier 3	Evaluate	09/03/2013	06/10/2016	\$0	Section 31a	High School Principal and Matt Armstrong, Lead Teacher
Activity - Middle School Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle schools will implement a systematic approach to academic interventions in reading through the MTSS framework. Title I schools will include extra support in addition to this MTSS process. This will be done with a partnership with Kent ISD using the MiBLSi framework. These may include summer school, academic interventions and course recovery within the school day as well as extended day recovery and will include instruction by teachers using technology embedded resources. Schools: Duncan Lake Middle School, Kraft Meadows Middle School	Academic Support Program, Technology	Tier 2	Implement	09/03/2013	06/10/2016	\$57431	Title I Part A	Classroom Teachers Support Staff Principals MTSS Coordinator
Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom Learning Labs will provide opportunities for teachers to model, observe and collaborate around best instructional practices across all four core areas. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. We will continue to train new facilitators and involve additional teachers each year. Teachers will use technology resources to communicate and plan for the sessions. Schools: Duncan Lake Middle School, Kettle Lake Elementary School, Emmons Lake Elementary School, Paris Ridge Elementary, Caledonia Elementary School, Caledonia High School, Dutton Elementary School, Kraft Meadows Middle School, Duncan Lake Early Childhood Center	Professional Learning, Teacher Collaboration, Curriculum Development, Technology	Tier 1	Implement	09/03/2013	06/10/2016	\$16446	Title II Part A	Classroom Teachers Curriculum Director
Activity - Elementary Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Elementary Schools will implement a systematic approach to academic interventions in reading through the MTSS framework. Title I schools will include extra support in addition to this MTSS process. This will be done with a partnership with Kent ISD using the MiBLSi framework. Schools: Kettle Lake Elementary School, Emmons Lake Elementary School, Paris Ridge Elementary, Caledonia Elementary School, Dutton Elementary School	Academic Support Program, Technology	Tier 2	Monitor	09/02/2014	06/10/2016	\$0	No Funding Required	Classroom Teachers, Support Staff, Principals, MTSS Coordinator
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Activity - Services for Homeless students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified as homeless and attend non-Title schools will receive services in accordance with Title I guidelines, including supplies and materials and transportation costs. Title I funds will also cover a part time McKinney Vento coordinator for the district. Schools: All Schools	Academic Support Program	Tier 2	Implement	09/02/2014	06/10/2016	\$26256	Title I Part A	Principals, Title I Coordinator, McKinney Vento Coordinator

Strategy 2:

Differentiated Instruction-Special Education - All teachers and support staff will implement strategies of differentiated instruction for reading proficiency according to the needs of the students. Differentiation will include instruction in the 5 strands of reading including phonemic awareness, phonics, vocabulary, fluency and comprehension. Differentiation will also include technology integration. Instructional strategies that have large effect size on school districts include differentiated instruction, informative assessments, and student engagement. Teachers will implement these to increase achievement for students students with disabilities.

Category:

Research Cited: "Report of The National Reading Panel: Teaching Children to Read, "2004 "Working with Paraeducators and other Classroom Aides, " Jill Morgan and Betty Ashbaker "The Art and Science of Teaching," Robert Marzano "What Works in Classrooms," Robert Marzano "Response to Interventions," 95 Percent Group "What Every Principal Should know About Reading," Marie Carbo "7 Keys to Comprehension," Susan Zimmerman an Chryse Hutchins Marzano, R.J. Pickering, D. J., & Pollock, J.E. (2001). Classroom Instruction That Works Boushey, G., Mosher, J. 92009) The Cafe Book: Engaging all students in daily literacy assessments and instrucion. Anderson, C. (2000) How's It Going?: A practical guide to conferring with student writers Professional Learning Communities at Work-DuFour, DuFour, and Eaker (2006) Universal Desgin for Learning-Council for Exceptional Children (2005)

Tier: Tier 3

Activity - Interventions-Special Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and support staff will provide appropriate interventions for students not meeting benchmarks as indicated by building school improvement plans. These interventions may include course recovery, small groups, one on one, whole group and extended day opportunities and include technology resources. We will implement the MTSS process for interventions. Schools: All Schools	Academic Support Program, Technology	Tier 3	Implement	09/03/2013	06/10/2016	\$0	Special Education, No Funding Required	Special Ed Staff, Classroom Teachers, Support Staff, Building Principal, Special Education Director
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Strategy 3:

Differentiated Instruction-Economically Disadvantaged - All teachers and support staff will implement strategies of differentiated instruction for reading proficiency according to the needs of the students. Differentiation will include instruction in the 5 strands of reading including phonemic awareness, phonics, vocabulary, fluency and comprehension. Differentiation will also include technology integration. Instructional strategies that have large effect size on school districts include differentiated instruction, informative assessments, and student engagement. Teachers will implement these to increase achievement for students who are economically disadvantaged.

Category:

Research Cited: "Report of The National Reading Panel: Teaching Children to Read, "2004 "Working with Paraeducators and other Classroom Aides, " Jill Morgan and Betty Ashbaker "The Art and Science of Teaching," Robert Marzano "What Works in Classrooms," Robert Marzano "Response to Interventions," 95 Percent Group "What Every Principal Should know About Reading," Marie Carbo "7 Keys to Comprehension," Susan Zimmerman an Chryse Hutchins Marzano, R.J. Pickering, D. J., & Pollock, J.E. (2001). Classroom Instruction That Works Boushey, G., Mosher, J. 92009) The Cafe Book: Engaging all students in daily literacy assessments and instructon. Anderson, C. (2000) How's It Going?: A practical guide to conferring with student writers Professional Learning Communities at Work-DuFour, DuFour, and Eaker (2006) Universal Desgin for Learning-Council for Exceptional Children (2005)

Tier:

Activity - Elementary and Middle School Interventions-Economically Disadvantaged	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models as well as technology use. Schools: Duncan Lake Middle School, Kettle Lake Elementary School, Emmons Lake Elementary School, Paris Ridge Elementary, Caledonia Elementary School, Dutton Elementary School, Kraft Meadows Middle School	Academic Support Program, Technology	Tier 2	Evaluate	09/03/2013	06/10/2016	\$0	Title I Part A, Section 31a	Teaching Staff Building Principal

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Measurable Objective 2:

A 5% increase of English Learners students will demonstrate a proficiency increase based upon AMAOs (not yet released) in Reading by 06/10/2016 as measured by Increase proficiency as measured by state AMAOs for ELL..

Strategy 1:

ELL Teacher Professional Development - The EL teacher will pursue professional development to enhance knowledge of language acquisition and factors that influence learning

Category:

Research Cited: English Language Learners: A Policy Research Brief. National Council for Teachers of English. 2008

Tier: Tier 2

Activity - Special Populations Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL certified teacher will attend the 4-5 days of professional development put on by MDE Special Populations, West Michigan Refugee and Cultural Center, and KISD. These trainings will detail ESL updates, teaching informational text to ELs, and refugee-sensitive issues.	Professional Learning	Tier 2	Implement	09/01/2014	06/10/2016	\$50	Title III	EL teacher
Schools: All Schools								

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL certified teacher will read How to Design and Implement a Newcomer Program and use this information to improve the current process for newcomers.	Professional Learning	Tier 2	Implement	09/01/2014	06/05/2015	\$0	No Funding Required	EL teacher
Schools: All Schools								

Strategy 2:

Instructional practices - Instructional practices will focus on reading development for English learners.

Category:

Research Cited: English Language Learners: A Policy Research Brief produced by the National Council of Teachers of English. 2008

Tier: Tier 2

Activity - Phonics Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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EL teacher will directly teach students word attack strategies to improve decoding skills and increase fluency.	Academic Support Program	Tier 2	Implement	09/01/2014	06/10/2016	\$0	No Funding Required	EL Teacher
Schools: All Schools								

Activity - EL Paraprofessional	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An EL Program Paraprofessional, under the direct supervision of ESL certified teacher, will work with newcomer students individually and in small groups to develop phonics skills that support reading instruction.	Academic Support Program	Tier 2	Implement	09/01/2014	06/10/2016	\$5616	Title III	EL Teacher
Schools: All Schools								

Activity - Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ESL teacher will push-in to classrooms to assist with reading core content by improving vocabulary knowledge, note-taking skills and text features.	Academic Support Program	Tier 2	Implement	09/01/2014	06/10/2016	\$0	No Funding Required	EL Teacher
Schools: All Schools								

Strategy 3:

Teacher Collaboration - The ESL certified teacher will collaborate with general education teachers.

Category:

Research Cited: English Language Learners: A Policy Research Brief produced by the National Council of Teachers of English 2008

Tier: Tier 2

Activity - Lesson Planning Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL teacher communicates with general education teachers through weekly emails and a collaborative lesson plan that can be updated and commented on by both parties.	Teacher Collaboration	Tier 2	Implement	09/01/2014	06/10/2016	\$0	No Funding Required	EL and General Education Teachers
Schools: All Schools								

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Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL teacher records teacher input about FLEP students twice/year on a progress monitoring form. This form asks questions about vocabulary, writing assignments, reading skills and general student abilities. Schools: All Schools	Teacher Collaboration	Tier 2	Implement	09/01/2014	06/10/2016	\$0	No Funding Required	EL and General Education Teachers
Activity - Content Area Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL teacher pre-teaches background knowledge and vocabulary related to content being taught by language arts, science, social studies and math teachers. Schools: All Schools	Academic Support Program	Tier 2	Implement	09/01/2014	06/10/2016	\$0	No Funding Required	EL teacher

Goal 2: All students at Caledonia Community Schools will become proficient in math.

Measurable Objective 1:

65% of Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth and Eleventh grade students will demonstrate a proficiency in all strands in Mathematics by 06/05/2015 as measured by MStep/SAT.

Strategy 1:

Implementing Differentiated Instructional Strategies-Math - Teachers will implement instructional strategies identified as "best practices". These strategies will be based on the needs of their students and as identified by their comprehensive needs assessment and their building school improvement plan. IE: Elementary schools will implement strategies to increase student achievement with basic operations, while middle school will implement pre algebra skills to prepare students for high school. Differentiation and instructional strategies will be defined through the development and implementation of the Caledonia Curriculum Model which addresses various levels of instruction. We will also explore differentiation through technology. Instructional strategies that have large effect size on school districts include differentiated instruction, informative assessments, and student engagement.

Category:

Research Cited: "Daily Journals Connect Mathematics to Real Life, " by Lillie R. Albert and Jennifer Antos April 2000, Volume 5 Issue 8 Page 526

University of Illinois at Chicago learning sciences research institute. Math Trail Blazers Revision City

"Emergent Issues in Middle School Mathematics Action Research: A Meta-Analysis of Writing as a Pedagogical Strategy, "Ishii. Drew K. October 17, 2002 ERIC # ED 476652

"Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement." Marzano, Pickering & Pollock, 2004

SY 2014-2015

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"The effects of peer-mediated instruction in mathematics for students with learning problems: A research synthesis. Kunsh. C., Jitendra, A., & Sood, S. (2007 Learning Disabilities Research & Practice, 22 (1), 1-12

Student Involved Assessments FOR Learning (Stiggins)

Solving Equations: Algebra Intervention (Witzel & Riccomini)

Professional Learning Communities at Work (DuFour & Eaker)

Integrating Differentiated Instruction and Understanding by Design (Tomlinson)

Tier:

Activity - Middle School Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff will provide a Multi-Tiered System of Support for students not meeting benchmarks. Support may include small group instruction in the core, small group interventions outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models. Technology will be embedded into instruction. Schools: Duncan Lake Middle School, Kraft Meadows Middle School	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Title I Part A, Section 31a	Principals, Classroom Teachers, support staff

Activity - Elementary Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary Schools will develop a systematic approach to implementing academic interventions in math through the MTSS framework. Title 1 schools will add additional support in addition to the regular MTSS process. This will be done in a partnership with Kent ISD using the MiBLSi framework. Schools: Kettle Lake Elementary School, Emmons Lake Elementary School, Paris Ridge Elementary, Caledonia Elementary School, Dutton Elementary School	Academic Support Program, Technology	Tier 2	Getting Ready	09/03/2013	06/10/2016	\$0	Title I Part A, Section 31a	MTSS Coordinator Curriculum Director District Teacher Representatives Special Education Representatives Elementary Principals

Activity - Alternative High School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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High School students not succeeding in the regular educational setting may qualify to attend our alternative school. This setting will allow students to progress at their own rate of learning with small class sizes and more personal attention. Students will receive math instruction in small groups or individually, by the teacher and using online resources. Schools: Glenmor High School	Academic Support Program, Technology, Behavioral Support Program	Tier 3	Implement	09/02/2014	06/10/2016	\$50000	Section 31a	Principal, teachers
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Strategy 2:

Implementing Differentiated Instructional Strategies-Math-Special Education - Teachers will implement instructional strategies identified as 'best practices'. These strategies will be based on the needs of their students and as identified by their comprehensive needs assessment and their building school improvement plan. IE: Elementary schools will implement strategies to increase student achievement with basic operations, while middle school will implement pre algebra skills to prepare students for high school. Differentiation and instructional strategies will be defined through the development and implementation of the Caledonia Curriculum Model which addresses various levels of instruction. We will also explore differentiation through technology. Instructional strategies that have large effect size on school districts include differentiated instruction, informative assessments, and student engagement.

Category:

Research Cited: "Daily Journals Connect Mathematics to Real Life, " by Lillie R. Albert and Jennifer Antos April 2000, Volume 5 Issue 8 Page 526

University of Illinois at Chicago learning sciences research institute. Math Trail Blazers Revision City

"Emergent Issues in Middle School Mathematics Action Research: A Meta-Analysis of Writing as a Pedagogical Strategy, "Ishii. Drew K. October 17, 2002 ERIC # ED 476652

"Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement. " Marzano, Pickering & Pollock, 2004

"The effects of peer-mediated instruction in mathematics for students with learning problems: A research synthesis. Kunsh. C., Jitendra, A., & Sood, S. (2007 Learning Disabilities Research & Practice, 22 (1), 1-12

Student Involved Assessments FOR Learning (Stiggins)

Solving Equations: Algebra Intervention (Witzel & Riccomini)

Professional Learning Communities at Work (DuFour & Eaker)

Integrating Differentiated Instruction and Understanding by Design (Tomlinson)

Tier:

Activity - Interventions-Special Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Caledonia Community Schools

<p>Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models and will include technology resources.</p> <p>Schools: Duncan Lake Middle School, Kettle Lake Elementary School, Emmons Lake Elementary School, Paris Ridge Elementary, Caledonia Elementary School, Caledonia High School, Dutton Elementary School, Kraft Meadows Middle School, Glenmor High School, Duncan Lake Early Childhood Center</p>	<p>Academic Support Program, Technology , Behavioral Support Program</p>	<p>Tier 3</p>	<p>Implement</p>	<p>09/03/2013</p>	<p>06/10/2016</p>	<p>\$0</p>	<p>Special Education</p>	<p>Teaching Staff Building Principal Special Education Director Curriculum Director</p>
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Strategy 3:

Implementing Differentiated Instructional Strategies-Math-Economically Disadvantaged -

Teachers will implement instructional strategies identified as "best practices". These strategies will be based on the needs of their students and as identified by their comprehensive needs assessment and their building school improvement plan. IE: Elementary schools will implement strategies to increase student achievement with basic operations, while middle school will implement pre algebra skills to prepare students for high school. Differentiation and instructional strategies will be defined through the development and implementation of the Caledonia Curriculum Model which addresses various levels of instruction. We will also explore differentiation through technology. Instructional strategies that have large effect size on school districts include differentiated instruction, informative assessments, and student engagement.

Category:

Research Cited: "Daily Journals Connect Mathematics to Real Life, " by Lillie R. Albert and Jennifer Antos April 2000, Volume 5 Issue 8 Page 526 University of Illinois at Chicago learning sciences research institute. Math Trail Blazers Revision City "Emergent Issues in Middle School Mathematics Action Research: A Meta-Analysis of Writing as a Pedagogical Strategy, "Ishii. Drew K. October 17, 2002 ERIC # ED 476652 "Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement. " Marzano, Pickering & Pollock, 2004 "The effects of peer-mediated instruction in mathematics for students with learning problems: A research synthesis. Kunsh. C., Jitendra, A., & Sood, S. (2007 Learning Disabilities Research & Practice, 22 (1), 1-12 Student Involved Assessments FOR Learning (Stiggins) Solving Equations: Algebra Intervention (Witzel & Riccomini) Professional Learning Communities at Work (DuFour & Eaker) Integrating Differentiated Instruction and Understanding by Design (Tomlinson)

Tier:

Activity - Elementary and Middle School Interventions-Economically Disadvantaged	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Caledonia Community Schools

<p>Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models as well as technology use.</p> <p>Schools: Duncan Lake Middle School, Kettle Lake Elementary School, Emmons Lake Elementary School, Paris Ridge Elementary, Caledonia Elementary School, Dutton Elementary School, Kraft Meadows Middle School</p>	<p>Academic Support Program, Technology</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/03/2013</p>	<p>06/10/2016</p>	<p>\$0</p>	<p>Section 31a, Title I Part A</p>	<p>Teaching Staff Building Principal</p>
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Strategy 4:

Teacher Collaboration - Teachers and Administrators from all grade levels across the district will work in content area teams to develop and revise math curriculum with a focus on vertical alignment to the Common Core State Standards.

Category:

Research Cited: The Benefits of Curriculum Alignment: Essentials on education data and analysis from research authority AEL. District Administration, Jul 2004

Tier: Tier 1

Activity - District Content Team- Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Caledonia Community Schools

Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include: 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. 2. Professional Development planning for specific content strands based upon data review and analysis. 3. Definition of Core Academic Vocabulary for all grades 4. Development of Common Format for Unit Design using Marzano Instructional Framework. 5. Plans for content integration with ELA, Science and Social Studies 6. Resource Review: Elementary and Middle School teachers will review current resource to determine if it meets our needs long term. 7. SAT/MStep transition planning Schools: Duncan Lake Middle School, Kettle Lake Elementary School, Emmons Lake Elementary School, Paris Ridge Elementary, Caledonia Elementary School, Caledonia High School, Dutton Elementary School, Kraft Meadows Middle School, Glenmor High School, Duncan Lake Early Childhood Center	Teacher Collaboration, Curriculum Development, Technology	Tier 1	Getting Ready	09/01/2015	06/10/2016	\$0	General Fund	Teachers, Administrators
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Goal 3: All students at Caledonia Community Schools will become proficient writers.

Measurable Objective 1:

74% of Fourth, Seventh, Eleventh and Twelfth grade students will demonstrate a proficiency in writing in English Language Arts by 06/10/2016 as measured by M-Step.

Strategy 1:

Writing Program Development - Teachers will implement strategies to improve writing according to deficits in each school. The strategies will be research based including the MAISA writing units, 6 + 1 Traits and the writing process. Writing will be aligned to Common Core State Standards. Universal Design for Learning- Council for Exceptional Children (2005) Instructional strategies that have large effect size on school districts include differentiated instruction, informative assessment, and student engagement. Teachers will implement these to increase achievement for all students including students with disabilities and free/reduce students.

Category:

Research Cited: "Working with Paraeducators and other Classroom Aides,"

Jill Morgan and Betty Ashbaker

"The Art and Science of Teaching, " Robert Marzano

"What Works in Classrooms," Robert Marzano

"Bringing Words to Life: Robust Vocabulary Instruction, "Beck, Mckeown, Kucan

"Units of Study for Primary Writing and Units of Study for Teaching Writing, Grades 3-5, " Calkins

District Improvement Plan

Caledonia Community Schools

"Instruction for Struggling Adolescent Readers and Writers: A Gradual Release Model, " Fischer, Doug and Frey, Nancy. Journal of Adolescent and Adult Literacy (2003)

Boushey, G., Moser, J. (2009). The CAFE Book: Engaging all students in daily literacy assessment and instruction.

Anderson, C. (2000). How's It Going?: A practical guide to conferring with student writers

Tier: Tier 1

Activity - Alternative High School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High School students not succeeding in the regular educational setting may qualify to attend out alternative school. This setting will allow students to progress at their own rate of learning with smaller class sizes and more personal attention. Students will receive support in the writing process through individual and small group instruction focusing on specific strategies that relate to the CCSS. Schools: Glenmor High School	Academic Support Program	Tier 3	Evaluate	09/03/2013	06/10/2016	\$0	Section 31a	Principal, Teachers

Activity - Differentiated Instruction using MAISA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff will implement instruction that differentiates learning for students identified as not meeting benchmarks as indicated by the building school improvement plan. Teachers will engage in professional development activities to increase their knowledge of best practices in writing instruction. Teachers will use pacing guides aligned with the common core state standards to assist in identifying benchmarks and standards.. These standards will assist in determining the differentiation needed for students not meeting the standards. Teachers will use common assessments and anchor papers to collect benchmark data. During the 2015-2016 school year teachers will be asked to teach 3 MAISA units with the expectation that all of the elementary schools will come to a consensus to see if MAISA will be the writing curriculum. Schools: Kettle Lake Elementary School, Emmons Lake Elementary School, Paris Ridge Elementary, Caledonia Elementary School, Dutton Elementary School	Academic Support Program	Tier 1	Implement	09/03/2013	06/10/2016	\$0	No Funding Required	Building Administrators, Teachers

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

Caledonia Community Schools

Classroom Learning Labs will model, observe and collaborate around best instructional practices. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. Schools: Duncan Lake Middle School, Kettle Lake Elementary School, Emmons Lake Elementary School, Paris Ridge Elementary, Caledonia Elementary School, Caledonia High School, Dutton Elementary School, Kraft Meadows Middle School	Professional Learning	Tier 1	Implement	09/03/2013	06/10/2016	\$0	Title II Part A, General Fund	Curriculum Director Teaching Staff
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Activity - Elementary and Middle School Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff will provide appropriate interventions for students not meeting benchmarks as indicated by building school improvement plans. These interventions may include small groups, one one one, whole group intervention and extended day opportunities. We will implement and refine the MTSS process for interventions. Schools: Duncan Lake Middle School, Kettle Lake Elementary School, Emmons Lake Elementary School, Paris Ridge Elementary, Caledonia Elementary School, Dutton Elementary School, Kraft Meadows Middle School	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Section 31a, Title I Part A	Principals Teaching Staff

Activity - K-12 ELA Group	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected teachers from the elementary, middle and high school will meet each in the summer and throughout the school year to discuss writing throughout the K-12 system. Schools: All Schools	Curriculum Development	Tier 1	Implement	06/05/2015	09/05/2016	\$0	General Fund	Teachers, Curriculum Director

Strategy 2:

Writing Program Development-Special Education - Teachers will implement strategies to improve writing according to deficits in each school. The strategies will be research based including 6 + 1 Traits and the writing process. Writing will be aligned to Common Core State Standards. Universal Design for Learning- Council for Exceptional Children (2005) Instructional strategies that have large effect size on school districts include differentiated instruction, informative assessment, and student engagement. Teachers will implement these to increase achievement for students with disabilities.

Category:

Research Cited: "Working with Paraeducators and other Classroom Aides," Jill Morgan and Betty Ashbaker "The Art and Science of Teaching, " Robert Marzano "What Works in Classrooms," Robert Marzano "Bringing Words to Life: Robust Vocabulary Instruction, "Beck, Mckeown, Kucan "Units of Study for Primary Writing and Units of Study for Teaching Writing, Grades 3-5, " Calkins "Instruction for Struggling Adolescent Readers and Writers: A Gradual Release Model, " Fischer, Doug and Frey, Nancy. Journal of Adolescent and Adult Literacy (2003) Boushey, G., Moser, J. (2009). The CAFE Book: Engaging all students in daily literacy assessment and

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Caledonia Community Schools

instruction. Anderson, C. (2000). How's It Going?: A practical guide to conferring with student writers

Tier: Tier 3

Activity - Elementary Intervention-Special Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff will provide appropriate interventions for students not meeting benchmarks as indicated by building school improvement plans. These interventions may include small groups, one one one, whole group intervention and extended day opportunities. We will implement and refine the MTSS process for interventions. Schools: Kettle Lake Elementary School, Emmons Lake Elementary School, Paris Ridge Elementary, Caledonia Elementary School, Dutton Elementary School	Academic Support Program	Tier 3	Implement	09/03/2013	06/10/2016	\$0	Special Education	Teaching Staff Building Principal

Activity - Middle/High School Interventions-Special Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff will provide appropriate interventions for students not meeting benchmarks as indicated by building school improvement plans. These interventions may include course recovery, small groups, one on one, whole group and extended day opportunities. We will implement the MTSS process for interventions. Schools: Duncan Lake Middle School, Caledonia High School, Kraft Meadows Middle School	Academic Support Program	Tier 3	Implement	09/03/2013	06/10/2016	\$0	Special Education	Teaching Staff Building Principal

Strategy 3:

Writing Program Development-Economically Disadvantaged - Teachers will implement strategies to improve writing according to deficits in each school. The strategies will be research based including 6 + 1 Traits and the writing process. Writing will be aligned to Common Core State Standards. Universal Design for Learning- Council for Exceptional Children (2005) Instructional strategies that have large effect size on school districts include differentiated instruction, informative assessment, and student engagement. Teachers will implement these to increase achievement for all students who are free/reduced students.

Category:

Research Cited: "Working with Paraeducators and other Classroom Aides," Jill Morgan and Betty Ashbaker "The Art and Science of Teaching, " Robert Marzano "What Works in Classrooms," Robert Marzano "Bringing Words to Life: Robust Vocabulary Instruction, "Beck, Mckeown, Kucan "Units of Study for Primary Writing and Units of Study for Teaching Writing, Grades 3-5, " Calkins "Instruction for Struggling Adolescent Readers and Writers: A Gradual Release Model, " Fischer, Doug and Frey, Nancy. Journal of Adolescent and Adult Literacy (2003) Boushey, G., Moser, J. (2009). The CAFE Book: Engaging all students in daily literacy assessment and instruction. Anderson, C. (2000). How's It Going?: A practical guide to conferring with student writers

Tier: Tier 2

District Improvement Plan

Caledonia Community Schools

Activity - Elementary Intervention-Economically Disadvantaged	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, and summer school. This may also include progress monitoring and prevention models as well as technology use. Schools: Paris Ridge Elementary, Caledonia Elementary School, Dutton Elementary School	Academic Support Program	Tier 2	Monitor	09/03/2013	06/10/2016	\$0	Title I Part A	Teaching Staff Building Principal
Activity - Middle School Interventions-Economically Disadvantaged	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff will provide appropriate interventions for students not meeting benchmarks as indicated by building school improvement plans. These interventions may include course recovery, small groups, one on one, whole group and extended day opportunities. We will implement the MTSS process for interventions. Schools: Duncan Lake Middle School, Kraft Meadows Middle School	Academic Support Program	Tier 2	Monitor	09/03/2013	06/10/2016	\$0	Section 31a, Title I Part A	Teaching Staff Building Principal

Goal 4: All students at Caledonia Community Schools will be proficient in Social Studies

Measurable Objective 1:

63% of Fifth, Eighth and Eleventh grade students will demonstrate a proficiency in all strands in Social Studies by 06/10/2016 as measured by MStep.

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:

Research Cited: 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 Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Caledonia Community Schools

Staff will review the current curriculum practices in the area of social studies. A review of student achievement data, current materials and teaching practices will be conducted using surveys and meetings. A document of these findings and practices will be created to use as a starting point for future improvements in this subject area.	Professional Learning	Tier 1	Implement	09/03/2013	06/05/2015	\$0	No Funding Required	Social Studies Core Team, Principals
Schools: All Schools								

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff will provide a multi-tiered support system for students not meeting benchmarks. Support may include integration of social studies content within small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring, prevention models and will include technology resources.	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	No Funding Required	Teachers, Support Staff, Principal
Schools: All Schools								

Activity - Alternative High School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High School students not succeeding in the regular educational setting may qualify to attend our alternative school. This setting will allow students to progress at their own rate of learning with small class sizes and more personal attention.	Academic Support Program	Tier 3	Implement	09/02/2014	06/10/2016	\$0	Section 31a	Principal and teachers
Schools: Glenmor High School								

Strategy 2:

Differentiated Instruction-Special Education - 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:

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

Tier: Tier 3

Activity - Interventions-Special Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Caledonia Community Schools

Teachers and support staff will provide a multi-tiered support system for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models. Schools: All Schools	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Special Education	Teaching Staff Building Principal
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Strategy 3:

Differentiated Instruction-Economically Disadvantaged - 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:

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

Tier: Tier 2

Activity - Interventions-Economically Disadvantaged	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff will provide a multi-tiered support system for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models. Social Studies content may be embedded and integrated with other content area curriculum. Schools: Duncan Lake Middle School, Kettle Lake Elementary School, Emmons Lake Elementary School, Paris Ridge Elementary, Caledonia Elementary School, Dutton Elementary School, Kraft Meadows Middle School, Glenmor High School	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Section 31a, Title I Part A	Teaching Staff Building Principal

Strategy 4:

Teacher Collaboration - Teachers and Administrators from all grade levels across the district will work in content area teams to develop and revise social studies curriculum with a focus on vertical alignment to the Grade Level Content Expectations.

Category:

Research Cited: The Benefits of Curriculum Alignment: Essentials on education data and analysis from research authority AEL. District Administration, July 2004

Tier: Tier 1

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Caledonia Community Schools

<p>Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include:</p> <ol style="list-style-type: none"> 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. Teams will gather information on current enacted curriculum using surveys and meetings. 2. Professional Development planning for specific content strands based upon data review and analysis. 3. Development of Common Format for Unit Design using Marzano Instructional Framework, including identification of critical standards and development of common assessments. 4. Plans for content integration with ELA, Math and/or Science. 5. Resource Review: MAISA Social Studies Units will be explored. 6. SAT/MStep transition planning. <p>Schools: Duncan Lake Middle School, Kettle Lake Elementary School, Emmons Lake Elementary School, Paris Ridge Elementary, Caledonia Elementary School, Caledonia High School, Dutton Elementary School, Kraft Meadows Middle School, Glenmor High School, Duncan Lake Early Childhood Center</p>	<p>Teacher Collaboration, Curriculum Development, Technology</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>05/14/2015</p>	<p>06/10/2016</p>	<p>\$0</p>	<p>General Fund</p>	<p>Teachers and Administrators</p>
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Goal 5: All students at Caledonia Community Schools will be proficient in Science

Measurable Objective 1:

52% of Fourth, Seventh, Eleventh and Twelfth grade students will demonstrate a proficiency in science in Science by 06/10/2016 as measured by 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:

Research Cited: 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 - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Caledonia Community Schools

Teachers and support staff will provide a multi-tiered support system for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models. Schools: All Schools	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	No Funding Required	Support Staff Teaching Staff Principals
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Activity - Alternative High School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High School students not succeeding in the regular educational setting may qualify to attend our alternative school. This setting will allow students to progress at their own rate of learning with small class sizes and more personal attention. Schools: Glenmor High School	Academic Support Program, Technology, Behavioral Support Program	Tier 3	Monitor	09/02/2014	06/10/2016	\$0	Section 31a	Principal and teachers

Strategy 2:

Differentiated Instruction-Special Education - 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:

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

Tier: Tier 3

Activity - Interventions-Special Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff will provide a multi-tiered support system for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models. Schools: All Schools	Academic Support Program	Tier 3	Implement	09/03/2013	06/10/2016	\$0	Special Education	Teaching Staff Building Principal

Strategy 3:

Differentiated Instruction-Economically Disadvantaged - 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:

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

Tier: Tier 2

Activity - Elementary and Middle School Interventions-Economically Disadvantaged	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff will provide a multi-tiered support system for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models. Schools: All Schools	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Section 31a, Title I Part A	Teaching Staff Building Principal

Strategy 4:

Teacher Collaboration - Teachers and Administrators from all grade levels across the district will work in content area teams to develop and revise math curriculum with a focus on vertical alignment to the state standards.

Category:

Research Cited: The Benefits of Curriculum Alignment: Essentials on education data and analysis from research authority AEL. District Administration, July 2004

Tier: Tier 1

Activity - District Content Team- Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Caledonia Community Schools

<p>Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include:</p> <ol style="list-style-type: none"> 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. 2. Determination of current enacted curriculum which will be used to support any curriculum changes. 3. Next Generation Science Standards transition planning if applicable due to timelines of MDE adoption. If adopted, the team will review labs, activities and Science Kits for each grade level. <p>Schools: Duncan Lake Middle School, Kettle Lake Elementary School, Emmons Lake Elementary School, Paris Ridge Elementary, Caledonia Elementary School, Caledonia High School, Dutton Elementary School, Kraft Meadows Middle School, Glenmor High School, Duncan Lake Early Childhood Center</p>	<p>Teacher Collaboration, Curriculum Development, Technology</p>	<p>Tier 1</p>		<p>09/01/2015</p>	<p>06/10/2016</p>	<p>\$0</p>	<p>General Fund</p>	<p>Teachers and Administrators</p>
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Goal 6: Caledonia Community Schools will develop an MTSS Framework.

Measurable Objective 1:

demonstrate a proficiency in district MTSS implementation of 60% by 06/16/2017 as measured by the DMCA..

Strategy 1:

Guide and Support MTSS - District will provide Administrators and Building Leadership Team members training and coaching support to effectively implement universal supports for an integrated reading, math and behavior MTSS model.

Category:

Research Cited: NIRN

Tier: Tier 1

Activity - Team Trainings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Caledonia Community Schools

<p>The DIT will identify and select a data team and Lead Interventionists to attend trainings at Kent ISD in conjunction with the MDE MiBLISi project. Teams will be trained in data protocols and attend regular trainings on school data analysis. The district will identify at least two people who will provide assistance with the following data systems: DIBELS and SWIS. Staff selected as Lead Interventionists will receive training to lead data entry and support troubleshooting across the district.</p> <p>Schools: Duncan Lake Middle School, Kettle Lake Elementary School, Emmons Lake Elementary School, Paris Ridge Elementary, Caledonia Elementary School, Caledonia High School, Dutton Elementary School, Kraft Meadows Middle School, Glenmor High School, Duncan Lake Early Childhood Center</p>	Professional Learning	Tier 1	Implement	09/03/2014	06/15/2018	\$21032	Title II Part A, General Fund	District MTSS Team, Building MTSS Teams
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Activity - Problem Solving Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The District Implementation Team will work with the School Leadership Teams to identify strategies and corresponding activities that are challenging to implement in an effort to problem solve issues impeding implementation. The DIT will promote use of a google form to communicate barriers.</p> <p>Schools: Duncan Lake Middle School, Kettle Lake Elementary School, Emmons Lake Elementary School, Paris Ridge Elementary, Caledonia Elementary School, Caledonia High School, Dutton Elementary School, Kraft Meadows Middle School, Glenmor High School, Duncan Lake Early Childhood Center</p>	Policy and Process	Tier 1	Monitor	10/08/2013	06/15/2018	\$0	No Funding Required	District Implementation Team and Building Implementation Teams

Activity - Coordination of Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district implementation team will set deadlines and support buildings as they write, implement and monitor SIP strategies and activities towards MTSS implementation. The District team will provide input and feedback during the process for guidance to ensure a coordinated effort and alignment with the SIP, DIP and other district initiatives.</p> <p>Schools: Duncan Lake Middle School, Kettle Lake Elementary School, Emmons Lake Elementary School, Paris Ridge Elementary, Caledonia Elementary School, Caledonia High School, Dutton Elementary School, Kraft Meadows Middle School, Glenmor High School, Duncan Lake Early Childhood Center</p>	Policy and Process	Tier 1	Monitor	10/08/2013	06/15/2018	\$0	No Funding Required	District Implementation Team, Building Implementation Teams

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Activity - Title I Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and teachers will attend State offered trainings for Title I practices including compliance updates, best practices, and parent involvement strategies. Schools: Caledonia Elementary School, Dutton Elementary School, Kraft Meadows Middle School	Professional Learning	Tier 2	Implement	09/02/2014	06/15/2018	\$0	Title I Part A	Curriculum Director, Principals, Teachers

Measurable Objective 2:

demonstrate a proficiency in elementary reading and engagement outcomes by 06/15/2018 as measured by 80% of students at benchmark level .

Strategy 1:

School Wide Reading model/MTSS - The district will support the implementation of a school wide reading model as part of the MTSS Implementation.

Category:

Research Cited: MTSS Academic and Behavior Measures (August, 2014)

Tier: Tier 1

Activity - Teacher Training on Tier I School Wide Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams of teachers and administrators will attend trainings at Kent ISD through MiBLSi in order to learn about the critical areas of reading instruction and how to analyze data to support these areas. Schools: Kettle Lake Elementary School, Emmons Lake Elementary School, Paris Ridge Elementary, Caledonia Elementary School, Dutton Elementary School	Professional Learning	Tier 1	Implement	09/05/2014	06/30/2016	\$0	General Fund	Administrators and teachers.

Activity - Data Analysis (School Wide Reading)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will analyze school wide data to increase effectiveness of instruction on a school wide level. Schools: Duncan Lake Middle School, Kettle Lake Elementary School, Emmons Lake Elementary School, Paris Ridge Elementary, Caledonia Elementary School, Caledonia High School, Dutton Elementary School, Kraft Meadows Middle School	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	No Funding Required	Administrators and Teachers

Measurable Objective 3:

demonstrate a proficiency in implementation of School-wide PBIS with fidelity by 06/30/2016 as measured by a score of 70% or higher on the Benchmark of Quality (BoQ).

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Strategy 1:

PBIS Fidelity Supports - District Implementation Team and School Implementation Teams will work together to support the implementation of school wide PBIS with fidelity.

Category:

Research Cited: MTSS Academic and Behavior Measures (August, 2014)

Tier: Tier 1

Activity - BoQ Data Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DIT and SITs will review and update Benchmark of Quality data now that PBIS Implementation has taken place. Schools: Duncan Lake Middle School, Kettle Lake Elementary School, Emmons Lake Elementary School, Paris Ridge Elementary, Caledonia Elementary School, Dutton Elementary School, Kraft Meadows Middle School, Duncan Lake Early Childhood Center	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/15/2018	\$0	No Funding Required	Administrators and Teachers
Activity - Behavior Support Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will establish Behavior Support Teams to review fidelity data and monitor PBIS implementation. Schools: Duncan Lake Middle School, Kettle Lake Elementary School, Emmons Lake Elementary School, Paris Ridge Elementary, Caledonia Elementary School, Dutton Elementary School, Kraft Meadows Middle School, Duncan Lake Early Childhood Center	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	No Funding Required	Teachers and Administrators
Activity - District PBIS Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will establish a District PBIS Implementation team to monitor for fidelity and promote collaboration between schools to support continuous improvement of PBIS. Schools: Duncan Lake Middle School, Kettle Lake Elementary School, Emmons Lake Elementary School, Paris Ridge Elementary, Caledonia Elementary School, Dutton Elementary School, Kraft Meadows Middle School, Duncan Lake Early Childhood Center	Professional Learning, Teacher Collaboration, Technology	Tier 1	Getting Ready	09/02/2014	06/15/2018	\$0	No Funding Required	Teachers and Administrators

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Activity - Inclusion of Stakeholders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The DIT will examine methods to ensure that all stakeholders (parents, support staff, bus drivers, custodians, community members, ect.) are involved in PBIS Implementation to the fullest extent that their role allows, ie. Communication plans, trainings and celebrations of achievement</p> <p>Schools: Duncan Lake Middle School, Kettle Lake Elementary School, Emmons Lake Elementary School, Paris Ridge Elementary, Caledonia Elementary School, Dutton Elementary School, Kraft Meadows Middle School, Duncan Lake Early Childhood Center</p>	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	No Funding Required	Teachers and Administrators

Goal 7: Teachers and Administrators will begin implementation of the Marzano Instructional Framework and Teacher and Administrator Evaluation Model.

Measurable Objective 1:

demonstrate a proficiency in the Marzano Framework by 06/10/2016 as measured by completion of staff evaluations using the Marzano Framework..

Strategy 1:

Implementing Best Practice - Administrators and Teacher representatives will become trained in the Marzano Instructional Framework during the second year of a multi-year implementation plan. Administrators and Teacher Coaches will attend trainings through out the school year and train other teachers on implementation using a Train the Trainer model.

Category:

Research Cited: The Art and Science of Teaching; Dr. Robert Marzano: January 2007

Tier: Tier 1

Activity - Marzano Framework Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teacher coaches and administrators will attend professional development sessions through out the year to study the Marzano Framework for Instruction. Trainings will focus on the development of Goals and Scales, Assessments, and Professional Learning Communities as they relate to the Marzano framework.</p> <p>Schools: All Schools</p>	Professional Learning, Teacher Collaboration, Technology	Tier 1	Getting Ready	08/05/2014	06/10/2016	\$38983	Title II Part A	Principals, Teachers, Curriculum Director

Goal 8: All teachers and principals will implement Professional Learning Communities

Measurable Objective 1:

collaborate to develop and implement Professional Learning Communities by 06/05/2015 as measured by documentation within a written implementation plan..

Strategy 1:

Implementing Best Practice - Teachers and Administrators will study and research the DeFours' work on Professional Learning Communities in order to develop a systematic and sustainable approach to PLC's across the district.

Category:

Research Cited: Professional Learning Communities at Work; DeFour and Eaker; 2006

Tier: Tier 1

Activity - Collaboration in Implementing PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to develop written procedures for the implementation and evaluation of the Professional Learning Communities. Teams will focus on systematically implementing the concepts of PLCs as the work relates to the Marzano Instructional Framework. Schools: All Schools	Professional Learning	Tier 1	Evaluate	09/02/2014	06/10/2016	\$0	No Funding Required	Administrators, Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Learning Labs	Classroom Learning Labs will model, observe and collaborate around best instructional practices. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers.	Professional Learning	Tier 1	Implement	09/03/2013	06/10/2016	\$0	Curriculum Director Teaching Staff
Classroom Learning Labs	Classroom Learning Labs will provide opportunities for teachers to model, observe and collaborate around best instructional practices across all four core areas. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. We will continue to train new facilitators and involve additional teachers each year. Teachers will use technology resources to communicate and plan for the sessions.	Professional Learning, Teacher Collaboration, Curriculum Development, Technology	Tier 1	Implement	09/03/2013	06/10/2016	\$16446	Classroom Teachers Curriculum Director
Marzano Framework Training	Teacher coaches and administrators will attend professional development sessions throughout the year to study the Marzano Framework for Instruction. Trainings will focus on the development of Goals and Scales, Assessments, and Professional Learning Communities as they relate to the Marzano framework.	Professional Learning, Teacher Collaboration, Technology	Tier 1	Getting Ready	08/05/2014	06/10/2016	\$38983	Principals, Teachers, Curriculum Director
Team Trainings	The DIT will identify and select a data team and Lead Interventionists to attend trainings at Kent ISD in conjunction with the MDE MiBLISi project. Teams will be trained in data protocols and attend regular trainings on school data analysis. The district will identify at least two people who will provide assistance with the following data systems: DIBELS and SWIS. Staff selected as Lead Interventionists will receive training to lead data entry and support troubleshooting across the district.	Professional Learning	Tier 1	Implement	09/03/2014	06/15/2018	\$4487	District MTSS Team, Building MTSS Teams

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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District Improvement Plan

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District Content Team-Math	Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include: 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. 2. Professional Development planning for specific content strands based upon data review and analysis. 3. Definition of Core Academic Vocabulary for all grades 4. Development of Common Format for Unit Design using Marzano Instructional Framework. 5. Plans for content integration with ELA, Science and Social Studies 6. Resource Review: Elementary and Middle School teachers will review current resource to determine if it meets our needs long term. 7. SAT/MStep transition planning	Teacher Collaboration, Curriculum Development, Technology	Tier 1	Getting Ready	09/01/2015	06/10/2016	\$0	Teachers, Administrators
District Content Team-Science	Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include: 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. 2. Determination of current enacted curriculum which will be used to support any curriculum changes. 3. Next Generation Science Standards transition planning if applicable due to timelines of MDE adoption. If adopted, the team will review labs, activities and Science Kits for each grade level.	Teacher Collaboration, Curriculum Development, Technology	Tier 1		09/01/2015	06/10/2016	\$0	Teachers and Administrators
Teacher Training on Tier I School Wide Reading	Teams of teachers and administrators will attend trainings at Kent ISD through MiBLSi in order to learn about the critical areas of reading instruction and how to analyze data to support these areas.	Professional Learning	Tier 1	Implement	09/05/2014	06/30/2016	\$0	Administrators and teachers.

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Teacher Collaboration	Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include: 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. Teams will gather information on current enacted curriculum using surveys and meetings. 2. Professional Development planning for specific content strands based upon data review and analysis. 3. Development of Common Format for Unit Design using Marzano Instructional Framework, including identification of critical standards and development of common assessments. 4. Plans for content integration with ELA, Math and/or Science. 5. Resource Review: MAISA Social Studies Units will be explored. 6. SAT/MStep transition planning.	Teacher Collaboration, Curriculum Development, Technology	Tier 1	Getting Ready	05/14/2015	06/10/2016	\$0	Teachers and Administrators
Team Trainings	The DIT will identify and select a data team and Lead Interventionists to attend trainings at Kent ISD in conjunction with the MDE MiBLISi project. Teams will be trained in data protocols and attend regular trainings on school data analysis. The district will identify at least two people who will provide assistance with the following data systems: DIBELS and SWIS. Staff selected as Lead Interventionists will receive training to lead data entry and support troubleshooting across the district.	Professional Learning	Tier 1	Implement	09/03/2014	06/15/2018	\$16545	District MTSS Team, Building MTSS Teams
K-12 ELA Group	Selected teachers from the elementary, middle and high school will meet each in the summer and throughout the school year to discuss writing throughout the K-12 system.	Curriculum Development	Tier 1	Implement	06/05/2015	09/05/2016	\$0	Teachers, Curriculum Director
Classroom Learning Labs	Classroom Learning Labs will model, observe and collaborate around best instructional practices. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers.	Professional Learning	Tier 1	Implement	09/03/2013	06/10/2016	\$0	Curriculum Director Teaching Staff

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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District Improvement Plan

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Alternative High School	High School students not succeeding in the regular educational setting may qualify to attend our alternative school. This setting will allow students to progress at their own rate of learning with small class sizes and more personal attention.	Academic Support Program	Tier 3	Implement	09/02/2014	06/10/2016	\$0	Principal and teachers
Alternative High School	High School students not succeeding in the regular educational setting may qualify to attend our alternative school. This setting will allow students to progress at their own rate of learning with small class sizes and more personal attention. Students will receive math instruction in small groups or individually, by the teacher and using online resources.	Academic Support Program, Technology, Behavioral Support Program	Tier 3	Implement	09/02/2014	06/10/2016	\$50000	Principal, teachers
Middle School Interventions	Teachers and support staff will provide a Multi-Tiered System of Support for students not meeting benchmarks. Support may include small group instruction in the core, small group interventions outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models. Technology will be embedded into instruction.	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Principals, Classroom Teachers, support staff
Elementary and Middle School Interventions-Economically Disadvantaged	Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models as well as technology use.	Academic Support Program, Technology	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Alternative High School	High School students not succeeding in the regular educational setting may qualify to attend out alternative school. This setting will allow students to progress at their own rate of learning with smaller class sizes and more personal attention. Students will receive support in the writing process through individual and small group instruction focusing on specific strategies that relate to the CCSS.	Academic Support Program	Tier 3	Evaluate	09/03/2013	06/10/2016	\$0	Principal, Teachers
Elementary and Middle School Interventions-Economically Disadvantaged	Teachers and support staff will provide a multi-tiered support system for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models.	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal

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Elementary Interventions	Elementary Schools will develop a systematic approach to implementing academic interventions in math through the MTSS framework. Title 1 schools will add additional support in addition to the regular MTSS process. This will be done in a partnership with Kent ISD using the MiBLSi framework.	Academic Support Program, Technology	Tier 2	Getting Ready	09/03/2013	06/10/2016	\$0	MTSS Coordinator Curriculum Director District Teacher Representatives Special Education Representatives Elementary Principals
Middle School Interventions-Economically Disadvantaged	Teachers and support staff will provide appropriate interventions for students not meeting benchmarks as indicated by building school improvement plans. These interventions may include course recovery, small groups, one on one, whole group and extended day opportunities. We will implement the MTSS process for interventions.	Academic Support Program	Tier 2	Monitor	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Elementary and Middle School Intervention	Teachers and support staff will provide appropriate interventions for students not meeting benchmarks as indicated by building school improvement plans. These interventions may include small groups, one on one, whole group intervention and extended day opportunities. We will implement and refine the MTSS process for interventions.	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Principals Teaching Staff
Interventions-Economically Disadvantaged	Teachers and support staff will provide a multi-tiered support system for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models. Social Studies content may be embedded and integrated with other content area curriculum.	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Alternative High School	High School students not succeeding in the regular educational setting may qualify to attend our alternative school. This setting will allow students to progress at their own rate of learning with small class sizes and more personal attention.	Academic Support Program, Technology, Behavioral Support Program	Tier 3	Monitor	09/02/2014	06/10/2016	\$0	Principal and teachers

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Alternative High School	High School students not succeeding in the regular educational setting may qualify to attend our alternative school. This setting will allow students to progress at their own rate of learning with small class sizes and more personal attention. Students will receive reading instruction in small groups or individually, by the teacher and with online resources.	Academic Support Program, Technology, Behavioral Support Program	Tier 3	Evaluate	09/03/2013	06/10/2016	\$0	High School Principal and Matt Armstrong, Lead Teacher
Elementary and Middle School Interventions-Economically Disadvantaged	Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models as well as technology use.	Academic Support Program, Technology	Tier 2	Evaluate	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal

Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions-Special Education	Teachers and support staff will provide appropriate interventions for students not meeting benchmarks as indicated by building school improvement plans. These interventions may include course recovery, small groups, one on one, whole group and extended day opportunities and include technology resources. We will implement the MTSS process for interventions.	Academic Support Program, Technology	Tier 3	Implement	09/03/2013	06/10/2016	\$0	Special Ed Staff, Classroom Teachers, Support Staff, Building Principal, Special Education Director
Interventions-Special Education	Teachers and support staff will provide a multi-tiered support system for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models.	Academic Support Program	Tier 3	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Interventions-Special Education	Teachers and support staff will provide a multi-tiered support system for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models.	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal

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Elementary Intervention-Special Education	Teachers and support staff will provide appropriate interventions for students not meeting benchmarks as indicated by building school improvement plans. These interventions may include small groups, one on one, whole group intervention and extended day opportunities. We will implement and refine the MTSS process for interventions.	Academic Support Program	Tier 3	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Middle/High School Interventions-Special Education	Teachers and support staff will provide appropriate interventions for students not meeting benchmarks as indicated by building school improvement plans. These interventions may include course recovery, small groups, one on one, whole group and extended day opportunities. We will implement the MTSS process for interventions.	Academic Support Program	Tier 3	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Interventions-Special Education	Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models and will include technology resources.	Academic Support Program, Technology, Behavioral Support Program	Tier 3	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal Special Education Director Curriculum Director

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
EL Paraprofessional	An EL Program Paraprofessional, under the direct supervision of ESL certified teacher, will work with newcomer students individually and in small groups to develop phonics skills that support reading instruction.	Academic Support Program	Tier 2	Implement	09/01/2014	06/10/2016	\$5616	EL Teacher
Special Populations Conference	ESL certified teacher will attend the 4-5 days of professional development put on by MDE Special Populations, West Michigan Refugee and Cultural Center, and KISD. These trainings will detail ESL updates, teaching informational text to ELs, and refugee-sensitive issues.	Professional Learning	Tier 2	Implement	09/01/2014	06/10/2016	\$50	EL teacher

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Collaboration in Implementing PLCs	Staff will collaborate to develop written procedures for the implementation and evaluation of the Professional Learning Communities. Teams will focus on systematically implementing the concepts of PLCs as the work relates to the Marzano Instructional Framework.	Professional Learning	Tier 1	Evaluate	09/02/2014	06/10/2016	\$0	Administrators, Teachers
Problem Solving Process	The District Implementation Team will work with the School Leadership Teams to identify strategies and corresponding activities that are challenging to implement in an effort to problem solve issues impeding implementation. The DIT will promote use of a google form to communicate barriers.	Policy and Process	Tier 1	Monitor	10/08/2013	06/15/2018	\$0	District Implementation Team and Building Implementation Teams
Reading Instruction	The ESL teacher will push-in to classrooms to assist with reading core content by improving vocabulary knowledge, note-taking skills and text features.	Academic Support Program	Tier 2	Implement	09/01/2014	06/10/2016	\$0	EL Teacher
BoQ Data Review	DIT and SITs will review and update Benchmark of Quality data now that PBIS Implementation has taken place.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers
Inclusion of Stakeholders	The DIT will examine methods to ensure that all stakeholders (parents, support staff, bus drivers, custodians, community members, ect.) are involved in PBIS Implementation to the fullest extent that their role allows, ie. Communication plans, trainings and celebrations of achievement	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Teachers and Administrators
Interventions-Special Education	Teachers and support staff will provide appropriate interventions for students not meeting benchmarks as indicated by building school improvement plans. These interventions may include course recovery, small groups, one on one, whole group and extended day opportunities and include technology resources. We will implement the MTSS process for interventions.	Academic Support Program, Technology	Tier 3	Implement	09/03/2013	06/10/2016	\$0	Special Ed Staff, Classroom Teachers, Support Staff, Building Principal, Special Education Director
Behavior Support Teams	Schools will establish Behavior Support Teams to review fidelity data and monitor PBIS implementation.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Teachers and Administrators
Interventions	Teachers and support staff will provide a multi-tiered support system for students not meeting benchmarks. Support may include integration of social studies content within small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring, prevention models and will include technology resources.	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Teachers, Support Staff, Principal

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Book Study	ESL certified teacher will read How to Design and Implement a Newcomer Program and use this information to improve the current process for newcomers.	Professional Learning	Tier 2	Implement	09/01/2014	06/05/2015	\$0	EL teacher
Lesson Planning Support	EL teacher communicates with general education teachers through weekly emails and a collaborative lesson plan that can be updated and commented on by both parties.	Teacher Collaboration	Tier 2	Implement	09/01/2014	06/10/2016	\$0	EL and General Education Teachers
Phonics Instruction	EL teacher will directly teach students word attack strategies to improve decoding skills and increase fluency.	Academic Support Program	Tier 2	Implement	09/01/2014	06/10/2016	\$0	EL Teacher
Elementary Interventions	Elementary Schools will implement a systematic approach to academic interventions in reading through the MTSS framework. Title I schools will include extra support in addition to this MTSS process. This will be done with a partnership with Kent ISD using the MiBLSi framework.	Academic Support Program, Technology	Tier 2	Monitor	09/02/2014	06/10/2016	\$0	Classroom Teachers, Support Staff, Principals, MTSS Coordinator
Data Analysis (School Wide Reading)	Teachers and administrators will analyze school wide data to increase effectiveness of instruction on a school wide level.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers
Content Area Instruction	EL teacher pre-teaches background knowledge and vocabulary related to content being taught by language arts, science, social studies and math teachers.	Academic Support Program	Tier 2	Implement	09/01/2014	06/10/2016	\$0	EL teacher
Curriculum Review	Staff will review the current curriculum practices in the area of social studies. A review of student achievement data, current materials and teaching practices will be conducted using surveys and meetings. A document of these findings and practices will be created to use as a starting point for future improvements in this subject area.	Professional Learning	Tier 1	Implement	09/03/2013	06/05/2015	\$0	Social Studies Core Team, Principals
District PBIS Team	The District will establish a District PBIS Implementation team to monitor for fidelity and promote collaboration between schools to support continuous improvement of PBIS.	Professional Learning, Teacher Collaboration, Technology	Tier 1	Getting Ready	09/02/2014	06/15/2018	\$0	Teachers and Administrators
Progress Monitoring	EL teacher records teacher input about FLEP students twice/year on a progress monitoring form. This form asks questions about vocabulary, writing assignments, reading skills and general student abilities.	Teacher Collaboration	Tier 2	Implement	09/01/2014	06/10/2016	\$0	EL and General Education Teachers

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Differentiated Instruction using MAISA	Teachers and support staff will implement instruction that differentiates learning for students identified as not meeting benchmarks as indicated by the building school improvement plan. Teachers will engage in professional development activities to increase their knowledge of best practices in writing instruction. Teachers will use pacing guides aligned with the common core state standards to assist in identifying benchmarks and standards.. These standards will assist in determining the differentiation needed for students not meeting the standards. Teachers will use common assessments and anchor papers to collect benchmark data. During the 2015-2016 school year teachers will be asked to teach 3 MAISA units with the expectation that all of the elementary schools will come to a consensus to see if MAISA will be the writing curriculum.	Academic Support Program	Tier 1	Implement	09/03/2013	06/10/2016	\$0	Building Administrators, Teachers
Interventions	Teachers and support staff will provide a multi-tiered support system for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models.	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Support Staff Teaching Staff Principals
Coordination of Programs	The district implementation team will set deadlines and support buildings as they write, implement and monitor SIP strategies and activities towards MTSS implementation. The District team will provide input and feedback during the process for guidance to ensure a coordinated effort and alignment with the SIP, DIP and other district initiatives.	Policy and Process	Tier 1	Monitor	10/08/2013	06/15/2018	\$0	District Implementation Team, Building Implementation Teams

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Elementary Intervention-Economically Disadvantaged	Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, and summer school. This may also include progress monitoring and prevention models as well as technology use.	Academic Support Program	Tier 2	Monitor	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal

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Middle School Interventions	Teachers and support staff will provide a Multi-Tiered System of Support for students not meeting benchmarks. Support may include small group instruction in the core, small group interventions outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models. Technology will be embedded into instruction.	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Principals, Classroom Teachers, support staff
Middle School Interventions-Economically Disadvantaged	Teachers and support staff will provide appropriate interventions for students not meeting benchmarks as indicated by building school improvement plans. These interventions may include course recovery, small groups, one on one, whole group and extended day opportunities. We will implement the MTSS process for interventions.	Academic Support Program	Tier 2	Monitor	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Interventions-Economically Disadvantaged	Teachers and support staff will provide a multi-tiered support system for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models. Social Studies content may be embedded and integrated with other content area curriculum.	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Services for Homeless students	Students who are identified as homeless and attend non-Title schools will receive services in accordance with Title I guidelines, including supplies and materials and transportation costs. Title I funds will also cover a part time McKinney Vento coordinator for the district.	Academic Support Program	Tier 2	Implement	09/02/2014	06/10/2016	\$26256	Principals, Title I Coordinator, McKinney Vento Coordinator
Elementary and Middle School Interventions-Economically Disadvantaged	Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models as well as technology use.	Academic Support Program, Technology	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal

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Middle School Interventions	Middle schools will implement a systematic approach to academic interventions in reading through the MTSS framework. Title I schools will include extra support in addition to this MTSS process. This will be done with a partnership with Kent ISD using the MiBLSi framework. These may include summer school, academic interventions and course recovery within the school day as well as extended day recovery and will include instruction by teachers using technology embedded resources.	Academic Support Program, Technology	Tier 2	Implement	09/03/2013	06/10/2016	\$57431	Classroom Teachers Support Staff Principals MTSS Coordinator
Elementary Interventions	Elementary Schools will develop a systematic approach to implementing academic interventions in math through the MTSS framework. Title 1 schools will add additional support in addition to the regular MTSS process. This will be done in a partnership with Kent ISD using the MiBLSi framework.	Academic Support Program, Technology	Tier 2	Getting Ready	09/03/2013	06/10/2016	\$0	MTSS Coordinator Curriculum Director District Teacher Representatives Special Education Representatives Elementary Principals
Title I Professional Development	Administrators and teachers will attend State offered trainings for Title I practices including compliance updates, best practices, and parent involvement strategies.	Professional Learning	Tier 2	Implement	09/02/2014	06/15/2018	\$0	Curriculum Director, Principals, Teachers
Elementary and Middle School Interventions-Economically Disadvantaged	Teachers and support staff will provide a multi-tiered support system for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models.	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Elementary and Middle School Interventions-Economically Disadvantaged	Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models as well as technology use.	Academic Support Program, Technology	Tier 2	Evaluate	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal

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Elementary and Middle School Intervention	Teachers and support staff will provide appropriate interventions for students not meeting benchmarks as indicated by building school improvement plans. These interventions may include small groups, one one one, whole group intervention and extended day opportunities. We will implement and refine the MTSS process for interventions.	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Principals Teaching Staff
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Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Review	Staff will review the current curriculum practices in the area of social studies. A review of student achievement data, current materials and teaching practices will be conducted using surveys and meetings. A document of these findings and practices will be created to use as a starting point for future improvements in this subject area.	Professional Learning	Tier 1	Implement	09/03/2013	06/05/2015	\$0	Social Studies Core Team, Principals
Interventions	Teachers and support staff will provide a multi-tiered support system for students not meeting benchmarks. Support may include integration of social studies content within small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring, prevention models and will include technology resources.	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Teachers, Support Staff, Principal
Interventions	Teachers and support staff will provide a multi-tiered support system for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models.	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Support Staff Teaching Staff Principals
Interventions-Special Education	Teachers and support staff will provide a multi-tiered support system for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models.	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal

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Interventions-Special Education	Teachers and support staff will provide a multi-tiered support system for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models.	Academic Support Program	Tier 3	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Elementary and Middle School Interventions-Economically Disadvantaged	Teachers and support staff will provide a multi-tiered support system for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models.	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Interventions-Special Education	Teachers and support staff will provide appropriate interventions for students not meeting benchmarks as indicated by building school improvement plans. These interventions may include course recovery, small groups, one on one, whole group and extended day opportunities and include technology resources. We will implement the MTSS process for interventions.	Academic Support Program, Technology	Tier 3	Implement	09/03/2013	06/10/2016	\$0	Special Ed Staff, Classroom Teachers, Support Staff, Building Principal, Special Education Director
Marzano Framework Training	Teacher coaches and administrators will attend professional development sessions through out the year to study the Marzano Framework for Instruction. Trainings will focus on the development of Goals and Scales, Assessments, and Professional Learning Communities as they relate to the Marzano framework.	Professional Learning, Teacher Collaboration, Technology	Tier 1	Getting Ready	08/05/2014	06/10/2016	\$38983	Principals, Teachers, Curriculum Director
Collaboration in Implementing PLCs	Staff will collaborate to develop written procedures for the implementation and evaluation of the Professional Learning Communities. Teams will focus on systematically implementing the concepts of PLCs as the work relates to the Marzano Instructional Framework.	Professional Learning	Tier 1	Evaluate	09/02/2014	06/10/2016	\$0	Administrators, Teachers
Services for Homeless students	Students who are identified as homeless and attend non-Title schools will receive services in accordance with Title I guidelines, including supplies and materials and transportation costs. Title I funds will also cover a part time McKinney Vento coordinator for the district.	Academic Support Program	Tier 2	Implement	09/02/2014	06/10/2016	\$26256	Principals, Title I Coordinator, McKinney Vento Coordinator

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Special Populations Conference	ESL certified teacher will attend the 4-5 days of professional development put on by MDE Special Populations, West Michigan Refugee and Cultural Center, and KISD. These trainings will detail ESL updates, teaching informational text to ELs, and refugee-sensitive issues.	Professional Learning	Tier 2	Implement	09/01/2014	06/10/2016	\$50	EL teacher
Book Study	ESL certified teacher will read How to Design and Implement a Newcomer Program and use this information to improve the current process for newcomers.	Professional Learning	Tier 2	Implement	09/01/2014	06/05/2015	\$0	EL teacher
Phonics Instruction	EL teacher will directly teach students word attack strategies to improve decoding skills and increase fluency.	Academic Support Program	Tier 2	Implement	09/01/2014	06/10/2016	\$0	EL Teacher
EL Paraprofessional	An EL Program Paraprofessional, under the direct supervision of ESL certified teacher, will work with newcomer students individually and in small groups to develop phonics skills that support reading instruction.	Academic Support Program	Tier 2	Implement	09/01/2014	06/10/2016	\$5616	EL Teacher
Reading Instruction	The ESL teacher will push-in to classrooms to assist with reading core content by improving vocabulary knowledge, note-taking skills and text features.	Academic Support Program	Tier 2	Implement	09/01/2014	06/10/2016	\$0	EL Teacher
Lesson Planning Support	EL teacher communicates with general education teachers through weekly emails and a collaborative lesson plan that can be updated and commented on by both parties.	Teacher Collaboration	Tier 2	Implement	09/01/2014	06/10/2016	\$0	EL and General Education Teachers
Progress Monitoring	EL teacher records teacher input about FLEP students twice/year on a progress monitoring form. This form asks questions about vocabulary, writing assignments, reading skills and general student abilities.	Teacher Collaboration	Tier 2	Implement	09/01/2014	06/10/2016	\$0	EL and General Education Teachers
Content Area Instruction	EL teacher pre-teaches background knowledge and vocabulary related to content being taught by language arts, science, social studies and math teachers.	Academic Support Program	Tier 2	Implement	09/01/2014	06/10/2016	\$0	EL teacher
K-12 ELA Group	Selected teachers from the elementary, middle and high school will meet each in the summer and throughout the school year to discuss writing throughout the K-12 system.	Curriculum Development	Tier 1	Implement	06/05/2015	09/05/2016	\$0	Teachers, Curriculum Director

Paris Ridge Elementary

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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District Improvement Plan

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Differentiated Instruction using MAISA	Teachers and support staff will implement instruction that differentiates learning for students identified as not meeting benchmarks as indicated by the building school improvement plan. Teachers will engage in professional development activities to increase their knowledge of best practices in writing instruction. Teachers will use pacing guides aligned with the common core state standards to assist in identifying benchmarks and standards.. These standards will assist in determining the differentiation needed for students not meeting the standards. Teachers will use common assessments and anchor papers to collect benchmark data. During the 2015-2016 school year teachers will be asked to teach 3 MAISA units with the expectation that all of the elementary schools will come to a consensus to see if MAISA will be the writing curriculum.	Academic Support Program	Tier 1	Implement	09/03/2013	06/10/2016	\$0	Building Administrators, Teachers
Classroom Learning Labs	Classroom Learning Labs will model, observe and collaborate around best instructional practices. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers.	Professional Learning	Tier 1	Implement	09/03/2013	06/10/2016	\$0	Curriculum Director Teaching Staff
Elementary and Middle School Intervention	Teachers and support staff will provide appropriate interventions for students not meeting benchmarks as indicated by building school improvement plans. These interventions may include small groups, one one one, whole group intervention and extended day opportunities. We will implement and refine the MTSS process for interventions.	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Principals Teaching Staff
Classroom Learning Labs	Classroom Learning Labs will provide opportunities for teachers to model, observe and collaborate around best instructional practices across all four core areas. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. We will continue to train new facilitators and involve additional teachers each year. Teachers will use technology resources to communicate and plan for the sessions.	Professional Learning, Teacher Collaboration, Curriculum Development, Technology	Tier 1	Implement	09/03/2013	06/10/2016	\$16446	Classroom Teachers Curriculum Director

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Elementary Interventions	Elementary Schools will develop a systematic approach to implementing academic interventions in math through the MTSS framework. Title 1 schools will add additional support in addition to the regular MTSS process. This will be done in a partnership with Kent ISD using the MiBLSi framework.	Academic Support Program, Technology	Tier 2	Getting Ready	09/03/2013	06/10/2016	\$0	MTSS Coordinator Curriculum Director District Teacher Representatives Special Education Representatives Elementary Principals
Elementary and Middle School Interventions-Economically Disadvantaged	Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models as well as technology use.	Academic Support Program, Technology	Tier 2	Evaluate	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Interventions-Special Education	Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models and will include technology resources.	Academic Support Program, Technology, Behavioral Support Program	Tier 3	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal Special Education Director Curriculum Director
Elementary and Middle School Interventions-Economically Disadvantaged	Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models as well as technology use.	Academic Support Program, Technology	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Elementary Intervention-Special Education	Teachers and support staff will provide appropriate interventions for students not meeting benchmarks as indicated by building school improvement plans. These interventions may include small groups, one one one, whole group intervention and extended day opportunities. We will implement and refine the MTSS process for interventions.	Academic Support Program	Tier 3	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal

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Elementary Intervention-Economically Disadvantaged	Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, and summer school. This may also include progress monitoring and prevention models as well as technology use.	Academic Support Program	Tier 2	Monitor	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Interventions-Economically Disadvantaged	Teachers and support staff will provide a multi-tiered support system for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models. Social Studies content may be embedded and integrated with other content area curriculum.	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Team Trainings	The DIT will identify and select a data team and Lead Interventionists to attend trainings at Kent ISD in conjunction with the MDE MiBLISi project. Teams will be trained in data protocols and attend regular trainings on school data analysis. The district will identify at least two people who will provide assistance with the following data systems: DIBELS and SWIS. Staff selected as Lead Interventionists will receive training to lead data entry and support troubleshooting across the district.	Professional Learning	Tier 1	Implement	09/03/2014	06/15/2018	\$21032	District MTSS Team, Building MTSS Teams
Problem Solving Process	The District Implementation Team will work with the School Leadership Teams to identify strategies and corresponding activities that are challenging to implement in an effort to problem solve issues impeding implementation. The DIT will promote use of a google form to communicate barriers.	Policy and Process	Tier 1	Monitor	10/08/2013	06/15/2018	\$0	District Implementation Team and Building Implementation Teams
Coordination of Programs	The district implementation team will set deadlines and support buildings as they write, implement and monitor SIP strategies and activities towards MTSS implementation. The District team will provide input and feedback during the process for guidance to ensure a coordinated effort and alignment with the SIP, DIP and other district initiatives.	Policy and Process	Tier 1	Monitor	10/08/2013	06/15/2018	\$0	District Implementation Team, Building Implementation Teams

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Elementary Interventions	Elementary Schools will implement a systematic approach to academic interventions in reading through the MTSS framework. Title I schools will include extra support in addition to this MTSS process. This will be done with a partnership with Kent ISD using the MiBLSi framework.	Academic Support Program, Technology	Tier 2	Monitor	09/02/2014	06/10/2016	\$0	Classroom Teachers, Support Staff, Principals, MTSS Coordinator
Teacher Training on Tier I School Wide Reading	Teams of teachers and administrators will attend trainings at Kent ISD through MiBLSi in order to learn about the critical areas of reading instruction and how to analyze data to support these areas.	Professional Learning	Tier 1	Implement	09/05/2014	06/30/2016	\$0	Administrators and teachers.
Data Analysis (School Wide Reading)	Teachers and administrators will analyze school wide data to increase effectiveness of instruction on a school wide level.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers
BoQ Data Review	DIT and SITs will review and update Benchmark of Quality data now that PBIS Implementation has taken place.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers
Behavior Support Teams	Schools will establish Behavior Support Teams to review fidelity data and monitor PBIS implementation.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Teachers and Administrators
District PBIS Team	The District will establish a District PBIS Implementation team to monitor for fidelity and promote collaboration between schools to support continuous improvement of PBIS.	Professional Learning, Teacher Collaboration, Technology	Tier 1	Getting Ready	09/02/2014	06/15/2018	\$0	Teachers and Administrators
Inclusion of Stakeholders	The DIT will examine methods to ensure that all stakeholders (parents, support staff, bus drivers, custodians, community members, ect.) are involved in PBIS Implementation to the fullest extent that their role allows, ie. Communication plans, trainings and celebrations of achievement	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Teachers and Administrators

District Improvement Plan

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<p>District Content Team-Math</p>	<p>Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include: 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. 2. Professional Development planning for specific content strands based upon data review and analysis. 3. Definition of Core Academic Vocabulary for all grades 4. Development of Common Format for Unit Design using Marzano Instructional Framework. 5. Plans for content integration with ELA, Science and Social Studies 6. Resource Review: Elementary and Middle School teachers will review current resource to determine if it meets our needs long term. 7. SAT/MStep transition planning</p>	<p>Teacher Collaboration, Curriculum Development, Technology</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/01/2015</p>	<p>06/10/2016</p>	<p>\$0</p>	<p>Teachers, Administrators</p>
<p>Teacher Collaboration</p>	<p>Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include: 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. Teams will gather information on current enacted curriculum using surveys and meetings. 2. Professional Development planning for specific content strands based upon data review and analysis. 3. Development of Common Format for Unit Design using Marzano Instructional Framework, including identification of critical standards and development of common assessments. 4. Plans for content integration with ELA, Math and/or Science. 5. Resource Review: MAISA Social Studies Units will be explored. 6. SAT/MStep transition planning.</p>	<p>Teacher Collaboration, Curriculum Development, Technology</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>05/14/2015</p>	<p>06/10/2016</p>	<p>\$0</p>	<p>Teachers and Administrators</p>

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District Content Team- Science	Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include: 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. 2. Determination of current enacted curriculum which will be used to support any curriculum changes. 3. Next Generation Science Standards transition planning if applicable due to timelines of MDE adoption. If adopted, the team will review labs, activities and Science Kits for each grade level.	Teacher Collaboration, Curriculum Development, Technology	Tier 1		09/01/2015	06/10/2016	\$0	Teachers and Administrators
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Kraft Meadows Middle School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Learning Labs	Classroom Learning Labs will model, observe and collaborate around best instructional practices. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers.	Professional Learning	Tier 1	Implement	09/03/2013	06/10/2016	\$0	Curriculum Director Teaching Staff
Elementary and Middle School Intervention	Teachers and support staff will provide appropriate interventions for students not meeting benchmarks as indicated by building school improvement plans. These interventions may include small groups, one one one, whole group intervention and extended day opportunities. We will implement and refine the MTSS process for interventions.	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Principals Teaching Staff
Middle School Interventions	Middle schools will implement a systematic approach to academic interventions in reading through the MTSS framework. Title I schools will include extra support in addition to this MTSS process. This will be done with a partnership with Kent ISD using the MiBLSi framework. These may include summer school, academic interventions and course recovery within the school day as well as extended day recovery and will include instruction by teachers using technology embedded resources.	Academic Support Program, Technology	Tier 2	Implement	09/03/2013	06/10/2016	\$57431	Classroom Teachers Support Staff Principals MTSS Coordinator

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Classroom Learning Labs	Classroom Learning Labs will provide opportunities for teachers to model, observe and collaborate around best instructional practices across all four core areas. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. We will continue to train new facilitators and involve additional teachers each year. Teachers will use technology resources to communicate and plan for the sessions.	Professional Learning, Teacher Collaboration, Curriculum Development, Technology	Tier 1	Implement	09/03/2013	06/10/2016	\$16446	Classroom Teachers Curriculum Director
Middle School Interventions	Teachers and support staff will provide a Multi-Tiered System of Support for students not meeting benchmarks. Support may include small group instruction in the core, small group interventions outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models. Technology will be embedded into instruction.	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Principals, Classroom Teachers, support staff
Elementary and Middle School Interventions-Economically Disadvantaged	Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models as well as technology use.	Academic Support Program, Technology	Tier 2	Evaluate	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Interventions-Special Education	Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models and will include technology resources.	Academic Support Program, Technology, Behavioral Support Program	Tier 3	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal Special Education Director Curriculum Director
Elementary and Middle School Interventions-Economically Disadvantaged	Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models as well as technology use.	Academic Support Program, Technology	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Middle/High School Interventions-Special Education	Teachers and support staff will provide appropriate interventions for students not meeting benchmarks as indicated by building school improvement plans. These interventions may include course recovery, small groups, one on one, whole group and extended day opportunities. We will implement the MTSS process for interventions.	Academic Support Program	Tier 3	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal

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Middle School Interventions-Economically Disadvantaged	Teachers and support staff will provide appropriate interventions for students not meeting benchmarks as indicated by building school improvement plans. These interventions may include course recovery, small groups, one on one, whole group and extended day opportunities. We will implement the MTSS process for interventions.	Academic Support Program	Tier 2	Monitor	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Interventions-Economically Disadvantaged	Teachers and support staff will provide a multi-tiered support system for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models. Social Studies content may be embedded and integrated with other content area curriculum.	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Team Trainings	The DIT will identify and select a data team and Lead Interventionists to attend trainings at Kent ISD in conjunction with the MDE MiBLISi project. Teams will be trained in data protocols and attend regular trainings on school data analysis. The district will identify at least two people who will provide assistance with the following data systems: DIBELS and SWIS. Staff selected as Lead Interventionists will receive training to lead data entry and support troubleshooting across the district.	Professional Learning	Tier 1	Implement	09/03/2014	06/15/2018	\$21032	District MTSS Team, Building MTSS Teams
Problem Solving Process	The District Implementation Team will work with the School Leadership Teams to identify strategies and corresponding activities that are challenging to implement in an effort to problem solve issues impeding implementation. The DIT will promote use of a google form to communicate barriers.	Policy and Process	Tier 1	Monitor	10/08/2013	06/15/2018	\$0	District Implementation Team and Building Implementation Teams
Coordination of Programs	The district implementation team will set deadlines and support buildings as they write, implement and monitor SIP strategies and activities towards MTSS implementation. The District team will provide input and feedback during the process for guidance to ensure a coordinated effort and alignment with the SIP, DIP and other district initiatives.	Policy and Process	Tier 1	Monitor	10/08/2013	06/15/2018	\$0	District Implementation Team, Building Implementation Teams
Title I Professional Development	Administrators and teachers will attend State offered trainings for Title I practices including compliance updates, best practices, and parent involvement strategies.	Professional Learning	Tier 2	Implement	09/02/2014	06/15/2018	\$0	Curriculum Director, Principals, Teachers

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Data Analysis (School Wide Reading)	Teachers and administrators will analyze school wide data to increase effectiveness of instruction on a school wide level.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers
BoQ Data Review	DIT and SITs will review and update Benchmark of Quality data now that PBIS Implementation has taken place.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers
Behavior Support Teams	Schools will establish Behavior Support Teams to review fidelity data and monitor PBIS implementation.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Teachers and Administrators
District PBIS Team	The District will establish a District PBIS Implementation team to monitor for fidelity and promote collaboration between schools to support continuous improvement of PBIS.	Professional Learning, Teacher Collaboration, Technology	Tier 1	Getting Ready	09/02/2014	06/15/2018	\$0	Teachers and Administrators
Inclusion of Stakeholders	The DIT will examine methods to ensure that all stakeholders (parents, support staff, bus drivers, custodians, community members, ect.) are involved in PBIS Implementation to the fullest extent that their role allows, ie. Communication plans, trainings and celebrations of achievement	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Teachers and Administrators
District Content Team-Math	Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include: 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. 2. Professional Development planning for specific content strands based upon data review and analysis. 3. Definition of Core Academic Vocabulary for all grades 4. Development of Common Format for Unit Design using Marzano Instructional Framework. 5. Plans for content integration with ELA, Science and Social Studies 6. Resource Review: Elementary and Middle School teachers will review current resource to determine if it meets our needs long term. 7. SAT/MStep transition planning	Teacher Collaboration, Curriculum Development, Technology	Tier 1	Getting Ready	09/01/2015	06/10/2016	\$0	Teachers, Administrators

District Improvement Plan

Caledonia Community Schools

Teacher Collaboration	Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include: 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. Teams will gather information on current enacted curriculum using surveys and meetings. 2. Professional Development planning for specific content strands based upon data review and analysis. 3. Development of Common Format for Unit Design using Marzano Instructional Framework, including identification of critical standards and development of common assessments. 4. Plans for content integration with ELA, Math and/or Science. 5. Resource Review: MAISA Social Studies Units will be explored. 6. SAT/MStep transition planning.	Teacher Collaboration, Curriculum Development, Technology	Tier 1	Getting Ready	05/14/2015	06/10/2016	\$0	Teachers and Administrators
District Content Team-Science	Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include: 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. 2. Determination of current enacted curriculum which will be used to support any curriculum changes. 3. Next Generation Science Standards transition planning if applicable due to timelines of MDE adoption. If adopted, the team will review labs, activities and Science Kits for each grade level.	Teacher Collaboration, Curriculum Development, Technology	Tier 1		09/01/2015	06/10/2016	\$0	Teachers and Administrators

Kettle Lake Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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District Improvement Plan

Caledonia Community Schools

Differentiated Instruction using MAISA	Teachers and support staff will implement instruction that differentiates learning for students identified as not meeting benchmarks as indicated by the building school improvement plan. Teachers will engage in professional development activities to increase their knowledge of best practices in writing instruction. Teachers will use pacing guides aligned with the common core state standards to assist in identifying benchmarks and standards.. These standards will assist in determining the differentiation needed for students not meeting the standards. Teachers will use common assessments and anchor papers to collect benchmark data. During the 2015-2016 school year teachers will be asked to teach 3 MAISA units with the expectation that all of the elementary schools will come to a consensus to see if MAISA will be the writing curriculum.	Academic Support Program	Tier 1	Implement	09/03/2013	06/10/2016	\$0	Building Administrators, Teachers
Classroom Learning Labs	Classroom Learning Labs will model, observe and collaborate around best instructional practices. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers.	Professional Learning	Tier 1	Implement	09/03/2013	06/10/2016	\$0	Curriculum Director Teaching Staff
Elementary and Middle School Intervention	Teachers and support staff will provide appropriate interventions for students not meeting benchmarks as indicated by building school improvement plans. These interventions may include small groups, one one one, whole group intervention and extended day opportunities. We will implement and refine the MTSS process for interventions.	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Principals Teaching Staff
Classroom Learning Labs	Classroom Learning Labs will provide opportunities for teachers to model, observe and collaborate around best instructional practices across all four core areas. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. We will continue to train new facilitators and involve additional teachers each year. Teachers will use technology resources to communicate and plan for the sessions.	Professional Learning, Teacher Collaboration, Curriculum Development, Technology	Tier 1	Implement	09/03/2013	06/10/2016	\$16446	Classroom Teachers Curriculum Director

District Improvement Plan

Caledonia Community Schools

Elementary Interventions	Elementary Schools will develop a systematic approach to implementing academic interventions in math through the MTSS framework. Title 1 schools will add additional support in addition to the regular MTSS process. This will be done in a partnership with Kent ISD using the MiBLSi framework.	Academic Support Program, Technology	Tier 2	Getting Ready	09/03/2013	06/10/2016	\$0	MTSS Coordinator Curriculum Director District Teacher Representatives Special Education Representatives Elementary Principals
Elementary and Middle School Interventions-Economically Disadvantaged	Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models as well as technology use.	Academic Support Program, Technology	Tier 2	Evaluate	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Interventions-Special Education	Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models and will include technology resources.	Academic Support Program, Technology, Behavioral Support Program	Tier 3	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal Special Education Director Curriculum Director
Elementary and Middle School Interventions-Economically Disadvantaged	Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models as well as technology use.	Academic Support Program, Technology	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Elementary Intervention-Special Education	Teachers and support staff will provide appropriate interventions for students not meeting benchmarks as indicated by building school improvement plans. These interventions may include small groups, one on one, whole group intervention and extended day opportunities. We will implement and refine the MTSS process for interventions.	Academic Support Program	Tier 3	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal

District Improvement Plan

Caledonia Community Schools

Interventions-Economically Disadvantaged	Teachers and support staff will provide a multi-tiered support system for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models. Social Studies content may be embedded and integrated with other content area curriculum.	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Team Trainings	The DIT will identify and select a data team and Lead Interventionists to attend trainings at Kent ISD in conjunction with the MDE MiBLSi project. Teams will be trained in data protocols and attend regular trainings on school data analysis. The district will identify at least two people who will provide assistance with the following data systems: DIBELS and SWIS. Staff selected as Lead Interventionists will receive training to lead data entry and support troubleshooting across the district.	Professional Learning	Tier 1	Implement	09/03/2014	06/15/2018	\$21032	District MTSS Team, Building MTSS Teams
Problem Solving Process	The District Implementation Team will work with the School Leadership Teams to identify strategies and corresponding activities that are challenging to implement in an effort to problem solve issues impeding implementation. The DIT will promote use of a google form to communicate barriers.	Policy and Process	Tier 1	Monitor	10/08/2013	06/15/2018	\$0	District Implementation Team and Building Implementation Teams
Coordination of Programs	The district implementation team will set deadlines and support buildings as they write, implement and monitor SIP strategies and activities towards MTSS implementation. The District team will provide input and feedback during the process for guidance to ensure a coordinated effort and alignment with the SIP, DIP and other district initiatives.	Policy and Process	Tier 1	Monitor	10/08/2013	06/15/2018	\$0	District Implementation Team, Building Implementation Teams
Elementary Interventions	Elementary Schools will implement a systematic approach to academic interventions in reading through the MTSS framework. Title I schools will include extra support in addition to this MTSS process. This will be done with a partnership with Kent ISD using the MiBLSi framework.	Academic Support Program, Technology	Tier 2	Monitor	09/02/2014	06/10/2016	\$0	Classroom Teachers, Support Staff, Principals, MTSS Coordinator
Teacher Training on Tier I School Wide Reading	Teams of teachers and administrators will attend trainings at Kent ISD through MiBLSi in order to learn about the critical areas of reading instruction and how to analyze data to support these areas.	Professional Learning	Tier 1	Implement	09/05/2014	06/30/2016	\$0	Administrators and teachers.
Data Analysis (School Wide Reading)	Teachers and administrators will analyze school wide data to increase effectiveness of instruction on a school wide level.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers

District Improvement Plan

Caledonia Community Schools

BoQ Data Review	DIT and SITs will review and update Benchmark of Quality data now that PBIS Implementation has taken place.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers
Behavior Support Teams	Schools will establish Behavior Support Teams to review fidelity data and monitor PBIS implementation.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Teachers and Administrators
District PBIS Team	The District will establish a District PBIS Implementation team to monitor for fidelity and promote collaboration between schools to support continuous improvement of PBIS.	Professional Learning, Teacher Collaboration, Technology	Tier 1	Getting Ready	09/02/2014	06/15/2018	\$0	Teachers and Administrators
Inclusion of Stakeholders	The DIT will examine methods to ensure that all stakeholders (parents, support staff, bus drivers, custodians, community members, ect.) are involved in PBIS Implementation to the fullest extent that their role allows, ie. Communication plans, trainings and celebrations of achievement	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Teachers and Administrators
District Content Team-Math	Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include: 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. 2. Professional Development planning for specific content strands based upon data review and analysis. 3. Definition of Core Academic Vocabulary for all grades 4. Development of Common Format for Unit Design using Marzano Instructional Framework. 5. Plans for content integration with ELA, Science and Social Studies 6. Resource Review: Elementary and Middle School teachers will review current resource to determine if it meets our needs long term. 7. SAT/MStep transition planning	Teacher Collaboration, Curriculum Development, Technology	Tier 1	Getting Ready	09/01/2015	06/10/2016	\$0	Teachers, Administrators

District Improvement Plan

Caledonia Community Schools

Teacher Collaboration	Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include: 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. Teams will gather information on current enacted curriculum using surveys and meetings. 2. Professional Development planning for specific content strands based upon data review and analysis. 3. Development of Common Format for Unit Design using Marzano Instructional Framework, including identification of critical standards and development of common assessments. 4. Plans for content integration with ELA, Math and/or Science. 5. Resource Review: MAISA Social Studies Units will be explored. 6. SAT/MStep transition planning.	Teacher Collaboration, Curriculum Development, Technology	Tier 1	Getting Ready	05/14/2015	06/10/2016	\$0	Teachers and Administrators
District Content Team-Science	Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include: 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. 2. Determination of current enacted curriculum which will be used to support any curriculum changes. 3. Next Generation Science Standards transition planning if applicable due to timelines of MDE adoption. If adopted, the team will review labs, activities and Science Kits for each grade level.	Teacher Collaboration, Curriculum Development, Technology	Tier 1		09/01/2015	06/10/2016	\$0	Teachers and Administrators

Glenmor High School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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District Improvement Plan

Caledonia Community Schools

Alternative High School	High School students not succeeding in the regular educational setting may qualify to attend out alternative school. This setting will allow students to progress at their own rate of learning with smaller class sizes and more personal attention. Students will receive support in the writing process through individual and small group instruction focusing on specific strategies that relate to the CCSS.	Academic Support Program	Tier 3	Evaluate	09/03/2013	06/10/2016	\$0	Principal, Teachers
Alternative High School	High School students not succeeding in the regular educational setting may qualify to attend our alternative school. This setting will allow students to progress at their own rate of learning with small class sizes and more personal attention. Students will receive reading instruction in small groups or individually, by the teacher and with online resources.	Academic Support Program, Technology, Behavioral Support Program	Tier 3	Evaluate	09/03/2013	06/10/2016	\$0	High School Principal and Matt Armstrong, Lead Teacher
Interventions-Special Education	Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models and will include technology resources.	Academic Support Program, Technology, Behavioral Support Program	Tier 3	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal Special Education Director Curriculum Director
Interventions-Economically Disadvantaged	Teachers and support staff will provide a multi-tiered support system for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models. Social Studies content may be embedded and integrated with other content area curriculum.	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Team Trainings	The DIT will identify and select a data team and Lead Interventionists to attend trainings at Kent ISD in conjunction with the MDE MiBLISi project. Teams will be trained in data protocols and attend regular trainings on school data analysis. The district will identify at least two people who will provide assistance with the following data systems: DIBELS and SWIS. Staff selected as Lead Interventionists will receive training to lead data entry and support troubleshooting across the district.	Professional Learning	Tier 1	Implement	09/03/2014	06/15/2018	\$21032	District MTSS Team, Building MTSS Teams

District Improvement Plan

Caledonia Community Schools

Problem Solving Process	The District Implementation Team will work with the School Leadership Teams to identify strategies and corresponding activities that are challenging to implement in an effort to problem solve issues impeding implementation. The DIT will promote use of a google form to communicate barriers.	Policy and Process	Tier 1	Monitor	10/08/2013	06/15/2018	\$0	District Implementation Team and Building Implementation Teams
Coordination of Programs	The district implementation team will set deadlines and support buildings as they write, implement and monitor SIP strategies and activities towards MTSS implementation. The District team will provide input and feedback during the process for guidance to ensure a coordinated effort and alignment with the SIP, DIP and other district initiatives.	Policy and Process	Tier 1	Monitor	10/08/2013	06/15/2018	\$0	District Implementation Team, Building Implementation Teams
Alternative High School	High School students not succeeding in the regular educational setting may qualify to attend our alternative school. This setting will allow students to progress at their own rate of learning with small class sizes and more personal attention. Students will receive math instruction in small groups or individually, by the teacher and using online resources.	Academic Support Program, Technology, Behavioral Support Program	Tier 3	Implement	09/02/2014	06/10/2016	\$50000	Principal, teachers
Alternative High School	High School students not succeeding in the regular educational setting may qualify to attend our alternative school. This setting will allow students to progress at their own rate of learning with small class sizes and more personal attention.	Academic Support Program	Tier 3	Implement	09/02/2014	06/10/2016	\$0	Principal and teachers
Alternative High School	High School students not succeeding in the regular educational setting may qualify to attend our alternative school. This setting will allow students to progress at their own rate of learning with small class sizes and more personal attention.	Academic Support Program, Technology, Behavioral Support Program	Tier 3	Monitor	09/02/2014	06/10/2016	\$0	Principal and teachers

District Improvement Plan

Caledonia Community Schools

<p>District Content Team-Math</p>	<p>Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include: 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. 2. Professional Development planning for specific content strands based upon data review and analysis. 3. Definition of Core Academic Vocabulary for all grades 4. Development of Common Format for Unit Design using Marzano Instructional Framework. 5. Plans for content integration with ELA, Science and Social Studies 6. Resource Review: Elementary and Middle School teachers will review current resource to determine if it meets our needs long term. 7. SAT/MStep transition planning</p>	<p>Teacher Collaboration, Curriculum Development, Technology</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/01/2015</p>	<p>06/10/2016</p>	<p>\$0</p>	<p>Teachers, Administrators</p>
<p>Teacher Collaboration</p>	<p>Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include: 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. Teams will gather information on current enacted curriculum using surveys and meetings. 2. Professional Development planning for specific content strands based upon data review and analysis. 3. Development of Common Format for Unit Design using Marzano Instructional Framework, including identification of critical standards and development of common assessments. 4. Plans for content integration with ELA, Math and/or Science. 5. Resource Review: MAISA Social Studies Units will be explored. 6. SAT/MStep transition planning.</p>	<p>Teacher Collaboration, Curriculum Development, Technology</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>05/14/2015</p>	<p>06/10/2016</p>	<p>\$0</p>	<p>Teachers and Administrators</p>

District Improvement Plan

Caledonia Community Schools

District Content Team- Science	Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include: 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. 2. Determination of current enacted curriculum which will be used to support any curriculum changes. 3. Next Generation Science Standards transition planning if applicable due to timelines of MDE adoption. If adopted, the team will review labs, activities and Science Kits for each grade level.	Teacher Collaboration, Curriculum Development, Technology	Tier 1		09/01/2015	06/10/2016	\$0	Teachers and Administrators
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Emmons Lake Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated Instruction using MAISA	Teachers and support staff will implement instruction that differentiates learning for students identified as not meeting benchmarks as indicated by the building school improvement plan. Teachers will engage in professional development activities to increase their knowledge of best practices in writing instruction. Teachers will use pacing guides aligned with the common core state standards to assist in identifying benchmarks and standards.. These standards will assist in determining the differentiation needed for students not meeting the standards. Teachers will use common assessments and anchor papers to collect benchmark data. During the 2015-2016 school year teachers will be asked to teach 3 MAISA units with the expectation that all of the elementary schools will come to a consensus to see if MAISA will be the writing curriculum.	Academic Support Program	Tier 1	Implement	09/03/2013	06/10/2016	\$0	Building Administrators, Teachers
Classroom Learning Labs	Classroom Learning Labs will model, observe and collaborate around best instructional practices. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers.	Professional Learning	Tier 1	Implement	09/03/2013	06/10/2016	\$0	Curriculum Director Teaching Staff

District Improvement Plan

Caledonia Community Schools

Elementary and Middle School Intervention	Teachers and support staff will provide appropriate interventions for students not meeting benchmarks as indicated by building school improvement plans. These interventions may include small groups, one one one, whole group intervention and extended day opportunities. We will implement and refine the MTSS process for interventions.	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Principals Teaching Staff
Classroom Learning Labs	Classroom Learning Labs will provide opportunities for teachers to model, observe and collaborate around best instructional practices across all four core areas. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. We will continue to train new facilitators and involve additional teachers each year. Teachers will use technology resources to communicate and plan for the sessions.	Professional Learning, Teacher Collaboration, Curriculum Development, Technology	Tier 1	Implement	09/03/2013	06/10/2016	\$16446	Classroom Teachers Curriculum Director
Elementary Interventions	Elementary Schools will develop a systematic approach to implementing academic interventions in math through the MTSS framework. Title 1 schools will add additional support in addition to the regular MTSS process. This will be done in a partnership with Kent ISD using the MiBLSi framework.	Academic Support Program, Technology	Tier 2	Getting Ready	09/03/2013	06/10/2016	\$0	MTSS Coordinator Curriculum Director District Teacher Representatives Special Education Representatives Elementary Principals
Elementary and Middle School Interventions-Economically Disadvantaged	Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models as well as technology use.	Academic Support Program, Technology	Tier 2	Evaluate	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Interventions-Special Education	Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models and will include technology resources.	Academic Support Program, Technology, Behavioral Support Program	Tier 3	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal Special Education Director Curriculum Director

District Improvement Plan

Caledonia Community Schools

Elementary and Middle School Interventions-Economically Disadvantaged	Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models as well as technology use.	Academic Support Program, Technology	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Elementary Intervention-Special Education	Teachers and support staff will provide appropriate interventions for students not meeting benchmarks as indicated by building school improvement plans. These interventions may include small groups, one one one, whole group intervention and extended day opportunities. We will implement and refine the MTSS process for interventions.	Academic Support Program	Tier 3	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Interventions-Economically Disadvantaged	Teachers and support staff will provide a multi-tiered support system for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models. Social Studies content may be embedded and integrated with other content area curriculum.	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Team Trainings	The DIT will identify and select a data team and Lead Interventionists to attend trainings at Kent ISD in conjunction with the MDE MiBLISi project. Teams will be trained in data protocols and attend regular trainings on school data analysis. The district will identify at least two people who will provide assistance with the following data systems: DIBELS and SWIS. Staff selected as Lead Interventionists will receive training to lead data entry and support troubleshooting across the district.	Professional Learning	Tier 1	Implement	09/03/2014	06/15/2018	\$21032	District MTSS Team, Building MTSS Teams
Problem Solving Process	The District Implementation Team will work with the School Leadership Teams to identify strategies and corresponding activities that are challenging to implement in an effort to problem solve issues impeding implementation. The DIT will promote use of a google form to communicate barriers.	Policy and Process	Tier 1	Monitor	10/08/2013	06/15/2018	\$0	District Implementation Team and Building Implementation Teams

District Improvement Plan

Caledonia Community Schools

Coordination of Programs	The district implementation team will set deadlines and support buildings as they write, implement and monitor SIP strategies and activities towards MTSS implementation. The District team will provide input and feedback during the process for guidance to ensure a coordinated effort and alignment with the SIP, DIP and other district initiatives.	Policy and Process	Tier 1	Monitor	10/08/2013	06/15/2018	\$0	District Implementation Team, Building Implementation Teams
Elementary Interventions	Elementary Schools will implement a systematic approach to academic interventions in reading through the MTSS framework. Title I schools will include extra support in addition to this MTSS process. This will be done with a partnership with Kent ISD using the MiBLSi framework.	Academic Support Program, Technology	Tier 2	Monitor	09/02/2014	06/10/2016	\$0	Classroom Teachers, Support Staff, Principals, MTSS Coordinator
Teacher Training on Tier I School Wide Reading	Teams of teachers and administrators will attend trainings at Kent ISD through MiBLSi in order to learn about the critical areas of reading instruction and how to analyze data to support these areas.	Professional Learning	Tier 1	Implement	09/05/2014	06/30/2016	\$0	Administrators and teachers.
Data Analysis (School Wide Reading)	Teachers and administrators will analyze school wide data to increase effectiveness of instruction on a school wide level.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers
BoQ Data Review	DIT and SITs will review and update Benchmark of Quality data now that PBIS Implementation has taken place.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers
Behavior Support Teams	Schools will establish Behavior Support Teams to review fidelity data and monitor PBIS implementation.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Teachers and Administrators
District PBIS Team	The District will establish a District PBIS Implementation team to monitor for fidelity and promote collaboration between schools to support continuous improvement of PBIS.	Professional Learning, Teacher Collaboration, Technology	Tier 1	Getting Ready	09/02/2014	06/15/2018	\$0	Teachers and Administrators
Inclusion of Stakeholders	The DIT will examine methods to ensure that all stakeholders (parents, support staff, bus drivers, custodians, community members, ect.) are involved in PBIS Implementation to the fullest extent that their role allows, ie. Communication plans, trainings and celebrations of achievement	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Teachers and Administrators

District Improvement Plan

Caledonia Community Schools

<p>District Content Team-Math</p>	<p>Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include: 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. 2. Professional Development planning for specific content strands based upon data review and analysis. 3. Definition of Core Academic Vocabulary for all grades 4. Development of Common Format for Unit Design using Marzano Instructional Framework. 5. Plans for content integration with ELA, Science and Social Studies 6. Resource Review: Elementary and Middle School teachers will review current resource to determine if it meets our needs long term. 7. SAT/MStep transition planning</p>	<p>Teacher Collaboration, Curriculum Development, Technology</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/01/2015</p>	<p>06/10/2016</p>	<p>\$0</p>	<p>Teachers, Administrators</p>
<p>Teacher Collaboration</p>	<p>Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include: 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. Teams will gather information on current enacted curriculum using surveys and meetings. 2. Professional Development planning for specific content strands based upon data review and analysis. 3. Development of Common Format for Unit Design using Marzano Instructional Framework, including identification of critical standards and development of common assessments. 4. Plans for content integration with ELA, Math and/or Science. 5. Resource Review: MAISA Social Studies Units will be explored. 6. SAT/MStep transition planning.</p>	<p>Teacher Collaboration, Curriculum Development, Technology</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>05/14/2015</p>	<p>06/10/2016</p>	<p>\$0</p>	<p>Teachers and Administrators</p>

District Improvement Plan

Caledonia Community Schools

District Content Team- Science	Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include: 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. 2. Determination of current enacted curriculum which will be used to support any curriculum changes. 3. Next Generation Science Standards transition planning if applicable due to timelines of MDE adoption. If adopted, the team will review labs, activities and Science Kits for each grade level.	Teacher Collaboration, Curriculum Development, Technology	Tier 1		09/01/2015	06/10/2016	\$0	Teachers and Administrators
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Dutton Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated Instruction using MAISA	Teachers and support staff will implement instruction that differentiates learning for students identified as not meeting benchmarks as indicated by the building school improvement plan. Teachers will engage in professional development activities to increase their knowledge of best practices in writing instruction. Teachers will use pacing guides aligned with the common core state standards to assist in identifying benchmarks and standards.. These standards will assist in determining the differentiation needed for students not meeting the standards. Teachers will use common assessments and anchor papers to collect benchmark data. During the 2015-2016 school year teachers will be asked to teach 3 MAISA units with the expectation that all of the elementary schools will come to a consensus to see if MAISA will be the writing curriculum.	Academic Support Program	Tier 1	Implement	09/03/2013	06/10/2016	\$0	Building Administrators, Teachers
Classroom Learning Labs	Classroom Learning Labs will model, observe and collaborate around best instructional practices. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers.	Professional Learning	Tier 1	Implement	09/03/2013	06/10/2016	\$0	Curriculum Director Teaching Staff

District Improvement Plan

Caledonia Community Schools

Elementary and Middle School Intervention	Teachers and support staff will provide appropriate interventions for students not meeting benchmarks as indicated by building school improvement plans. These interventions may include small groups, one one one, whole group intervention and extended day opportunities. We will implement and refine the MTSS process for interventions.	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Principals Teaching Staff
Classroom Learning Labs	Classroom Learning Labs will provide opportunities for teachers to model, observe and collaborate around best instructional practices across all four core areas. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. We will continue to train new facilitators and involve additional teachers each year. Teachers will use technology resources to communicate and plan for the sessions.	Professional Learning, Teacher Collaboration, Curriculum Development, Technology	Tier 1	Implement	09/03/2013	06/10/2016	\$16446	Classroom Teachers Curriculum Director
Elementary Interventions	Elementary Schools will develop a systematic approach to implementing academic interventions in math through the MTSS framework. Title 1 schools will add additional support in addition to the regular MTSS process. This will be done in a partnership with Kent ISD using the MiBLSi framework.	Academic Support Program, Technology	Tier 2	Getting Ready	09/03/2013	06/10/2016	\$0	MTSS Coordinator Curriculum Director District Teacher Representatives Special Education Representatives Elementary Principals
Elementary and Middle School Interventions-Economically Disadvantaged	Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models as well as technology use.	Academic Support Program, Technology	Tier 2	Evaluate	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Interventions-Special Education	Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models and will include technology resources.	Academic Support Program, Technology, Behavioral Support Program	Tier 3	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal Special Education Director Curriculum Director

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Elementary and Middle School Interventions-Economically Disadvantaged	Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models as well as technology use.	Academic Support Program, Technology	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Elementary Intervention-Special Education	Teachers and support staff will provide appropriate interventions for students not meeting benchmarks as indicated by building school improvement plans. These interventions may include small groups, one one one, whole group intervention and extended day opportunities. We will implement and refine the MTSS process for interventions.	Academic Support Program	Tier 3	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Elementary Intervention-Economically Disadvantaged	Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, and summer school. This may also include progress monitoring and prevention models as well as technology use.	Academic Support Program	Tier 2	Monitor	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Interventions-Economically Disadvantaged	Teachers and support staff will provide a multi-tiered support system for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models. Social Studies content may be embedded and integrated with other content area curriculum.	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Team Trainings	The DIT will identify and select a data team and Lead Interventionists to attend trainings at Kent ISD in conjunction with the MDE MiBLISi project. Teams will be trained in data protocols and attend regular trainings on school data analysis. The district will identify at least two people who will provide assistance with the following data systems: DIBELS and SWIS. Staff selected as Lead Interventionists will receive training to lead data entry and support troubleshooting across the district.	Professional Learning	Tier 1	Implement	09/03/2014	06/15/2018	\$21032	District MTSS Team, Building MTSS Teams

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Problem Solving Process	The District Implementation Team will work with the School Leadership Teams to identify strategies and corresponding activities that are challenging to implement in an effort to problem solve issues impeding implementation. The DIT will promote use of a google form to communicate barriers.	Policy and Process	Tier 1	Monitor	10/08/2013	06/15/2018	\$0	District Implementation Team and Building Implementation Teams
Coordination of Programs	The district implementation team will set deadlines and support buildings as they write, implement and monitor SIP strategies and activities towards MTSS implementation. The District team will provide input and feedback during the process for guidance to ensure a coordinated effort and alignment with the SIP, DIP and other district initiatives.	Policy and Process	Tier 1	Monitor	10/08/2013	06/15/2018	\$0	District Implementation Team, Building Implementation Teams
Elementary Interventions	Elementary Schools will implement a systematic approach to academic interventions in reading through the MTSS framework. Title I schools will include extra support in addition to this MTSS process. This will be done with a partnership with Kent ISD using the MiBLSi framework.	Academic Support Program, Technology	Tier 2	Monitor	09/02/2014	06/10/2016	\$0	Classroom Teachers, Support Staff, Principals, MTSS Coordinator
Title I Professional Development	Administrators and teachers will attend State offered trainings for Title I practices including compliance updates, best practices, and parent involvement strategies.	Professional Learning	Tier 2	Implement	09/02/2014	06/15/2018	\$0	Curriculum Director, Principals, Teachers
Teacher Training on Tier I School Wide Reading	Teams of teachers and administrators will attend trainings at Kent ISD through MiBLSi in order to learn about the critical areas of reading instruction and how to analyze data to support these areas.	Professional Learning	Tier 1	Implement	09/05/2014	06/30/2016	\$0	Administrators and teachers.
Data Analysis (School Wide Reading)	Teachers and administrators will analyze school wide data to increase effectiveness of instruction on a school wide level.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers
BoQ Data Review	DIT and SITs will review and update Benchmark of Quality data now that PBIS Implementation has taken place.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers
Behavior Support Teams	Schools will establish Behavior Support Teams to review fidelity data and monitor PBIS implementation.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Teachers and Administrators
District PBIS Team	The District will establish a District PBIS Implementation team to monitor for fidelity and promote collaboration between schools to support continuous improvement of PBIS.	Professional Learning, Teacher Collaboration, Technology	Tier 1	Getting Ready	09/02/2014	06/15/2018	\$0	Teachers and Administrators

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Inclusion of Stakeholders	The DIT will examine methods to ensure that all stakeholders (parents, support staff, bus drivers, custodians, community members, ect.) are involved in PBIS Implementation to the fullest extent that their role allows, ie. Communication plans, trainings and celebrations of achievement	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Teachers and Administrators
District Content Team-Math	Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include: 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. 2. Professional Development planning for specific content strands based upon data review and analysis. 3. Definition of Core Academic Vocabulary for all grades 4. Development of Common Format for Unit Design using Marzano Instructional Framework. 5. Plans for content integration with ELA, Science and Social Studies 6. Resource Review: Elementary and Middle School teachers will review current resource to determine if it meets our needs long term. 7. SAT/MStep transition planning	Teacher Collaboration, Curriculum Development, Technology	Tier 1	Getting Ready	09/01/2015	06/10/2016	\$0	Teachers, Administrators
Teacher Collaboration	Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include: 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. Teams will gather information on current enacted curriculum using surveys and meetings. 2. Professional Development planning for specific content strands based upon data review and analysis. 3. Development of Common Format for Unit Design using Marzano Instructional Framework, including identification of critical standards and development of common assessments. 4. Plans for content integration with ELA, Math and/or Science. 5. Resource Review: MAISA Social Studies Units will be explored. 6. SAT/MStep transition planning.	Teacher Collaboration, Curriculum Development, Technology	Tier 1	Getting Ready	05/14/2015	06/10/2016	\$0	Teachers and Administrators

District Improvement Plan

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District Content Team- Science	Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include: 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. 2. Determination of current enacted curriculum which will be used to support any curriculum changes. 3. Next Generation Science Standards transition planning if applicable due to timelines of MDE adoption. If adopted, the team will review labs, activities and Science Kits for each grade level.	Teacher Collaboration, Curriculum Development, Technology	Tier 1		09/01/2015	06/10/2016	\$0	Teachers and Administrators
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Duncan Lake Middle School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Learning Labs	Classroom Learning Labs will model, observe and collaborate around best instructional practices. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers.	Professional Learning	Tier 1	Implement	09/03/2013	06/10/2016	\$0	Curriculum Director Teaching Staff
Elementary and Middle School Intervention	Teachers and support staff will provide appropriate interventions for students not meeting benchmarks as indicated by building school improvement plans. These interventions may include small groups, one one one, whole group intervention and extended day opportunities. We will implement and refine the MTSS process for interventions.	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Principals Teaching Staff
Middle School Interventions	Middle schools will implement a systematic approach to academic interventions in reading through the MTSS framework. Title I schools will include extra support in addition to this MTSS process. This will be done with a partnership with Kent ISD using the MiBLSi framework. These may include summer school, academic interventions and course recovery within the school day as well as extended day recovery and will include instruction by teachers using technology embedded resources.	Academic Support Program, Technology	Tier 2	Implement	09/03/2013	06/10/2016	\$57431	Classroom Teachers Support Staff Principals MTSS Coordinator

District Improvement Plan

Caledonia Community Schools

Classroom Learning Labs	Classroom Learning Labs will provide opportunities for teachers to model, observe and collaborate around best instructional practices across all four core areas. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. We will continue to train new facilitators and involve additional teachers each year. Teachers will use technology resources to communicate and plan for the sessions.	Professional Learning, Teacher Collaboration, Curriculum Development, Technology	Tier 1	Implement	09/03/2013	06/10/2016	\$16446	Classroom Teachers Curriculum Director
Middle School Interventions	Teachers and support staff will provide a Multi-Tiered System of Support for students not meeting benchmarks. Support may include small group instruction in the core, small group interventions outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models. Technology will be embedded into instruction.	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Principals, Classroom Teachers, support staff
Elementary and Middle School Interventions-Economically Disadvantaged	Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models as well as technology use.	Academic Support Program, Technology	Tier 2	Evaluate	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Interventions-Special Education	Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models and will include technology resources.	Academic Support Program, Technology, Behavioral Support Program	Tier 3	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal Special Education Director Curriculum Director
Elementary and Middle School Interventions-Economically Disadvantaged	Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models as well as technology use.	Academic Support Program, Technology	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Middle/High School Interventions-Special Education	Teachers and support staff will provide appropriate interventions for students not meeting benchmarks as indicated by building school improvement plans. These interventions may include course recovery, small groups, one on one, whole group and extended day opportunities. We will implement the MTSS process for interventions.	Academic Support Program	Tier 3	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal

District Improvement Plan

Caledonia Community Schools

Middle School Interventions-Economically Disadvantaged	Teachers and support staff will provide appropriate interventions for students not meeting benchmarks as indicated by building school improvement plans. These interventions may include course recovery, small groups, one on one, whole group and extended day opportunities. We will implement the MTSS process for interventions.	Academic Support Program	Tier 2	Monitor	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Interventions-Economically Disadvantaged	Teachers and support staff will provide a multi-tiered support system for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models. Social Studies content may be embedded and integrated with other content area curriculum.	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Team Trainings	The DIT will identify and select a data team and Lead Interventionists to attend trainings at Kent ISD in conjunction with the MDE MiBLISi project. Teams will be trained in data protocols and attend regular trainings on school data analysis. The district will identify at least two people who will provide assistance with the following data systems: DIBELS and SWIS. Staff selected as Lead Interventionists will receive training to lead data entry and support troubleshooting across the district.	Professional Learning	Tier 1	Implement	09/03/2014	06/15/2018	\$21032	District MTSS Team, Building MTSS Teams
Problem Solving Process	The District Implementation Team will work with the School Leadership Teams to identify strategies and corresponding activities that are challenging to implement in an effort to problem solve issues impeding implementation. The DIT will promote use of a google form to communicate barriers.	Policy and Process	Tier 1	Monitor	10/08/2013	06/15/2018	\$0	District Implementation Team and Building Implementation Teams
Coordination of Programs	The district implementation team will set deadlines and support buildings as they write, implement and monitor SIP strategies and activities towards MTSS implementation. The District team will provide input and feedback during the process for guidance to ensure a coordinated effort and alignment with the SIP, DIP and other district initiatives.	Policy and Process	Tier 1	Monitor	10/08/2013	06/15/2018	\$0	District Implementation Team, Building Implementation Teams
Data Analysis (School Wide Reading)	Teachers and administrators will analyze school wide data to increase effectiveness of instruction on a school wide level.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers
BoQ Data Review	DIT and SITs will review and update Benchmark of Quality data now that PBIS Implementation has taken place.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers

District Improvement Plan

Caledonia Community Schools

Behavior Support Teams	Schools will establish Behavior Support Teams to review fidelity data and monitor PBIS implementation.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Teachers and Administrators
District PBIS Team	The District will establish a District PBIS Implementation team to monitor for fidelity and promote collaboration between schools to support continuous improvement of PBIS.	Professional Learning, Teacher Collaboration, Technology	Tier 1	Getting Ready	09/02/2014	06/15/2018	\$0	Teachers and Administrators
Inclusion of Stakeholders	The DIT will examine methods to ensure that all stakeholders (parents, support staff, bus drivers, custodians, community members, ect.) are involved in PBIS Implementation to the fullest extent that their role allows, ie. Communication plans, trainings and celebrations of achievement	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Teachers and Administrators
District Content Team-Math	Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include: 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. 2. Professional Development planning for specific content strands based upon data review and analysis. 3. Definition of Core Academic Vocabulary for all grades 4. Development of Common Format for Unit Design using Marzano Instructional Framework. 5. Plans for content integration with ELA, Science and Social Studies 6. Resource Review: Elementary and Middle School teachers will review current resource to determine if it meets our needs long term. 7. SAT/MStep transition planning	Teacher Collaboration, Curriculum Development, Technology	Tier 1	Getting Ready	09/01/2015	06/10/2016	\$0	Teachers, Administrators

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Teacher Collaboration	Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include: 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. Teams will gather information on current enacted curriculum using surveys and meetings. 2. Professional Development planning for specific content strands based upon data review and analysis. 3. Development of Common Format for Unit Design using Marzano Instructional Framework, including identification of critical standards and development of common assessments. 4. Plans for content integration with ELA, Math and/or Science. 5. Resource Review: MAISA Social Studies Units will be explored. 6. SAT/MStep transition planning.	Teacher Collaboration, Curriculum Development, Technology	Tier 1	Getting Ready	05/14/2015	06/10/2016	\$0	Teachers and Administrators
District Content Team-Science	Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include: 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. 2. Determination of current enacted curriculum which will be used to support any curriculum changes. 3. Next Generation Science Standards transition planning if applicable due to timelines of MDE adoption. If adopted, the team will review labs, activities and Science Kits for each grade level.	Teacher Collaboration, Curriculum Development, Technology	Tier 1		09/01/2015	06/10/2016	\$0	Teachers and Administrators

Duncan Lake Early Childhood Center

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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District Improvement Plan

Caledonia Community Schools

Classroom Learning Labs	Classroom Learning Labs will provide opportunities for teachers to model, observe and collaborate around best instructional practices across all four core areas. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. We will continue to train new facilitators and involve additional teachers each year. Teachers will use technology resources to communicate and plan for the sessions.	Professional Learning, Teacher Collaboration, Curriculum Development, Technology	Tier 1	Implement	09/03/2013	06/10/2016	\$16446	Classroom Teachers Curriculum Director
Interventions-Special Education	Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models and will include technology resources.	Academic Support Program, Technology, Behavioral Support Program	Tier 3	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal Special Education Director Curriculum Director
Team Trainings	The DIT will identify and select a data team and Lead Interventionists to attend trainings at Kent ISD in conjunction with the MDE MiBLISi project. Teams will be trained in data protocols and attend regular trainings on school data analysis. The district will identify at least two people who will provide assistance with the following data systems: DIBELS and SWIS. Staff selected as Lead Interventionists will receive training to lead data entry and support troubleshooting across the district.	Professional Learning	Tier 1	Implement	09/03/2014	06/15/2018	\$21032	District MTSS Team, Building MTSS Teams
Problem Solving Process	The District Implementation Team will work with the School Leadership Teams to identify strategies and corresponding activities that are challenging to implement in an effort to problem solve issues impeding implementation. The DIT will promote use of a google form to communicate barriers.	Policy and Process	Tier 1	Monitor	10/08/2013	06/15/2018	\$0	District Implementation Team and Building Implementation Teams
Coordination of Programs	The district implementation team will set deadlines and support buildings as they write, implement and monitor SIP strategies and activities towards MTSS implementation. The District team will provide input and feedback during the process for guidance to ensure a coordinated effort and alignment with the SIP, DIP and other district initiatives.	Policy and Process	Tier 1	Monitor	10/08/2013	06/15/2018	\$0	District Implementation Team, Building Implementation Teams
BoQ Data Review	DIT and SITs will review and update Benchmark of Quality data now that PBIS Implementation has taken place.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers

District Improvement Plan

Caledonia Community Schools

Behavior Support Teams	Schools will establish Behavior Support Teams to review fidelity data and monitor PBIS implementation.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Teachers and Administrators
District PBIS Team	The District will establish a District PBIS Implementation team to monitor for fidelity and promote collaboration between schools to support continuous improvement of PBIS.	Professional Learning, Teacher Collaboration, Technology	Tier 1	Getting Ready	09/02/2014	06/15/2018	\$0	Teachers and Administrators
Inclusion of Stakeholders	The DIT will examine methods to ensure that all stakeholders (parents, support staff, bus drivers, custodians, community members, ect.) are involved in PBIS Implementation to the fullest extent that their role allows, ie. Communication plans, trainings and celebrations of achievement	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Teachers and Administrators
District Content Team-Math	Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include: 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. 2. Professional Development planning for specific content strands based upon data review and analysis. 3. Definition of Core Academic Vocabulary for all grades 4. Development of Common Format for Unit Design using Marzano Instructional Framework. 5. Plans for content integration with ELA, Science and Social Studies 6. Resource Review: Elementary and Middle School teachers will review current resource to determine if it meets our needs long term. 7. SAT/MStep transition planning	Teacher Collaboration, Curriculum Development, Technology	Tier 1	Getting Ready	09/01/2015	06/10/2016	\$0	Teachers, Administrators

District Improvement Plan

Caledonia Community Schools

Teacher Collaboration	Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include: 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. Teams will gather information on current enacted curriculum using surveys and meetings. 2. Professional Development planning for specific content strands based upon data review and analysis. 3. Development of Common Format for Unit Design using Marzano Instructional Framework, including identification of critical standards and development of common assessments. 4. Plans for content integration with ELA, Math and/or Science. 5. Resource Review: MAISA Social Studies Units will be explored. 6. SAT/MStep transition planning.	Teacher Collaboration, Curriculum Development, Technology	Tier 1	Getting Ready	05/14/2015	06/10/2016	\$0	Teachers and Administrators
District Content Team-Science	Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include: 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. 2. Determination of current enacted curriculum which will be used to support any curriculum changes. 3. Next Generation Science Standards transition planning if applicable due to timelines of MDE adoption. If adopted, the team will review labs, activities and Science Kits for each grade level.	Teacher Collaboration, Curriculum Development, Technology	Tier 1		09/01/2015	06/10/2016	\$0	Teachers and Administrators

Caledonia High School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Learning Labs	Classroom Learning Labs will model, observe and collaborate around best instructional practices. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers.	Professional Learning	Tier 1	Implement	09/03/2013	06/10/2016	\$0	Curriculum Director Teaching Staff

District Improvement Plan

Caledonia Community Schools

Alternative High School	High School students not succeeding in the regular educational setting may qualify to attend our alternative school. This setting will allow students to progress at their own rate of learning with small class sizes and more personal attention. Students will receive reading instruction in small groups or individually, by the teacher and with online resources.	Academic Support Program, Technology , Behavioral Support Program	Tier 3	Evaluate	09/03/2013	06/10/2016	\$0	High School Principal and Matt Armstrong, Lead Teacher
Classroom Learning Labs	Classroom Learning Labs will provide opportunities for teachers to model, observe and collaborate around best instructional practices across all four core areas. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. We will continue to train new facilitators and involve additional teachers each year. Teachers will use technology resources to communicate and plan for the sessions.	Professional Learning, Teacher Collaboration, Curriculum Development, Technology	Tier 1	Implement	09/03/2013	06/10/2016	\$16446	Classroom Teachers Curriculum Director
Interventions-Special Education	Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models and will include technology resources.	Academic Support Program, Technology , Behavioral Support Program	Tier 3	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal Special Education Director Curriculum Director
Middle/High School Interventions-Special Education	Teachers and support staff will provide appropriate interventions for students not meeting benchmarks as indicated by building school improvement plans. These interventions may include course recovery, small groups, one on one, whole group and extended day opportunities. We will implement the MTSS process for interventions.	Academic Support Program	Tier 3	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Team Trainings	The DIT will identify and select a data team and Lead Interventionists to attend trainings at Kent ISD in conjunction with the MDE MiBLISi project. Teams will be trained in data protocols and attend regular trainings on school data analysis. The district will identify at least two people who will provide assistance with the following data systems: DIBELS and SWIS. Staff selected as Lead Interventionists will receive training to lead data entry and support troubleshooting across the district.	Professional Learning	Tier 1	Implement	09/03/2014	06/15/2018	\$21032	District MTSS Team, Building MTSS Teams

District Improvement Plan

Caledonia Community Schools

Problem Solving Process	The District Implementation Team will work with the School Leadership Teams to identify strategies and corresponding activities that are challenging to implement in an effort to problem solve issues impeding implementation. The DIT will promote use of a google form to communicate barriers.	Policy and Process	Tier 1	Monitor	10/08/2013	06/15/2018	\$0	District Implementation Team and Building Implementation Teams
Coordination of Programs	The district implementation team will set deadlines and support buildings as they write, implement and monitor SIP strategies and activities towards MTSS implementation. The District team will provide input and feedback during the process for guidance to ensure a coordinated effort and alignment with the SIP, DIP and other district initiatives.	Policy and Process	Tier 1	Monitor	10/08/2013	06/15/2018	\$0	District Implementation Team, Building Implementation Teams
Data Analysis (School Wide Reading)	Teachers and administrators will analyze school wide data to increase effectiveness of instruction on a school wide level.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers
District Content Team-Math	Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include: 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. 2. Professional Development planning for specific content strands based upon data review and analysis. 3. Definition of Core Academic Vocabulary for all grades 4. Development of Common Format for Unit Design using Marzano Instructional Framework. 5. Plans for content integration with ELA, Science and Social Studies 6. Resource Review: Elementary and Middle School teachers will review current resource to determine if it meets our needs long term. 7. SAT/MStep transition planning	Teacher Collaboration, Curriculum Development, Technology	Tier 1	Getting Ready	09/01/2015	06/10/2016	\$0	Teachers, Administrators

District Improvement Plan

Caledonia Community Schools

Teacher Collaboration	Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include: 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. Teams will gather information on current enacted curriculum using surveys and meetings. 2. Professional Development planning for specific content strands based upon data review and analysis. 3. Development of Common Format for Unit Design using Marzano Instructional Framework, including identification of critical standards and development of common assessments. 4. Plans for content integration with ELA, Math and/or Science. 5. Resource Review: MAISA Social Studies Units will be explored. 6. SAT/MStep transition planning.	Teacher Collaboration, Curriculum Development, Technology	Tier 1	Getting Ready	05/14/2015	06/10/2016	\$0	Teachers and Administrators
District Content Team-Science	Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include: 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. 2. Determination of current enacted curriculum which will be used to support any curriculum changes. 3. Next Generation Science Standards transition planning if applicable due to timelines of MDE adoption. If adopted, the team will review labs, activities and Science Kits for each grade level.	Teacher Collaboration, Curriculum Development, Technology	Tier 1		09/01/2015	06/10/2016	\$0	Teachers and Administrators

Caledonia Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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District Improvement Plan

Caledonia Community Schools

Differentiated Instruction using MAISA	Teachers and support staff will implement instruction that differentiates learning for students identified as not meeting benchmarks as indicated by the building school improvement plan. Teachers will engage in professional development activities to increase their knowledge of best practices in writing instruction. Teachers will use pacing guides aligned with the common core state standards to assist in identifying benchmarks and standards.. These standards will assist in determining the differentiation needed for students not meeting the standards. Teachers will use common assessments and anchor papers to collect benchmark data. During the 2015-2016 school year teachers will be asked to teach 3 MAISA units with the expectation that all of the elementary schools will come to a consensus to see if MAISA will be the writing curriculum.	Academic Support Program	Tier 1	Implement	09/03/2013	06/10/2016	\$0	Building Administrators, Teachers
Classroom Learning Labs	Classroom Learning Labs will model, observe and collaborate around best instructional practices. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers.	Professional Learning	Tier 1	Implement	09/03/2013	06/10/2016	\$0	Curriculum Director Teaching Staff
Elementary and Middle School Intervention	Teachers and support staff will provide appropriate interventions for students not meeting benchmarks as indicated by building school improvement plans. These interventions may include small groups, one one one, whole group intervention and extended day opportunities. We will implement and refine the MTSS process for interventions.	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Principals Teaching Staff
Classroom Learning Labs	Classroom Learning Labs will provide opportunities for teachers to model, observe and collaborate around best instructional practices across all four core areas. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. We will continue to train new facilitators and involve additional teachers each year. Teachers will use technology resources to communicate and plan for the sessions.	Professional Learning, Teacher Collaboration, Curriculum Development, Technology	Tier 1	Implement	09/03/2013	06/10/2016	\$16446	Classroom Teachers Curriculum Director

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Elementary Interventions	Elementary Schools will develop a systematic approach to implementing academic interventions in math through the MTSS framework. Title 1 schools will add additional support in addition to the regular MTSS process. This will be done in a partnership with Kent ISD using the MiBLSi framework.	Academic Support Program, Technology	Tier 2	Getting Ready	09/03/2013	06/10/2016	\$0	MTSS Coordinator Curriculum Director District Teacher Representatives Special Education Representatives Elementary Principals
Elementary and Middle School Interventions-Economically Disadvantaged	Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models as well as technology use.	Academic Support Program, Technology	Tier 2	Evaluate	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Interventions-Special Education	Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models and will include technology resources.	Academic Support Program, Technology, Behavioral Support Program	Tier 3	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal Special Education Director Curriculum Director
Elementary and Middle School Interventions-Economically Disadvantaged	Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models as well as technology use.	Academic Support Program, Technology	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Elementary Intervention-Special Education	Teachers and support staff will provide appropriate interventions for students not meeting benchmarks as indicated by building school improvement plans. These interventions may include small groups, one one one, whole group intervention and extended day opportunities. We will implement and refine the MTSS process for interventions.	Academic Support Program	Tier 3	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal

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Elementary Intervention-Economically Disadvantaged	Teachers and support staff will provide a multi-tiered system of support for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, and summer school. This may also include progress monitoring and prevention models as well as technology use.	Academic Support Program	Tier 2	Monitor	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Interventions-Economically Disadvantaged	Teachers and support staff will provide a multi-tiered support system for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, course recovery, and summer school. This may also include progress monitoring and prevention models. Social Studies content may be embedded and integrated with other content area curriculum.	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
Team Trainings	The DIT will identify and select a data team and Lead Interventionists to attend trainings at Kent ISD in conjunction with the MDE MiBLISi project. Teams will be trained in data protocols and attend regular trainings on school data analysis. The district will identify at least two people who will provide assistance with the following data systems: DIBELS and SWIS. Staff selected as Lead Interventionists will receive training to lead data entry and support troubleshooting across the district.	Professional Learning	Tier 1	Implement	09/03/2014	06/15/2018	\$21032	District MTSS Team, Building MTSS Teams
Problem Solving Process	The District Implementation Team will work with the School Leadership Teams to identify strategies and corresponding activities that are challenging to implement in an effort to problem solve issues impeding implementation. The DIT will promote use of a google form to communicate barriers.	Policy and Process	Tier 1	Monitor	10/08/2013	06/15/2018	\$0	District Implementation Team and Building Implementation Teams
Coordination of Programs	The district implementation team will set deadlines and support buildings as they write, implement and monitor SIP strategies and activities towards MTSS implementation. The District team will provide input and feedback during the process for guidance to ensure a coordinated effort and alignment with the SIP, DIP and other district initiatives.	Policy and Process	Tier 1	Monitor	10/08/2013	06/15/2018	\$0	District Implementation Team, Building Implementation Teams

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Elementary Interventions	Elementary Schools will implement a systematic approach to academic interventions in reading through the MTSS framework. Title I schools will include extra support in addition to this MTSS process. This will be done with a partnership with Kent ISD using the MiBLSi framework.	Academic Support Program, Technology	Tier 2	Monitor	09/02/2014	06/10/2016	\$0	Classroom Teachers, Support Staff, Principals, MTSS Coordinator
Title I Professional Development	Administrators and teachers will attend State offered trainings for Title I practices including compliance updates, best practices, and parent involvement strategies.	Professional Learning	Tier 2	Implement	09/02/2014	06/15/2018	\$0	Curriculum Director, Principals, Teachers
Teacher Training on Tier I School Wide Reading	Teams of teachers and administrators will attend trainings at Kent ISD through MiBLSi in order to learn about the critical areas of reading instruction and how to analyze data to support these areas.	Professional Learning	Tier 1	Implement	09/05/2014	06/30/2016	\$0	Administrators and teachers.
Data Analysis (School Wide Reading)	Teachers and administrators will analyze school wide data to increase effectiveness of instruction on a school wide level.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers
BoQ Data Review	DIT and SITs will review and update Benchmark of Quality data now that PBIS Implementation has taken place.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers
Behavior Support Teams	Schools will establish Behavior Support Teams to review fidelity data and monitor PBIS implementation.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Teachers and Administrators
District PBIS Team	The District will establish a District PBIS Implementation team to monitor for fidelity and promote collaboration between schools to support continuous improvement of PBIS.	Professional Learning, Teacher Collaboration, Technology	Tier 1	Getting Ready	09/02/2014	06/15/2018	\$0	Teachers and Administrators
Inclusion of Stakeholders	The DIT will examine methods to ensure that all stakeholders (parents, support staff, bus drivers, custodians, community members, ect.) are involved in PBIS Implementation to the fullest extent that their role allows, ie. Communication plans, trainings and celebrations of achievement	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Teachers and Administrators

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<p>District Content Team-Math</p>	<p>Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include: 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. 2. Professional Development planning for specific content strands based upon data review and analysis. 3. Definition of Core Academic Vocabulary for all grades 4. Development of Common Format for Unit Design using Marzano Instructional Framework. 5. Plans for content integration with ELA, Science and Social Studies 6. Resource Review: Elementary and Middle School teachers will review current resource to determine if it meets our needs long term. 7. SAT/MStep transition planning</p>	<p>Teacher Collaboration, Curriculum Development, Technology</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/01/2015</p>	<p>06/10/2016</p>	<p>\$0</p>	<p>Teachers, Administrators</p>
<p>Teacher Collaboration</p>	<p>Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include: 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. Teams will gather information on current enacted curriculum using surveys and meetings. 2. Professional Development planning for specific content strands based upon data review and analysis. 3. Development of Common Format for Unit Design using Marzano Instructional Framework, including identification of critical standards and development of common assessments. 4. Plans for content integration with ELA, Math and/or Science. 5. Resource Review: MAISA Social Studies Units will be explored. 6. SAT/MStep transition planning.</p>	<p>Teacher Collaboration, Curriculum Development, Technology</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>05/14/2015</p>	<p>06/10/2016</p>	<p>\$0</p>	<p>Teachers and Administrators</p>

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District Content Team- Science	Teachers from grades Pre-K through 12 will meet 3-4 days per year to review the current curriculum to align content across all grades. Action plan items for 2015-2016 include: 1. Communication Plan Development: Two way communication plan to be developed to allow for input from all stakeholders. 2. Determination of current enacted curriculum which will be used to support any curriculum changes. 3. Next Generation Science Standards transition planning if applicable due to timelines of MDE adoption. If adopted, the team will review labs, activities and Science Kits for each grade level.	Teacher Collaborati on, Curriculum Developme nt, Technology	Tier 1		09/01/2015	06/10/2016	\$0	Teachers and Administrat ors
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