



District Improvement Plan

Caledonia Community Schools

Mr. Randy Rodriguez, Superintendent
9753 Duncan Lake Ave.
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 over 200 students. The district population is made up of 4557 students and over 3000 employees. We are made up of an agricultural community that has experienced growth in housing developments. The community is involved in and supportive of 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 are the ongoing changes in our special populations groups as well as growth planning and management.

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 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 high school 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. Over the past three years, the district has 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.

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 over 10 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.	Yes	Assessments include Discovery Education, Dibels, SRI, and other curriculum based measures.	

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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		

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.	

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	

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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	Darrell Kingsburry Assistant Superintendent 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		

2016-2017 District Improvement Plan

Overview

Plan Name

2016-2017 District Improvement Plan

Plan Description

Caledonia Community Schools District Improvement Plan

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 in Reading.	Objectives: 2 Strategies: 6 Activities: 19	Academic	\$347997
2	All students at Caledonia Community Schools will become proficient in math.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$50000
3	All students at Caledonia Community Schools will become proficient in Writing.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$50000
4	All students at Caledonia Community Schools will be proficient in Social Studies	Objectives: 1 Strategies: 4 Activities: 5	Academic	\$50000
5	All students at Caledonia Community Schools will be proficient in Science	Objectives: 1 Strategies: 5 Activities: 8	Academic	\$72923
6	Caledonia Community Schools will develop and implement an MTSS Framework.	Objectives: 3 Strategies: 3 Activities: 14	Organizational	\$23937
7	Teachers and Administrators will implement the Marzano Instructional Framework and Teacher and Administrator Evaluation Model.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$8858
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 in Reading.

Measurable Objective 1:

75% of Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth and Eleventh grade students will demonstrate a proficiency in Reading in English Language Arts by 06/30/2018 as measured by M-Step.

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: English/Language Arts

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	Technology , Academic Support Program, Behavioral Support Program	Tier 3	Evaluate	09/03/2013	06/30/2017	\$150000	Section 31a	High School Principal and Teachers
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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 academic interventions, additional counseling support 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	Technology , Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2018	\$54892	Title I Part A	Classroom Teachers Support Staff Principals

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	Teacher Collaboration, Technology , Curriculum Development, Professional Learning	Tier 1	Implement	09/03/2013	06/10/2016	\$4219	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	Technology , Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2018	\$0	No Funding Required	Classroom Teachers, Support Staff, Principals
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. Title I funds for students who attend a non-Title building have been set aside for additional tutoring assistance. Schools: All Schools	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2018	\$20000	Title I Part A	Principals, Title I Coordinator , McKinney Vinto Coordinator
Activity - Title I Paraprofessional Support-Elementary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have been identified as TI eligible will receive academic interventions in the four core areas, based upon their needs, by paraprofessionals serving under the direct supervision of Highly Qualified teachers. Students will receive interventions following an MTSS model following the Targeted Assisted Plan and may include push in, pull out and/or extended learning opportunities before or after school. Schools: Caledonia Elementary School, Dutton Elementary School	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2018	\$99842	Title I Part A	Principals, Teachers, Paraprofessionals, Title I team
Activity - Parent Education Newsletter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of students who are eligible for Title I services will receive "The Parent Newsletter" as a monthly resource to help support their children with reading at home. Schools: Caledonia Elementary School, Dutton Elementary School	Technology , Academic Support Program, Parent Involvement	Tier 2	Implement	09/08/2015	06/30/2018	\$478	Title I Part A	Principal, teachers

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Activity - Promoting Academic Reading Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Middle school teachers and administrators will participate in the Promoting Academic Reading Success (PARS) grant with MiBLSi and the US Department of Education. Classroom teachers will attend training on explicit instructional strategies in all core areas as well as Tier 2 supports. MiBLISI will provide onsite coaching for KMMS and Cal staff will work to provide supplemental supports at DLMS. This is a four year grant that will scale up to include grades 6-9.</p> <p>Schools: Duncan Lake Middle School, Kraft Meadows Middle School</p>	Teacher Collaboration, Technology, Academic Support Program, Curriculum Development, Professional Learning	Tier 1	Implement	01/01/2016	06/30/2020	\$12900	Other	Teachers, Principals
Activity - Goals and Scales Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teams of teachers will be trained on the development and implementation of Goals and Scales for ELA as defined by the Marzano Instructional Framework. Teachers will work in grade level representative teams to develop scales for use in the ELA core instruction. Scales will be implemented and revised over the course of two years.</p> <p>Schools: All Schools</p>	Teacher Collaboration, Technology, Curriculum Development, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2018	\$0	Title II Part A	Teachers, principals, curriculum director

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 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: Tier 3

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Activity - Interventions-Special Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</p> <p>Schools: All Schools</p>	Technology , Academic Support Program	Tier 3	Implement	09/03/2013	06/30/2018	\$0	No Funding Required, Special Education	Special Ed Staff, Classroom Teachers, Support Staff, Building Principal, Special Education Director

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
<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>	Technology , Academic Support Program	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 06/30/2018 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	06/30/2018	\$50	Title III	EL teachers
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	06/30/2018	\$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	06/30/2018	\$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	06/30/2018	\$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	06/30/2018	\$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	06/30/2018	\$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	06/01/2018	\$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 2015-2016

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District Improvement Plan

Caledonia Community Schools

"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	06/30/2018	\$0	Section 31a, Title I Part A	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	Technology , Academic Support Program	Tier 2	Getting Ready	09/03/2013	06/30/2018	\$0	Title I Part A, Section 31a	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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District Improvement Plan

Caledonia Community Schools

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	Technology , Academic Support Program, Behavioral Support Program	Tier 3	Implement	09/02/2014	06/30/2018	\$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>Technology , Academic Support Program, Behavioral Support Program</p>	<p>Tier 3</p>	<p>Implement</p>	<p>09/03/2013</p>	<p>06/30/2018</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

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	Technology , Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2018	\$0	Section 31a, Title I Part A	Teaching Staff Building Principal
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Goal 3: All students at Caledonia Community Schools will become proficient in Writing.

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 Curriculum Development - Teachers will work together to articulate writing curriculum that is aligned K-12. Teachers will also 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/reduced students.

Category: English/Language Arts

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 1

District Improvement Plan

Caledonia Community 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 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	06/30/2017	\$50000	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	06/30/2018	\$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
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	06/30/2018	\$0	General Fund, Title II Part A	Curriculum Director Teaching Staff

District Improvement Plan

Caledonia Community Schools

Activity - Elementary and Middle School Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</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>	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2018	\$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
<p>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.</p> <p>Schools: All Schools</p>	Curriculum Development	Tier 1	Implement	06/05/2015	06/30/2018	\$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: English/Language Arts

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 3

Activity - Elementary Intervention-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 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	06/30/2018	\$0	Special Education	Teaching Staff Building Principal
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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	06/30/2018	\$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: English/Language Arts

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

Activity - Elementary Intervention-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

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	06/30/2018	\$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	06/30/2018	\$0	Title I Part A, Section 31a	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: Social Studies

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

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 System of Supports 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, and course recovery. This may also include progress monitoring, prevention models and will include technology resources.	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2018	\$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	06/30/2018	\$50000	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: Social Studies

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

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 System of Supports for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, and course recovery. This may also include progress monitoring and prevention models.	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2018	\$0	Special Education	Teaching Staff Building Principal
Schools: All Schools								

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: Social Studies

District Improvement Plan

Caledonia Community Schools

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 System of Supports for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, and course recovery. 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	06/30/2018	\$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: Social Studies

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 - Social Studies Standards (C3 Framework) Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to preview the new social studies standards and begin implementation planning for the new standards K-12. Schools: All Schools	Teacher Collaboration, Technology Curriculum Development	Tier 1	Getting Ready	07/01/2016	06/30/2018	\$0	No Funding Required	Teachers, Principals, Curriculum Director

Goal 5: All students at Caledonia Community Schools will be proficient in Science

Measurable Objective 1:

48% of Fourth, Seventh, Eleventh and Twelfth grade students will demonstrate a proficiency in science in Science by 06/30/2018 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
Teachers and support staff will provide a mult-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

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	Technology , Academic Support Program, Behavioral Support Program	Tier 3	Monitor	09/02/2014	06/10/2016	\$50000	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:

District Improvement Plan

Caledonia Community Schools

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:

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	Title I Part A, Section 31a	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

District Improvement Plan

Caledonia Community Schools

Activity - District Content Team- Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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>	Teacher Collaboration, Technology, Curriculum Development	Tier 1		09/01/2015	06/10/2016	\$0	General Fund	Teachers and Administrators

Strategy 5:

NGSS Implementation - Teachers and administrators will work together to plan for and implement the recently adopted NGSS for Caledonia Community Schools. We will work with building teams, district teams and with Kent ISD teams to ensure a strong implementation plan that supports teacher development and student achievement for all.

Category: Science

Research Cited: The State of Science Standards, State reviews by Lawrence S. Lerner, Ursula Goodenough, John Lynch, Martha Schwartz, and Richard Schwartz
NAEP review by Paul R. Gross, 2012

Tier: Tier 1

Activity - Elementary Teacher Training on 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

Elementary teachers will attend trainings by grade level on the Battle Creek Science Units (NGSS) focusing on implementation of NGSS through the use of this curriculum. This is year one of a three year implementation plan, using the following sequence: 2016-17 Physical Science, 2017-2018 Earth Science, 2018-2019 Life Science. Teachers will be trained in using the Battle Creek Unit resources which include inquiry based lessons, student journals, and common assessments. Schools: Kettle Lake Elementary School, Paris Ridge Elementary, Caledonia Elementary School, Dutton Elementary School, Kraft Meadows Middle School	Teacher Collaboration, Technology, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2019	\$7098	Title II Part A	Curriculum Director, Principals, Teachers
Activity - Secondary Teacher Training on Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle and High School Science teachers will attend trainings at the VanAndel Institute in Grand Rapids MI as part of a four year training sequence. Teachers will be trained in the Community of Practice model for science instruction and will involve Immersion Training, Workshops and OnSite Coaching. This is year one of the four year plan. Schools: Duncan Lake Middle School, Caledonia High School, Kraft Meadows Middle School	Teacher Collaboration, Technology, Curriculum Development, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2020	\$15825	Title II Part A	Teachers, Principal, Curriculum Director
Activity - Course Model Determination	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Secondary teachers will collaborate to determine a course model in science that will meet the needs of all students. Course model changes will begin in 2017. Schools: Duncan Lake Middle School, Caledonia High School, Kraft Meadows Middle School	Teacher Collaboration, Curriculum Development	Tier 1	Getting Ready	07/01/2016	06/30/2018	\$0	No Funding Required	Secondary Science Teachers

Goal 6: Caledonia Community Schools will develop and implement an MTSS Framework.

Measurable Objective 1:

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

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.

District Improvement Plan

Caledonia Community Schools

Category: Learning Support Systems

Research Cited: NIRN

Tier: Tier 1

Activity - Team Trainings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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	\$14337	Title II Part A	District MTSS Team, Building MTSS Teams
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

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<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
Activity - Management and Coordination	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The MTSS DIT will define and articulate the roles and responsibilities of all stakeholders in the MTSS process, including MTSS Liaison, MTSS Coordinators, Principals, Intervention Specialists, Core Teachers, and Support Staff. This information will be communicated to all stakeholders. MTSS and other District Teams will be identified and defined, including purpose, membership, and communication protocols.</p> <p>Schools: All Schools</p>	Policy and Process	Tier 1	Implement	09/08/2015	06/30/2018	\$0	No Funding Required	MTSS District Implementation Team
Activity - District Data Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The District Implementation Team will review school and district level data to ensure alignment to School Improvement Plans and fidelity of MTSS Implementation for the impact on student achievement. The DIT will attend meetings three times per year at Kent ISD to be facilitated by MiBLSi/MTSS staff. The DIT will use the DCA as the measurement tool for fidelity of implementation.</p> <p>Schools: All Schools</p>	Technology, Professional Learning	Tier 1	Implement	09/08/2015	06/30/2018	\$0	No Funding Required	District Implementation Team
Activity - Communication Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The DIT will develop and implement a communication plan to intentionally provide regular and ongoing communication about MTSS to all stakeholders. The DIT will annually prepare an Executive Summary which will detail annual goals and objectives and outline accomplishments and next steps. The DIT will present information to the Board of Education regarding MTSS Implementation annually. The DIT will implement and utilize a common communication protocol that promotes two way communication.	Policy and Process	Tier 1	Implement	09/08/2015	06/30/2018	\$0	No Funding Required	District Implementation Team
Schools: All Schools								

Activity - Decision Making Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The MTSS DIT team will define and implement a decision making process to support a selecting of Effective Innovations (EI) through the use of guidance documents including the Hexagon tool.	Policy and Process	Tier 1	Getting Ready	09/01/2016	06/08/2018	\$0	No Funding Required	MTSS DIT Team
Schools: All Schools								

Activity - Data Analysis Trainings/NWEA MAPS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators for grades K-8 will be trained in the generation and use of student and classroom data reports for the NWEA MAPS assessment in reading and math. This data will be used in the MTSS implementation as part of the Grade Level Problem Solving process (Tier 1), Benchmark and Progress Monitoring Meetings (Tier 2) and Student Assistance Team (Tier 3). The data report training will also include information regarding parent reports which can be shared with families to support their understanding of their child's progress in the curriculum. The training will be for all teachers in February using their actual student data from Fall and Winter Benchmark assessments.	Teacher Collaboration, Technology, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$9600	Title II Part A	Curriculum Director, Principals, Teachers, Technology Director
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								

Measurable Objective 2:

demonstrate a proficiency in 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:

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

Tier: Tier 1

Activity - Teacher Implementation of 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 through MiBLSi in order to learn about the critical areas of reading instruction and how to analyze data to support these areas. Middle schools will participate in the PARS grant. 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	Professional Learning	Tier 1	Implement	09/05/2014	06/30/2018	\$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. Teams will use identified district and school protocols to support fidelity of the process. 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/PSC with fidelity by 06/08/2018 as measured by a score of 70% or higher on the Tiered Fidelity Inventory (TFI).

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 - TFI Data Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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DIT and SITs will review and update Tiered Fidelity of Implementation (Behavior) data to ensure fidelity of implementation and support scaling up across tiers for all schools within the district. 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	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/15/2018	\$0	No Funding Required	Administrators and Teachers
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Activity - Building PBIS/PSC Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will establish PBIS/PSC Teams to review fidelity data and monitor PBIS/PSC implementation. Teams will use common meeting protocols to develop and follow action plans, including a common communication protocol to promote communication between schools and the MTSS DIT team. 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	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	No Funding Required	Teachers and Administrators

Activity - District PBIS/PSC Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will establish a District PBIS/PSC Implementation team to monitor for fidelity and promote collaboration between schools to support continuous improvement of PBIS/PSC. 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	Teacher Collaboration, Technology, Professional Learning	Tier 1	Implement	09/02/2014	06/15/2018	\$0	No Funding Required	Teachers and Administrators

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

Goal 7: Teachers and Administrators will implement 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:

Goals and Scales Implementation - 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: English/Language Arts

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 grade level representatives will attend professional development sessions through out the year to study the Marzano Framework for Instruction. Trainings will focus on the development and implementation of Goals and Scales and Assessments as they relate to the Marzano framework and Common Core State Standards.</p>	<p>Teacher Collaboration, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/05/2014</p>	<p>06/30/2018</p>	<p>\$8858</p>	<p>Title II Part A</p>	<p>Teachers, Curriculum Director</p>
<p>Schools: All Schools</p>								

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 PLCs across the district. Buildings will focus on fostering connections between Marzano Instructional Framework, MTSS and PLCs.

Category: School Culture

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 and MTSS. Schools: All Schools	Professional Learning	Tier 1	Monitor	09/02/2014	06/30/2018	\$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
Data Analysis Trainings/NWEA MAPS	Teachers and administrators for grades K-8 will be trained in the generation and use of student and classroom data reports for the NWEA MAPS assessment in reading and math. This data will be used in the MTSS implementation as part of the Grade Level Problem Solving process (Tier 1), Benchmark and Progress Monitoring Meetings (Tier 2) and Student Assistance Team (Tier 3). The data report training will also include information regarding parent reports which can be shared with families to support their understanding of their child's progress in the curriculum. The training will be for all teachers in February using their actual student data from Fall and Winter Benchmark assessments.	Teacher Collaboration, Technology, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$9600	Curriculum Director, Principals, Teachers, Technology Director
Marzano Framework Training	Teacher grade level representatives will attend professional development sessions throughout the year to study the Marzano Framework for Instruction. Trainings will focus on the development and implementation of Goals and Scales and Assessments as they relate to the Marzano framework and Common Core State Standards.	Teacher Collaboration, Technology, Professional Learning	Tier 1	Implement	08/05/2014	06/30/2018	\$8858	Teachers, Curriculum Director
Elementary Teacher Training on Science	Elementary teachers will attend trainings by grade level on the Battle Creek Science Units (NGSS) focusing on implementation of NGSS through the use of this curriculum. This is year one of a three year implementation plan, using the following sequence: 2016-17 Physical Science, 2017-2018 Earth Science, 2018-2019 Life Science. Teachers will be trained in using the Battle Creek Unit resources which include inquiry based lessons, student journals, and common assessments.	Teacher Collaboration, Technology, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2019	\$7098	Curriculum Director, Principals, Teachers

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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.	Teacher Collaboration, Technology, Curriculum Development, Professional Learning	Tier 1	Implement	09/03/2013	06/10/2016	\$4219	Classroom 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	06/30/2018	\$0	Curriculum Director Teaching Staff
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	\$14337	District MTSS Team, Building MTSS Teams
Secondary Teacher Training on Science	Middle and High School Science teachers will attend trainings at the VanAndel Institute in Grand Rapids MI as part of a four year training sequence. Teachers will be trained in the Community of Practice model for science instruction and will involve Immersion Training, Workshops and OnSite Coaching. This is year one of the four year plan.	Teacher Collaboration, Technology, Curriculum Development, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2020	\$15825	Teachers, Principal, Curriculum Director
Goals and Scales Implementation	Teams of teachers will be trained on the development and implementation of Goals and Scales for ELA as defined by the Marzano Instructional Framework. Teachers will work in grade level representative teams to develop scales for use in the ELA core instruction. Scales will be implemented and revised over the course of two years.	Teacher Collaboration, Technology, Curriculum Development, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2018	\$0	Teachers, principals, curriculum director

Special Education

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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 a Multi-Tiered System of Supports for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, and course recovery. This may also include progress monitoring and prevention models.	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2018	\$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	06/30/2018	\$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.	Technology , Academic Support Program, Behavioral Support Program	Tier 3	Implement	09/03/2013	06/30/2018	\$0	Teaching Staff Building Principal Special Education Director Curriculum 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
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	06/30/2018	\$0	Teaching Staff Building Principal

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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.	Technology , Academic Support Program	Tier 3	Implement	09/03/2013	06/30/2018	\$0	Special Ed Staff, Classroom Teachers, Support Staff, Building Principal, Special Education Director
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General Fund

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	06/30/2018	\$0	Curriculum Director Teaching Staff
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, Technology, Curriculum Development	Tier 1		09/01/2015	06/10/2016	\$0	Teachers and Administrators
Teacher Implementation of Tier I School Wide Reading	Teams of teachers and administrators will attend trainings through MiBLSi in order to learn about the critical areas of reading instruction and how to analyze data to support these areas. Middle schools will participate in the PARS grant.	Professional Learning	Tier 1	Implement	09/05/2014	06/30/2018	\$0	Administrators and teachers.
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	06/30/2018	\$0	Teachers, Curriculum Director

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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Technology , Academic Support Program	Tier 2	Evaluate	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal
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	06/30/2018	\$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.	Technology , Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2018	\$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
Title I Paraprofessional Support-Elementary	Students who have been identified as TI eligible will receive academic interventions in the four core areas, based upon their needs, by paraprofessionals serving under the direct supervision of Highly Qualified teachers. Students will receive interventions following an MTSS model following the Targeted Assisted Plan and may include push in, pull out and/or extended learning opportunities before or after school.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2018	\$99842	Principals, Teachers, Paraprofessionals, Title I team

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Parent Education Newsletter	Parents of students who are eligible for Title I services will receive "The Parent Newsletter" as a monthly resource to help support their children with reading at home.	Technology , Academic Support Program, Parent Involvement	Tier 2	Implement	09/08/2015	06/30/2018	\$478	Principal, teachers
Interventions-Economically Disadvantaged	Teachers and support staff will provide a Multi-Tiered System of Supports for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, and course recovery. 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	06/30/2018	\$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	06/30/2018	\$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 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	06/30/2018	\$0	Principals Teaching Staff
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. Title I funds for students who attend a non-Title building have been set aside for additional tutoring assistance.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2018	\$20000	Principals, Title I Coordinator , McKinney Vinto Coordinator

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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 academic interventions, additional counseling support and course recovery within the school day as well as extended day recovery and will include instruction by teachers using technology embedded resources.	Technology , Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2018	\$54892	Classroom Teachers Support Staff Principals
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.	Technology , Academic Support Program	Tier 2	Getting Ready	09/03/2013	06/30/2018	\$0	Curriculum Director District Teacher Representatives Special Education Representatives Elementary Principals
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	06/30/2018	\$0	Principals, Classroom Teachers, support staff

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	06/30/2018	\$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	06/30/2018	\$50	EL teachers

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Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Promoting Academic Reading Success	Middle school teachers and administrators will participate in the Promoting Academic Reading Success (PARS) grant with MiBLSi and the US Department of Education. Classroom teachers will attend training on explicit instructional strategies in all core areas as well as Tier 2 supports. MiBLSI will provide onsite coaching for KMMS and Cal staff will work to provide supplemental supports at DLMS. This is a four year grant that will scale up to include grades 6-9.	Teacher Collaboration, Technology, Academic Support Program, Curriculum Development, Professional Learning	Tier 1	Implement	01/01/2016	06/30/2020	\$12900	Teachers, Principals

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	06/30/2018	\$0	EL and General Education Teachers
Interventions	Teachers and support staff will provide a Multi-Tiered System of Supports 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, and course recovery. This may also include progress monitoring, prevention models and will include technology resources.	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2018	\$0	Teachers, Support Staff, Principal
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 and MTSS.	Professional Learning	Tier 1	Monitor	09/02/2014	06/30/2018	\$0	Administrators, Teachers
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	06/30/2018	\$0	EL and General Education 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. Teams will use identified district and school protocols to support fidelity of the process.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers
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	06/30/2018	\$0	EL Teacher
TFI Data Review	DIT and SITs will review and update Tiered Fidelity of Implementation (Behavior) data to ensure fidelity of implementation and support scaling up across tiers for all schools within the district.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers
Building PBIS/PSC Teams	Schools will establish PBIS/PSC Teams to review fidelity data and monitor PBIS/PSC implementation. Teams will use common meeting protocols to develop and follow action plans, including a common communication protocol to promote communication between schools and the MTSS DIT team.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Teachers and Administrators
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
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
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

District Improvement Plan

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Social Studies Standards (C3 Framework) Implementation	Teachers will collaborate to preview the new social studies standards and begin implementation planning for the new standards K-12.	Teacher Collaboration, Technology, Curriculum Development	Tier 1	Getting Ready	07/01/2016	06/30/2018	\$0	Teachers, Principals, Curriculum Director
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	06/30/2018	\$0	Building Administrators, Teachers
Course Model Determination	Secondary teachers will collaborate to determine a course model in science that will meet the needs of all students. Course model changes will begin in 2017.	Teacher Collaboration, Curriculum Development	Tier 1	Getting Ready	07/01/2016	06/30/2018	\$0	Secondary Science 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	06/01/2018	\$0	EL teacher
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.	Technology, Academic Support Program	Tier 3	Implement	09/03/2013	06/30/2018	\$0	Special Ed Staff, Classroom Teachers, Support Staff, Building Principal, Special Education Director
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	06/30/2018	\$0	EL Teacher

District Improvement Plan

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Communication Plan	The DIT will develop and implement a communication plan to intentionally provide regular and ongoing communication about MTSS to all stakeholders. The DIT will annually prepare an Executive Summary which will detail annual goals and objectives and outline accomplishments and next steps. The DIT will present information to the Board of Education regarding MTSS Implementation annually. The DIT will implement and utilize a common communication protocol that promotes two way communication.	Policy and Process	Tier 1	Implement	09/08/2015	06/30/2018	\$0	District Implementation Team
Decision Making Process	The MTSS DIT team will define and implement a decision making process to support a selecting of Effective Innovations (EI) through the use of guidance documents including the Hexagon tool.	Policy and Process	Tier 1	Getting Ready	09/01/2016	06/08/2018	\$0	MTSS DIT Team
Management and Coordination	The MTSS DIT will define and articulate the roles and responsibilities of all stakeholders in the MTSS process, including MTSS Liaison, MTSS Coordinators, Principals, Intervention Specialists, Core Teachers, and Support Staff. This information will be communicated to all stakeholders. MTSS and other District Teams will be identified and defined, including purpose, membership, and communication protocols.	Policy and Process	Tier 1	Implement	09/08/2015	06/30/2018	\$0	MTSS District Implementation Team
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.	Technology, Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2018	\$0	Classroom Teachers, Support Staff, Principals
District PBIS/PSC Team	The District will establish a District PBIS/PSC Implementation team to monitor for fidelity and promote collaboration between schools to support continuous improvement of PBIS/PSC.	Teacher Collaboration, Technology, Professional Learning	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Teachers and Administrators
District Data Review	The District Implementation Team will review school and district level data to ensure alignment to School Improvement Plans and fidelity of MTSS Implementation for the impact on student achievement. The DIT will attend meetings three times per year at Kent ISD to be facilitated by MiBLSi/MTSS staff. The DIT will use the DCA as the measurement tool for fidelity of implementation.	Technology, Professional Learning	Tier 1	Implement	09/08/2015	06/30/2018	\$0	District Implementation Team

District Improvement Plan

Caledonia Community Schools

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 MTSS 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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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Technology , Academic Support Program, Behavioral Support Program	Tier 3	Monitor	09/02/2014	06/10/2016	\$50000	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 reading instruction in small groups or individually, by the teacher and with online resources.	Technology , Academic Support Program, Behavioral Support Program	Tier 3	Evaluate	09/03/2013	06/30/2017	\$150000	High School Principal and 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	06/30/2018	\$0	Principals, Classroom Teachers, support staff
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.	Technology , Academic Support Program, Behavioral Support Program	Tier 3	Implement	09/02/2014	06/30/2018	\$50000	Principal, teachers

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	06/30/2018	\$0	Principals Teaching Staff
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	06/30/2017	\$50000	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
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	06/30/2018	\$50000	Principal and teachers
Interventions-Economically Disadvantaged	Teachers and support staff will provide a Multi-Tiered System of Supports for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, and course recovery. 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	06/30/2018	\$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.	Technology , Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2018	\$0	Teaching Staff Building Principal

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.	Technology , Academic Support Program	Tier 2	Getting Ready	09/03/2013	06/30/2018	\$0	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	06/30/2018	\$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.	Technology , Academic Support Program	Tier 2	Evaluate	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal

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
Interventions	Teachers and support staff will provide a Multi-Tiered System of Supports 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, and course recovery. This may also include progress monitoring, prevention models and will include technology resources.	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2018	\$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 System of Supports for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, and course recovery. This may also include progress monitoring and prevention models.	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2018	\$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 3	Implement	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal

District Improvement Plan

Caledonia Community Schools

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.	Technology , Academic Support Program	Tier 3	Implement	09/03/2013	06/30/2018	\$0	Special Ed Staff, Classroom Teachers, Support Staff, Building Principal, Special Education Director
Marzano Framework Training	Teacher grade level representatives will attend professional development sessions through out the year to study the Marzano Framework for Instruction. Trainings will focus on the development and implementation of Goals and Scales and Assessments as they relate to the Marzano framework and Common Core State Standards.	Teacher Collaboration, Technology , Professional Learning	Tier 1	Implement	08/05/2014	06/30/2018	\$8858	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 and MTSS.	Professional Learning	Tier 1	Monitor	09/02/2014	06/30/2018	\$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. Title I funds for students who attend a non-Title building have been set aside for additional tutoring assistance.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2018	\$20000	Principals, Title I Coordinator , McKinney Vinto Coordinator
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	06/30/2018	\$50	EL teachers

District Improvement Plan

Caledonia Community Schools

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	06/30/2018	\$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	06/30/2018	\$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	06/30/2018	\$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	06/30/2018	\$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	06/30/2018	\$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	06/01/2018	\$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	06/30/2018	\$0	Teachers, Curriculum Director
Management and Coordination	The MTSS DIT will define and articulate the roles and responsibilities of all stakeholders in the MTSS process, including MTSS Liaison, MTSS Coordinators, Principals, Intervention Specialists, Core Teachers, and Support Staff. This information will be communicated to all stakeholders. MTSS and other District Teams will be identified and defined, including purpose, membership, and communication protocols.	Policy and Process	Tier 1	Implement	09/08/2015	06/30/2018	\$0	MTSS District Implementation Team

District Improvement Plan

Caledonia Community Schools

District Data Review	The District Implementation Team will review school and district level data to ensure alignment to School Improvement Plans and fidelity of MTSS Implementation for the impact on student achievement. The DIT will attend meetings three times per year at Kent ISD to be facilitated by MiBLSi/MTSS staff. The DIT will use the DCA as the measurement tool for fidelity of implementation.	Technology , Professional Learning	Tier 1	Implement	09/08/2015	06/30/2018	\$0	District Implementation Team
Communication Plan	The DIT will develop and implement a communication plan to intentionally provide regular and ongoing communication about MTSS to all stakeholders. The DIT will annually prepare an Executive Summary which will detail annual goals and objectives and outline accomplishments and next steps. The DIT will present information to the Board of Education regarding MTSS Implementation annually. The DIT will implement and utilize a common communication protocol that promotes two way communication.	Policy and Process	Tier 1	Implement	09/08/2015	06/30/2018	\$0	District Implementation Team
Decision Making Process	The MTSS DIT team will define and implement a decision making process to support a selecting of Effective Innovations (EI) through the use of guidance documents including the Hexagon tool.	Policy and Process	Tier 1	Getting Ready	09/01/2016	06/08/2018	\$0	MTSS DIT Team
Social Studies Standards (C3 Framework) Implementation	Teachers will collaborate to preview the new social studies standards and begin implementation planning for the new standards K-12.	Teacher Collaboration, Technology , Curriculum Development	Tier 1	Getting Ready	07/01/2016	06/30/2018	\$0	Teachers, Principals, Curriculum Director
Goals and Scales Implementation	Teams of teachers will be trained on the development and implementation of Goals and Scales for ELA as defined by the Marzano Instructional Framework. Teachers will work in grade level representative teams to develop scales for use in the ELA core instruction. Scales will be implemented and revised over the course of two years.	Teacher Collaboration, Technology , Curriculum Development, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2018	\$0	Teachers, principals, 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

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	06/30/2018	\$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	06/30/2018	\$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	06/30/2018	\$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.	Teacher Collaboration, Technology, Curriculum Development, Professional Learning	Tier 1	Implement	09/03/2013	06/10/2016	\$4219	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.	Technology , Academic Support Program	Tier 2	Getting Ready	09/03/2013	06/30/2018	\$0	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.	Technology , Academic Support Program	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.	Technology , Academic Support Program, Behavioral Support Program	Tier 3	Implement	09/03/2013	06/30/2018	\$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.	Technology , Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2018	\$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	06/30/2018	\$0	Teaching Staff Building Principal

District Improvement Plan

Caledonia Community Schools

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	06/30/2018	\$0	Teaching Staff Building Principal
Interventions-Economically Disadvantaged	Teachers and support staff will provide a Multi-Tiered System of Supports for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, and course recovery. 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	06/30/2018	\$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	\$14337	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 MiBLISi framework.	Technology, Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2018	\$0	Classroom Teachers, Support Staff, Principals

District Improvement Plan

Caledonia Community Schools

Teacher Implementation of Tier I School Wide Reading	Teams of teachers and administrators will attend trainings through MiBLSi in order to learn about the critical areas of reading instruction and how to analyze data to support these areas. Middle schools will participate in the PARS grant.	Professional Learning	Tier 1	Implement	09/05/2014	06/30/2018	\$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. Teams will use identified district and school protocols to support fidelity of the process.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers
TFI Data Review	DIT and SITs will review and update Tiered Fidelity of Implementation (Behavior) data to ensure fidelity of implementation and support scaling up across tiers for all schools within the district.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers
Building PBIS/PSC Teams	Schools will establish PBIS/PSC Teams to review fidelity data and monitor PBIS/PSC implementation. Teams will use common meeting protocols to develop and follow action plans, including a common communication protocol to promote communication between schools and the MTSS DIT team.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Teachers and Administrators
District PBIS/PSC Team	The District will establish a District PBIS/PSC Implementation team to monitor for fidelity and promote collaboration between schools to support continuous improvement of PBIS/PSC.	Teacher Collaboration, Technology, Professional Learning	Tier 1	Implement	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 MTSS 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

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, Technology, Curriculum Development	Tier 1		09/01/2015	06/10/2016	\$0	Teachers and Administrators
Data Analysis Trainings/NWEA MAPS	Teachers and administrators for grades K-8 will be trained in the generation and use of student and classroom data reports for the NWEA MAPS assessment in reading and math. This data will be used in the MTSS implementation as part of the Grade Level Problem Solving process (Tier 1), Benchmark and Progress Monitoring Meetings (Tier 2) and Student Assistance Team (Tier 3). The data report training will also include information regarding parent reports which can be shared with families to support their understanding of their child's progress in the curriculum. The training will be for all teachers in February using their actual student data from Fall and Winter Benchmark assessments.	Teacher Collaboration, Technology, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$9600	Curriculum Director, Principals, Teachers, Technology Director
Elementary Teacher Training on Science	Elementary teachers will attend trainings by grade level on the Battle Creek Science Units (NGSS) focusing on implementation of NGSS through the use of this curriculum. This is year one of a three year implementation plan, using the following sequence: 2016-17 Physical Science, 2017-2018 Earth Science, 2018-2019 Life Science. Teachers will be trained in using the Battle Creek Unit resources which include inquiry based lessons, student journals, and common assessments.	Teacher Collaboration, Technology, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2019	\$7098	Curriculum Director, Principals, Teachers

Kraft Meadows Middle 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

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	06/30/2018	\$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	06/30/2018	\$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 academic interventions, additional counseling support and course recovery within the school day as well as extended day recovery and will include instruction by teachers using technology embedded resources.	Technology , Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2018	\$54892	Classroom Teachers Support Staff Principals
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.	Teacher Collaboration, Technology , Curriculum Development, Professional Learning	Tier 1	Implement	09/03/2013	06/10/2016	\$4219	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	06/30/2018	\$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.	Technology , Academic Support Program	Tier 2	Evaluate	09/03/2013	06/10/2016	\$0	Teaching Staff Building Principal

District Improvement Plan

Caledonia Community Schools

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.	Technology , Academic Support Program, Behavioral Support Program	Tier 3	Implement	09/03/2013	06/30/2018	\$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.	Technology , Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2018	\$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	06/30/2018	\$0	Teaching Staff Building Principal
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	06/30/2018	\$0	Teaching Staff Building Principal
Interventions-Economically Disadvantaged	Teachers and support staff will provide a Multi-Tiered System of Supports for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, and course recovery. 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	06/30/2018	\$0	Teaching Staff Building Principal

District Improvement Plan

Caledonia Community Schools

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	\$14337	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
Teacher Implementation of Tier I School Wide Reading	Teams of teachers and administrators will attend trainings through MiBLSi in order to learn about the critical areas of reading instruction and how to analyze data to support these areas. Middle schools will participate in the PARS grant.	Professional Learning	Tier 1	Implement	09/05/2014	06/30/2018	\$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. Teams will use identified district and school protocols to support fidelity of the process.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers
TFI Data Review	DIT and SITs will review and update Tiered Fidelity of Implementation (Behavior) data to ensure fidelity of implementation and support scaling up across tiers for all schools within the district.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers
Building PBIS/PSC Teams	Schools will establish PBIS/PSC Teams to review fidelity data and monitor PBIS/PSC implementation. Teams will use common meeting protocols to develop and follow action plans, including a common communication protocol to promote communication between schools and the MTSS DIT team.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Teachers and Administrators

District Improvement Plan

Caledonia Community Schools

District PBIS/PSC Team	The District will establish a District PBIS/PSC Implementation team to monitor for fidelity and promote collaboration between schools to support continuous improvement of PBIS/PSC.	Teacher Collaboration, Technology, Professional Learning	Tier 1	Implement	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 MTSS 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- 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, Technology, Curriculum Development	Tier 1		09/01/2015	06/10/2016	\$0	Teachers and Administrators
Promoting Academic Reading Success	Middle school teachers and administrators will participate in the Promoting Academic Reading Success (PARS) grant with MiBLSi and the US Department of Education. Classroom teachers will attend training on explicit instructional strategies in all core areas as well as Tier 2 supports. MiBLSI will provide onsite coaching for KMMS and Cal staff will work to provide supplemental supports at DLMS. This is a four year grant that will scale up to include grades 6-9.	Teacher Collaboration, Technology, Academic Support Program, Curriculum Development, Professional Learning	Tier 1	Implement	01/01/2016	06/30/2020	\$12900	Teachers, Principals

District Improvement Plan

Caledonia Community Schools

Data Analysis Trainings/NWEA MAPS	Teachers and administrators for grades K-8 will be trained in the generation and use of student and classroom data reports for the NWEA MAPS assessment in reading and math. This data will be used in the MTSS implementation as part of the Grade Level Problem Solving process (Tier 1), Benchmark and Progress Monitoring Meetings (Tier 2) and Student Assistance Team (Tier 3). The data report training will also include information regarding parent reports which can be shared with families to support their understanding of their child's progress in the curriculum. The training will be for all teachers in February using their actual student data from Fall and Winter Benchmark assessments.	Teacher Collaboration, Technology, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$9600	Curriculum Director, Principals, Teachers, Technology Director
Elementary Teacher Training on Science	Elementary teachers will attend trainings by grade level on the Battle Creek Science Units (NGSS) focusing on implementation of NGSS through the use of this curriculum. This is year one of a three year implementation plan, using the following sequence: 2016-17 Physical Science, 2017-2018 Earth Science, 2018-2019 Life Science. Teachers will be trained in using the Battle Creek Unit resources which include inquiry based lessons, student journals, and common assessments.	Teacher Collaboration, Technology, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2019	\$7098	Curriculum Director, Principals, Teachers
Secondary Teacher Training on Science	Middle and High School Science teachers will attend trainings at the VanAndel Institute in Grand Rapids MI as part of a four year training sequence. Teachers will be trained in the Community of Practice model for science instruction and will involve Immersion Training, Workshops and OnSite Coaching. This is year one of the four year plan.	Teacher Collaboration, Technology, Curriculum Development, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2020	\$15825	Teachers, Principal, Curriculum Director
Course Model Determination	Secondary teachers will collaborate to determine a course model in science that will meet the needs of all students. Course model changes will begin in 2017.	Teacher Collaboration, Curriculum Development	Tier 1	Getting Ready	07/01/2016	06/30/2018	\$0	Secondary Science Teachers

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	06/30/2018	\$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	06/30/2018	\$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	06/30/2018	\$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.	Teacher Collaboration, Technology, Curriculum Development, Professional Learning	Tier 1	Implement	09/03/2013	06/10/2016	\$4219	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.	Technology , Academic Support Program	Tier 2	Getting Ready	09/03/2013	06/30/2018	\$0	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.	Technology , Academic Support Program	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.	Technology , Academic Support Program, Behavioral Support Program	Tier 3	Implement	09/03/2013	06/30/2018	\$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.	Technology , Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2018	\$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	06/30/2018	\$0	Teaching Staff Building Principal

District Improvement Plan

Caledonia Community Schools

Interventions-Economically Disadvantaged	Teachers and support staff will provide a Multi-Tiered System of Supports for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, and course recovery. 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	06/30/2018	\$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	\$14337	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.	Technology, Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2018	\$0	Classroom Teachers, Support Staff, Principals
Teacher Implementation of Tier I School Wide Reading	Teams of teachers and administrators will attend trainings through MiBLSi in order to learn about the critical areas of reading instruction and how to analyze data to support these areas. Middle schools will participate in the PARS grant.	Professional Learning	Tier 1	Implement	09/05/2014	06/30/2018	\$0	Administrators and teachers.

District Improvement Plan

Caledonia Community Schools

Data Analysis (School Wide Reading)	Teachers and administrators will analyze school wide data to increase effectiveness of instruction on a school wide level. Teams will use identified district and school protocols to support fidelity of the process.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers
TFI Data Review	DIT and SITs will review and update Tiered Fidelity of Implementation (Behavior) data to ensure fidelity of implementation and support scaling up across tiers for all schools within the district.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers
Building PBIS/PSC Teams	Schools will establish PBIS/PSC Teams to review fidelity data and monitor PBIS/PSC implementation. Teams will use common meeting protocols to develop and follow action plans, including a common communication protocol to promote communication between schools and the MTSS DIT team.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Teachers and Administrators
District PBIS/PSC Team	The District will establish a District PBIS/PSC Implementation team to monitor for fidelity and promote collaboration between schools to support continuous improvement of PBIS/PSC.	Teacher Collaboration, Technology, Professional Learning	Tier 1	Implement	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 MTSS 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-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, Technology, Curriculum Development	Tier 1		09/01/2015	06/10/2016	\$0	Teachers and Administrators

District Improvement Plan

Caledonia Community Schools

Data Analysis Trainings/NWEA MAPS	Teachers and administrators for grades K-8 will be trained in the generation and use of student and classroom data reports for the NWEA MAPS assessment in reading and math. This data will be used in the MTSS implementation as part of the Grade Level Problem Solving process (Tier 1), Benchmark and Progress Monitoring Meetings (Tier 2) and Student Assistance Team (Tier 3). The data report training will also include information regarding parent reports which can be shared with families to support their understanding of their child's progress in the curriculum. The training will be for all teachers in February using their actual student data from Fall and Winter Benchmark assessments.	Teacher Collaboration, Technology, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$9600	Curriculum Director, Principals, Teachers, Technology Director
Elementary Teacher Training on Science	Elementary teachers will attend trainings by grade level on the Battle Creek Science Units (NGSS) focusing on implementation of NGSS through the use of this curriculum. This is year one of a three year implementation plan, using the following sequence: 2016-17 Physical Science, 2017-2018 Earth Science, 2018-2019 Life Science. Teachers will be trained in using the Battle Creek Unit resources which include inquiry based lessons, student journals, and common assessments.	Teacher Collaboration, Technology, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2019	\$7098	Curriculum Director, Principals, Teachers

Glenmor High School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	06/30/2017	\$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. Students will receive reading instruction in small groups or individually, by the teacher and with online resources.	Technology, Academic Support Program, Behavioral Support Program	Tier 3	Evaluate	09/03/2013	06/30/2017	\$150000	High School Principal and Teachers

District Improvement Plan

Caledonia Community Schools

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.	Technology , Academic Support Program, Behavioral Support Program	Tier 3	Implement	09/03/2013	06/30/2018	\$0	Teaching Staff Building Principal Special Education Director Curriculum Director
Interventions-Economically Disadvantaged	Teachers and support staff will provide a Multi-Tiered System of Supports for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, and course recovery. 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	06/30/2018	\$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	\$14337	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

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 math instruction in small groups or individually, by the teacher and using online resources.	Technology , Academic Support Program, Behavioral Support Program	Tier 3	Implement	09/02/2014	06/30/2018	\$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	06/30/2018	\$50000	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.	Technology , Academic Support Program, Behavioral Support Program	Tier 3	Monitor	09/02/2014	06/10/2016	\$50000	Principal and teachers
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, Technology Curriculum Development	Tier 1		09/01/2015	06/10/2016	\$0	Teachers and Administrators

Emmons 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	06/30/2018	\$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	06/30/2018	\$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	06/30/2018	\$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.	Teacher Collaboration, Technology, Curriculum Development, Professional Learning	Tier 1	Implement	09/03/2013	06/10/2016	\$4219	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.	Technology , Academic Support Program	Tier 2	Getting Ready	09/03/2013	06/30/2018	\$0	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.	Technology , Academic Support Program	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.	Technology , Academic Support Program, Behavioral Support Program	Tier 3	Implement	09/03/2013	06/30/2018	\$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.	Technology , Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2018	\$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	06/30/2018	\$0	Teaching Staff Building Principal

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Interventions-Economically Disadvantaged	Teachers and support staff will provide a Multi-Tiered System of Supports for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, and course recovery. 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	06/30/2018	\$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	\$14337	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.	Technology, Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2018	\$0	Classroom Teachers, Support Staff, Principals
Teacher Implementation of Tier I School Wide Reading	Teams of teachers and administrators will attend trainings through MiBLSi in order to learn about the critical areas of reading instruction and how to analyze data to support these areas. Middle schools will participate in the PARS grant.	Professional Learning	Tier 1	Implement	09/05/2014	06/30/2018	\$0	Administrators and 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. Teams will use identified district and school protocols to support fidelity of the process.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers
TFI Data Review	DIT and SITs will review and update Tiered Fidelity of Implementation (Behavior) data to ensure fidelity of implementation and support scaling up across tiers for all schools within the district.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers
Building PBIS/PSC Teams	Schools will establish PBIS/PSC Teams to review fidelity data and monitor PBIS/PSC implementation. Teams will use common meeting protocols to develop and follow action plans, including a common communication protocol to promote communication between schools and the MTSS DIT team.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Teachers and Administrators
District PBIS/PSC Team	The District will establish a District PBIS/PSC Implementation team to monitor for fidelity and promote collaboration between schools to support continuous improvement of PBIS/PSC.	Teacher Collaboration, Technology, Professional Learning	Tier 1	Implement	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 MTSS 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-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, Technology, Curriculum Development	Tier 1		09/01/2015	06/10/2016	\$0	Teachers and Administrators

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Caledonia Community Schools

Data Analysis Trainings/NWEA MAPS	Teachers and administrators for grades K-8 will be trained in the generation and use of student and classroom data reports for the NWEA MAPS assessment in reading and math. This data will be used in the MTSS implementation as part of the Grade Level Problem Solving process (Tier 1), Benchmark and Progress Monitoring Meetings (Tier 2) and Student Assistance Team (Tier 3). The data report training will also include information regarding parent reports which can be shared with families to support their understanding of their child's progress in the curriculum. The training will be for all teachers in February using their actual student data from Fall and Winter Benchmark assessments.	Teacher Collaboration, Technology, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$9600	Curriculum Director, Principals, Teachers, Technology Director
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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	06/30/2018	\$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	06/30/2018	\$0	Curriculum Director Teaching Staff

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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	06/30/2018	\$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.	Teacher Collaboration, Technology, Curriculum Development, Professional Learning	Tier 1	Implement	09/03/2013	06/10/2016	\$4219	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.	Technology, Academic Support Program	Tier 2	Getting Ready	09/03/2013	06/30/2018	\$0	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.	Technology, Academic Support Program	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.	Technology, Academic Support Program, Behavioral Support Program	Tier 3	Implement	09/03/2013	06/30/2018	\$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.	Technology , Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2018	\$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	06/30/2018	\$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	06/30/2018	\$0	Teaching Staff Building Principal
Interventions-Economically Disadvantaged	Teachers and support staff will provide a Multi-Tiered System of Supports for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, and course recovery. 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	06/30/2018	\$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	\$14337	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.	Technology, Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2018	\$0	Classroom Teachers, Support Staff, Principals
Teacher Implementation of Tier I School Wide Reading	Teams of teachers and administrators will attend trainings through MiBLSi in order to learn about the critical areas of reading instruction and how to analyze data to support these areas. Middle schools will participate in the PARS grant.	Professional Learning	Tier 1	Implement	09/05/2014	06/30/2018	\$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. Teams will use identified district and school protocols to support fidelity of the process.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers
TFI Data Review	DIT and SITs will review and update Tiered Fidelity of Implementation (Behavior) data to ensure fidelity of implementation and support scaling up across tiers for all schools within the district.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers
Building PBIS/PSC Teams	Schools will establish PBIS/PSC Teams to review fidelity data and monitor PBIS/PSC implementation. Teams will use common meeting protocols to develop and follow action plans, including a common communication protocol to promote communication between schools and the MTSS DIT team.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Teachers and Administrators
District PBIS/PSC Team	The District will establish a District PBIS/PSC Implementation team to monitor for fidelity and promote collaboration between schools to support continuous improvement of PBIS/PSC.	Teacher Collaboration, Technology, Professional Learning	Tier 1	Implement	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 MTSS 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-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, Technology, Curriculum Development	Tier 1		09/01/2015	06/10/2016	\$0	Teachers and Administrators
Title I Paraprofessional Support-Elementary	Students who have been identified as TI eligible will receive academic interventions in the four core areas, based upon their needs, by paraprofessionals serving under the direct supervision of Highly Qualified teachers. Students will receive interventions following an MTSS model following the Targeted Assisted Plan and may include push in, pull out and/or extended learning opportunities before or after school.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2018	\$99842	Principals, Teachers, Paraprofessionals, Title I team
Parent Education Newsletter	Parents of students who are eligible for Title I services will receive "The Parent Newsletter" as a monthly resource to help support their children with reading at home.	Technology, Academic Support Program, Parent Involvement	Tier 2	Implement	09/08/2015	06/30/2018	\$478	Principal, teachers

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Data Analysis Trainings/NWEA MAPS	Teachers and administrators for grades K-8 will be trained in the generation and use of student and classroom data reports for the NWEA MAPS assessment in reading and math. This data will be used in the MTSS implementation as part of the Grade Level Problem Solving process (Tier 1), Benchmark and Progress Monitoring Meetings (Tier 2) and Student Assistance Team (Tier 3). The data report training will also include information regarding parent reports which can be shared with families to support their understanding of their child's progress in the curriculum. The training will be for all teachers in February using their actual student data from Fall and Winter Benchmark assessments.	Teacher Collaboration, Technology, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$9600	Curriculum Director, Principals, Teachers, Technology Director
Elementary Teacher Training on Science	Elementary teachers will attend trainings by grade level on the Battle Creek Science Units (NGSS) focusing on implementation of NGSS through the use of this curriculum. This is year one of a three year implementation plan, using the following sequence: 2016-17 Physical Science, 2017-2018 Earth Science, 2018-2019 Life Science. Teachers will be trained in using the Battle Creek Unit resources which include inquiry based lessons, student journals, and common assessments.	Teacher Collaboration, Technology, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2019	\$7098	Curriculum Director, Principals, Teachers

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	06/30/2018	\$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	06/30/2018	\$0	Principals Teaching Staff

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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 academic interventions, additional counseling support and course recovery within the school day as well as extended day recovery and will include instruction by teachers using technology embedded resources.	Technology , Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2018	\$54892	Classroom Teachers Support Staff Principals
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.	Teacher Collaboration, Technology , Curriculum Development, Professional Learning	Tier 1	Implement	09/03/2013	06/10/2016	\$4219	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	06/30/2018	\$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.	Technology , Academic Support Program	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.	Technology , Academic Support Program, Behavioral Support Program	Tier 3	Implement	09/03/2013	06/30/2018	\$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.	Technology , Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2018	\$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	06/30/2018	\$0	Teaching Staff Building Principal
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	06/30/2018	\$0	Teaching Staff Building Principal
Interventions-Economically Disadvantaged	Teachers and support staff will provide a Multi-Tiered System of Supports for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, and course recovery. 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	06/30/2018	\$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	\$14337	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
Teacher Implementation of Tier I School Wide Reading	Teams of teachers and administrators will attend trainings through MiBLSi in order to learn about the critical areas of reading instruction and how to analyze data to support these areas. Middle schools will participate in the PARS grant.	Professional Learning	Tier 1	Implement	09/05/2014	06/30/2018	\$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. Teams will use identified district and school protocols to support fidelity of the process.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers
TFI Data Review	DIT and SITs will review and update Tiered Fidelity of Implementation (Behavior) data to ensure fidelity of implementation and support scaling up across tiers for all schools within the district.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers
Building PBIS/PSC Teams	Schools will establish PBIS/PSC Teams to review fidelity data and monitor PBIS/PSC implementation. Teams will use common meeting protocols to develop and follow action plans, including a common communication protocol to promote communication between schools and the MTSS DIT team.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Teachers and Administrators
District PBIS/PSC Team	The District will establish a District PBIS/PSC Implementation team to monitor for fidelity and promote collaboration between schools to support continuous improvement of PBIS/PSC.	Teacher Collaboration, Technology, Professional Learning	Tier 1	Implement	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 MTSS 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- Science</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:</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>Teacher Collaboration, Technology, Curriculum Development</p>	<p>Tier 1</p>		<p>09/01/2015</p>	<p>06/10/2016</p>	<p>\$0</p>	<p>Teachers and Administrators</p>
<p>Promoting Academic Reading Success</p>	<p>Middle school teachers and administrators will participate in the Promoting Academic Reading Success (PARS) grant with MiBLSi and the US Department of Education. Classroom teachers will attend training on explicit instructional strategies in all core areas as well as Tier 2 supports. MiBLISI will provide onsite coaching for KMMS and Cal staff will work to provide supplemental supports at DLMS. This is a four year grant that will scale up to include grades 6-9.</p>	<p>Teacher Collaboration, Technology, Academic Support Program, Curriculum Development, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>01/01/2016</p>	<p>06/30/2020</p>	<p>\$12900</p>	<p>Teachers, Principals</p>
<p>Data Analysis Trainings/NWEA MAPS</p>	<p>Teachers and administrators for grades K-8 will be trained in the generation and use of student and classroom data reports for the NWEA MAPS assessment in reading and math. This data will be used in the MTSS implementation as part of the Grade Level Problem Solving process (Tier 1), Benchmark and Progress Monitoring Meetings (Tier 2) and Student Assistance Team (Tier 3). The data report training will also include information regarding parent reports which can be shared with families to support their understanding of their child's progress in the curriculum. The training will be for all teachers in February using their actual student data from Fall and Winter Benchmark assessments.</p>	<p>Teacher Collaboration, Technology, Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$9600</p>	<p>Curriculum Director, Principals, Teachers, Technology Director</p>

District Improvement Plan

Caledonia Community Schools

Secondary Teacher Training on Science	Middle and High School Science teachers will attend trainings at the VanAndel Institute in Grand Rapids MI as part of a four year training sequence. Teachers will be trained in the Community of Practice model for science instruction and will involve Immersion Training, Workshops and OnSite Coaching. This is year one of the four year plan.	Teacher Collaboration, Technology, Curriculum Development, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2020	\$15825	Teachers, Principal, Curriculum Director
Course Model Determination	Secondary teachers will collaborate to determine a course model in science that will meet the needs of all students. Course model changes will begin in 2017.	Teacher Collaboration, Curriculum Development	Tier 1	Getting Ready	07/01/2016	06/30/2018	\$0	Secondary Science Teachers

Duncan Lake Early Childhood Center

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Teacher Collaboration, Technology, Curriculum Development, Professional Learning	Tier 1	Implement	09/03/2013	06/10/2016	\$4219	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.	Technology, Academic Support Program, Behavioral Support Program	Tier 3	Implement	09/03/2013	06/30/2018	\$0	Teaching Staff Building Principal Special Education Director Curriculum Director

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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	\$14337	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
TFI Data Review	DIT and SITs will review and update Tiered Fidelity of Implementation (Behavior) data to ensure fidelity of implementation and support scaling up across tiers for all schools within the district.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers
Building PBIS/PSC Teams	Schools will establish PBIS/PSC Teams to review fidelity data and monitor PBIS/PSC implementation. Teams will use common meeting protocols to develop and follow action plans, including a common communication protocol to promote communication between schools and the MTSS DIT team.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Teachers and Administrators
District PBIS/PSC Team	The District will establish a District PBIS/PSC Implementation team to monitor for fidelity and promote collaboration between schools to support continuous improvement of PBIS/PSC.	Teacher Collaboration, Technology, Professional Learning	Tier 1	Implement	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 MTSS 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-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, Technology, Curriculum Development	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	06/30/2018	\$0	Curriculum Director Teaching Staff
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.	Technology, Academic Support Program, Behavioral Support Program	Tier 3	Evaluate	09/03/2013	06/30/2017	\$150000	High School Principal and Teachers

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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.	Teacher Collaboration, Technology, Curriculum Development, Professional Learning	Tier 1	Implement	09/03/2013	06/10/2016	\$4219	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.	Technology, Academic Support Program, Behavioral Support Program	Tier 3	Implement	09/03/2013	06/30/2018	\$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	06/30/2018	\$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	\$14337	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
Data Analysis (School Wide Reading)	Teachers and administrators will analyze school wide data to increase effectiveness of instruction on a school wide level. Teams will use identified district and school protocols to support fidelity of the process.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers
TFI Data Review	DIT and SITs will review and update Tiered Fidelity of Implementation (Behavior) data to ensure fidelity of implementation and support scaling up across tiers for all schools within the district.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers
Building PBIS/PSC Teams	Schools will establish PBIS/PSC Teams to review fidelity data and monitor PBIS/PSC implementation. Teams will use common meeting protocols to develop and follow action plans, including a common communication protocol to promote communication between schools and the MTSS DIT team.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Teachers and Administrators
District PBIS/PSC Team	The District will establish a District PBIS/PSC Implementation team to monitor for fidelity and promote collaboration between schools to support continuous improvement of PBIS/PSC.	Teacher Collaboration, Technology, Professional Learning	Tier 1	Implement	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 MTSS 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

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, Technology, Curriculum Development	Tier 1		09/01/2015	06/10/2016	\$0	Teachers and Administrators
Secondary Teacher Training on Science	Middle and High School Science teachers will attend trainings at the VanAndel Institute in Grand Rapids MI as part of a four year training sequence. Teachers will be trained in the Community of Practice model for science instruction and will involve Immersion Training, Workshops and OnSite Coaching. This is year one of the four year plan.	Teacher Collaboration, Technology, Curriculum Development, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2020	\$15825	Teachers, Principal, Curriculum Director
Course Model Determination	Secondary teachers will collaborate to determine a course model in science that will meet the needs of all students. Course model changes will begin in 2017.	Teacher Collaboration, Curriculum Development	Tier 1	Getting Ready	07/01/2016	06/30/2018	\$0	Secondary Science Teachers

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	06/30/2018	\$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	06/30/2018	\$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	06/30/2018	\$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.	Teacher Collaboration, Technology, Curriculum Development, Professional Learning	Tier 1	Implement	09/03/2013	06/10/2016	\$4219	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.	Technology , Academic Support Program	Tier 2	Getting Ready	09/03/2013	06/30/2018	\$0	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.	Technology , Academic Support Program	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.	Technology , Academic Support Program, Behavioral Support Program	Tier 3	Implement	09/03/2013	06/30/2018	\$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.	Technology , Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2018	\$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	06/30/2018	\$0	Teaching Staff Building Principal

District Improvement Plan

Caledonia Community Schools

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	06/30/2018	\$0	Teaching Staff Building Principal
Interventions-Economically Disadvantaged	Teachers and support staff will provide a Multi-Tiered System of Supports for students not meeting benchmarks. Support may include small group instruction in the core, small group explicit instruction outside of the core, tutoring, and course recovery. 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	06/30/2018	\$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	\$14337	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 MiBLISi framework.	Technology, Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2018	\$0	Classroom Teachers, Support Staff, Principals

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Caledonia Community Schools

Teacher Implementation of Tier I School Wide Reading	Teams of teachers and administrators will attend trainings through MiBLSi in order to learn about the critical areas of reading instruction and how to analyze data to support these areas. Middle schools will participate in the PARS grant.	Professional Learning	Tier 1	Implement	09/05/2014	06/30/2018	\$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. Teams will use identified district and school protocols to support fidelity of the process.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers
TFI Data Review	DIT and SITs will review and update Tiered Fidelity of Implementation (Behavior) data to ensure fidelity of implementation and support scaling up across tiers for all schools within the district.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Administrators and Teachers
Building PBIS/PSC Teams	Schools will establish PBIS/PSC Teams to review fidelity data and monitor PBIS/PSC implementation. Teams will use common meeting protocols to develop and follow action plans, including a common communication protocol to promote communication between schools and the MTSS DIT team.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/15/2018	\$0	Teachers and Administrators
District PBIS/PSC Team	The District will establish a District PBIS/PSC Implementation team to monitor for fidelity and promote collaboration between schools to support continuous improvement of PBIS/PSC.	Teacher Collaboration, Technology, Professional Learning	Tier 1	Implement	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 MTSS 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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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, Technology, Curriculum Development	Tier 1		09/01/2015	06/10/2016	\$0	Teachers and Administrators
Title I Paraprofessional Support-Elementary	Students who have been identified as TI eligible will receive academic interventions in the four core areas, based upon their needs, by paraprofessionals serving under the direct supervision of Highly Qualified teachers. Students will receive interventions following an MTSS model following the Targeted Assisted Plan and may include push in, pull out and/or extended learning opportunities before or after school.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2018	\$99842	Principals, Teachers, Paraprofessionals, Title I team
Parent Education Newsletter	Parents of students who are eligible for Title I services will receive "The Parent Newsletter" as a monthly resource to help support their children with reading at home.	Technology, Academic Support Program, Parent Involvement	Tier 2	Implement	09/08/2015	06/30/2018	\$478	Principal, teachers
Data Analysis Trainings/NWEA MAPS	Teachers and administrators for grades K-8 will be trained in the generation and use of student and classroom data reports for the NWEA MAPS assessment in reading and math. This data will be used in the MTSS implementation as part of the Grade Level Problem Solving process (Tier 1), Benchmark and Progress Monitoring Meetings (Tier 2) and Student Assistance Team (Tier 3). The data report training will also include information regarding parent reports which can be shared with families to support their understanding of their child's progress in the curriculum. The training will be for all teachers in February using their actual student data from Fall and Winter Benchmark assessments.	Teacher Collaboration, Technology, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$9600	Curriculum Director, Principals, Teachers, Technology Director

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Elementary Teacher Training on Science	Elementary teachers will attend trainings by grade level on the Battle Creek Science Units (NGSS) focusing on implementation of NGSS through the use of this curriculum. This is year one of a three year implementation plan, using the following sequence: 2016-17 Physical Science, 2017-2018 Earth Science, 2018-2019 Life Science. Teachers will be trained in using the Battle Creek Unit resources which include inquiry based lessons, student journals, and common assessments.	Teacher Collaboration, Technology, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2019	\$7098	Curriculum Director, Principals, Teachers
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