School Improvement Plan

Paris Ridge Elementary

Caledonia Community Schools

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4690 PARIS RIDGE AVE SE
CALEDONIA, MI 49316-9233

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2016-17 Paris Ridge School Improvement Plan

Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Paris Ridge has approximately 440 students. The school is located in rural Caledonia in a district of approximately 4,500. The student population has steadily been increasing, as the school opened in 2010-2011. The majority of our staff is female, has been teaching less than 10 years and has obtained a graduate level degree. Our community is comprised of primarily middle-class families, but also has a large population of families in agriculture. The majority of our students are Caucasian with a balance between males and females. Managing our student and community population growth has presented a challenge with resources and staffing. Due to the fact that Paris Ridge has only been open for five years, we are at times challenged to find relevant historical data.

School's Purpose

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

Paris Ridge is a community where students are independent, innovative, and inspired learners.

Paris Ridge uses the PBIS student behavioral expectation matrix to instruct and support student behavior. This fosters student independence through an emphasis on the importance and value of self-monitoring.

Staff at Paris Ridge are systematically attending professional development and collaborating with one another in order to implement current best practices in teaching (MTSS; Marzano Instructional Framework; etc.). This commitment cultivates an environment of innovative and inspired learners.

Notable Achievements and Areas of Improvement

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

Paris Ridge has implemented a building wide Positive Behavior Intervention and Support. Staff and students use common language and behavioral expectations throughout all areas of the building resulting in a positive school climate. In addition, our district has adopted the Marzano Instructional Framework to create a common vocabulary around effective instruction. This framework is also used for our teacher evaluation system. Overall academic achievement has increased since the school opened - especially within the area of reading. Although student achievement within this area has been promising, we continue to focus efforts on the other 4-Core areas.   Paris Ridge was recognized as a Reward School after the 2012-13 school year.

Additional Information

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

Parents of students at Paris Ridge feel that there is a positive school climate. They are enthusiastic about the teaching staff as well as all school personnel. Descriptors include: "friendly staff", "dedicated staff", " staff is supportive", and "their love for children and teaching is so evident". In addition, the students of Paris Ridge expressed that: the school purpose is well supported, there are high expectations for learning, technology provided meets learner needs, and the students feel prepared for the next grade.

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.

School Improvement Team members were selected to represent various areas of the building. Teachers across grade levels were included based upon their involvement in core subject area leadership. During staff meetings, core school improvement representatives work with all staff to complete components of the school improvement plan. Surveys were used to gain information from all staff members and parents. In our initial meeting, the School Improvement Team compiled goals to accomplish at our monthly meetings. School Improvement Team members also met with district staff to ensure that we were following district processes.

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

The MTSS/School Improvement Team consists of 10 staff members who represent the various areas of our building. They include representatives from: grade level teams, specials, support staff, and special education. In addition, two members of the team are also parents within our school. This team is designed to represent their respective areas and provide input into: the initial data analysis and the initial writing of the annual School Improvement Plan.   Finally, the School Improvement Plan is shared with our building PTO in order to generate input/feedback on goals and to answer specific questions.

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

A final summary document of the plan will be shared with all staff. In addition, components will be shared with parents/community members within through out PTO, Key Communicators group and our building newsletter and website.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

- Population has been steady the last two years (since a jump in 2013)
- Unused classroom space is limited
- YMCA integrated into the cafe
- Hallways and passing periods more congested
- Use bigger spaces for whole school events (5th grade graduation)

Student Demographic Data

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

- Consistently we have over 95% attendance rates
- Chronic absenteeism is tending up (13.2% - 15.2%.....)
- We have 50-80 kids who would fit the "Chronic absenteeism" -
- Question - how effective are we at curtailing the 5%? How effective have our "interventions" been?

Student Demographic Data

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

- Close to 75% of students have 0-1 referrals. Goal is 80% (minors and majors)
-15/16 - highest percent in Tier 1 (76%) and lower in Tier 2 (15.6) and Tier 3 (8%)
- We see a jump in Minor disrespect from 9 (13-14) to 80 (15-16) - is this definition?
- Reduction in "Other" from 66 to 1.
- Inappropriate language is up from 7 - 5 - 11.
- March has been a high mark in referrals for 3 years
- October as well (but we feel this makes sense as we teach in Sept/accountable in October.

Student Demographic Data

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

- Attendance - county move to Chronic absenteeism may shift interventions.

- Attendance - Potentially develop behavior plans for Chronic absenteeism
- Behavior - March boost - what would that look like.
- Behavior - continue to define what categories mean between staff members
- Behavior - Potential of Character Education Tier 1 Program (True Success)

- Develop Tier 2 and Tier 3 Behavior Supports.
- Continue to provide PD around Tier 1 Behavior supports
- Communication with families around SWIS, PBIS

Teacher/School Leader(s) Demographic Data

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

- We have around 50% of our staff with 10+ years and 50% with less than 10 years of experience. We feel this provides a great balance between integrating new ideas as well as experience within education. We feel this has a positive impact on student achievement.

Teacher/School Leader(s) Demographic Data

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

- We have around 50% of our staff with 10+ years and 50% with less than 10 years of experience. We feel this provides a great balance between integrating new ideas as well as experience within education. We feel this has a positive impact on student achievement.

Teacher/School Leader(s) Demographic Data

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

- Students learn best with their classroom teacher
- Number of jobs this year that have not been picked up impacts delivery of service if we pull people to cover
-Quality of subs continues to diminish
- Staff sick days - overall increase this year - 86-135-149 (no maternity leaves)
- PD Days - fewer overall days - but more in one day

Teacher/School Leader(s) Demographic Data

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

have on student achievement?

- Students learn best with their classroom teacher

- Number of jobs this year that have not been picked up impacts delivery of service if we pull people to cover

-Quality of subs continues to diminish

- Staff sick days - overall increase this year - 86-135-149 (no maternity leaves)

- PD Days - fewer overall days - but more in one day

Teacher/School Leader(s) Demographic Data

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

- Not sure how to best address the increase in sick days

Process Data

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

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

- Learning environment
- Reflection
- Safe and supportive environment

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

Assessment - Assessment System - formative and summative assessments - most of our summative assessments are aligned - but not our formative pieces. Also, we feel more aligned "horizontally" but not "vertically"

Shared Leadership for Learning - Looking at more opportunities for student leadership. Increased this year, but still seeking more

Impact of professional learning - We start things.....but how much do we evaluate the follow through and effectiveness? The fine line between invitation and expectation.   Taken on two pretty big initiatives in MTSS and Marzano - we need time to grow with it and support from the district.

12. How might these challenges impact student achievement?

 - A strong professional learning plan that is monitored with assessments provides cohesion as students progress through our school.
- MTSS Reading feels good. But......outside of reading (math, behavior, etc.) we do not feel like the systems are there to support and ensure student success
- Unknown of what reading might look like next year - 90 Min. block
-

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

Activities -

Science - integration of NGSS standards

Reading - More definition around 90 Minute reading blocks; scope and sequence; materials

Behavior - continue to develop Tier 2 and Tier 3 interventions - while adding some pieces to Tier 1

Math - Tier 1, Tier 2 and Tier 3 questions. What does MTSS look like for that

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

MTSS - Reading - Three tiered system of support for all students

MTSS - Behavior - Three tiered system for all students (Tier 1 for all - still developing Tiers 2 and 3)

MTSS - Math - Work in progress

All students are provided access to all services

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

K Club Service Learning Team (4th and 5th)

Coding Club (5th Grade)

GOTR (3-5)

Story Time (K-5)

Choir (4-5)

Orchestra (4-5)

First Lego League (4-5)

Creative Minds (2-5)

Milage Club (4th and 5th)

Gardening Group (2-5)

Dyno Math (4th)

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

- Student interest has driven participation in Extended Learning Opportunities

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

Curriculum documents

Pacing guides

Summative assessments

Report cards

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

NA

Achievement/Outcome Data

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

19a. Reading- Strengths

Dibels -

- Seeing increase from BOY to EOY in Composite scores across grade levels the last two years

DE Scores

- Fall scores have gone up each year - and trend across the year is going up

- Fall data closed gap with district average - in fact we are exceeding district average now in the fall.

MSTEP

- Data inconclusive

19b. Reading- Challenges

DIBELS

- Not yet at 80% Core in most grades

- Trend of EOY to BOY the following year (scores going down - not retaining scores over the summer).

MSTEP

- Does not appear we met the target AMO progress?

19c. Reading- Trends

- Trends of gains from BOY to EOY

- Fall scores seem to be going up each year

- Still below 80% Core at many grade levels

19d. Reading- Summary

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

- Continued implementation of MTSS systems and professional development in this area.

20a. Writing- Strengths

- Not enough information to identify strengths

20b. Writing- Challenges

- Not enough information to identify challenges

20c. Writing- Trends

We are in need of further data to discern trends.

20d. Writing- Summary

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

- We still do not have a defined district writing scope and sequence or program;

-We have not defined grammar, mechanics, etc. by grade level either

- Systematic typing instruction does not exist.

21a. Math- Strengths

MSTEP

- Evidently, Concepts and Procedures was our highest scores across all three grade levels

DE

-Math data in comparison to MSTEP looks better

21b. Math- Challenges

- Math scores still being exceeded by reading scores by a healthy percentage

- MSTEP - lowest areas - analysis and modeling

21c. Math- Trends

- Math scores exceeded by reading scores
- No interim data to track progress

21d. Math- Summary

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

- Strengthen our core instruction to reach the students that are in tier one instruction
- Create systems for intervention driven by assessments

22a. Science- Strengths

Our 2015 MSTEP Science score exceeded the district average.

22b. Science- Challenges

- 2015 MSTEP score was 26%

22c. Science- Trends

Limited data. We will be able to analyze trend data more effectively when we have more data. But, we have seen a trend of low science scores across our building, district and state

22d. Science- Summary

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

tiered instruction if appropriate.

We are looking at a 3 year plan to integrate new science curriculum and resources consistent with the NGSS standards.

23a. Social Studies- Strengths

- We saw an increase from 22% to 52% on the 5th Grade MSTEP SS Test between 14-15 and 15-16

23b. Social Studies- Challenges

Social studies scores are still well below expected 85% levels.

23c. Social Studies- Trends

In need of additional data.

23d. Social Studies- Summary

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

We will continue to focus on integrating informational reading into social studies.

Perception Data

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

24a. Student Perception Data

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

- The students feel the teachers and principal care and support them
- The students feel that teachers want the students to do their best work

24b. Student Perception Data

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

- The students feel that our ROARS needs to be followed more in the classroom and on the playground to ensure safety, responsibility and respect.

24c. Student Perception Data

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

- A lot of students answered "I don't know" to "do students follow ROARS....." - could we re-word the question to get better data.
- Continuing to educate students on how they could help each other.
- Look at the student group who has 6+ referrals and target reducing this number.
- Expectations need to be retaught in the classroom and on the playground to ensure that all students know what is acceptable

25a. Parent/Guardian Perception Data

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

- Clean and attractive building
- Principal is visible and available to parents and children.
- Principal is professional in interactions with staff, students, and families.
- Appropriate and timely response to concerns

25b. Parent/Guardian Perception Data

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

- My child has opportunities for academic enrichment.
- Defined academic expectations.
- I am well informed of my child's progress.

25c. Parent/Guardian Perception Data

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

- We have talked about progress updates for Tier 2 and Tier 3 kids after data meetings-
- Report Cards are still confusing as to what levels mean - especially level 4 -
- Look at our weekly communications - are we sending what parents want? What would a more personal approach look like? How can we address the need for on-going info?

26a. Teacher/Staff Perception Data

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

- School maintains facilities to support learning
- School's leader supports an innovative and collaborative culture
- School's leader holds himself accountable for student learning

26b. Teacher/Staff Perception Data

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

- All staff members participate in continuous professional learning based on identified needs of the school
- All stake holders are informed of policies, processes, and procedures related to grading and reporting

26c. Teacher/Staff Perception Data

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

- Continued professional learning opportunities targeted to meet school improvement plan goals
- More consistent professional learning opportunities for support staff
- More professional development opportunities on district grading changes and policies

27a. Stakeholder/Community Perception Data

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

- Paris Ridge provides a safe environment for my child.
- Principal is visible and available to parents and children.
- Principal is professional in interactions with staff, students, and families.

27b. Stakeholder/Community Perception Data

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

- My child has opportunities for academic enrichment.
- I am well informed of my child's progress.

27c. Stakeholder/Community Perception Data

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

As the district continues development and implementation of pacing guides that align with common core standards, increasing communication will allow parents to understand academic expectations. This will lead to increased teacher ability to quickly and clearly communicate with parents concerning individual student progress.

Summary

28a. Summary

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

Academic

- Continue to focus on 80% of students meeting benchmark across all MTSS areas

-Continued growth across math, reading and behavior data

Perception -

- Focus on enrichment

- Focus on communication with stakeholders

Process -

- Focus on professional learning - reviewing, evaluating and holding staff accountable.

28b. Summary

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

We should reach 80% proficiency in core instruction and behavior so that we are providing interventions for a manageable number of students.

28c. Summary

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

Reading - Define 90 min block and instructional materials

Development of goals and scales across content areas

Science and Social Studies - looking at integration into ELA; content vocabulary; new resources

Assessment - on-going assessments across 4 core areas to the degree that we are tracking reading data

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Math Assessments K-5 Beginning of the Year and End of Year Assessment 3-5 Discovery Education Assessment K-5 District-created standards assessments Reading K-5 DIBELS 2-5 Scholastic Reading Inventory 3-5 Discovery Education Assessment	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.calschools.org/paris-ridge-elem/annual-education-reportsschool-improvement-plan/	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Does not apply due to grade level.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Does not apply due to grade level.	

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Darrell Kingsbury Assistant Superintendent Alissa Hofstee Special Education Director	

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

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Paris Ridge was formally a Targeted Assist Title I school. We developed the compact when we were a Title I school but have maintained it even though we no longer qualify.	Compact

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

2016-17 Paris Ridge School Improvement Plan

Overview

Plan Name

2016-17 Paris Ridge School Improvement Plan

Plan Description

Goals, strategies and activities around the 2016-17 School 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 will be proficient in mathematics.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$469
2	All students will be proficient in reading.	Objectives: 1 Strategies: 1 Activities: 4	Academic	$2055
3	All students will be proficient in writing.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$0
4	All students will be proficient in science.	Objectives: 1 Strategies: 1 Activities: 3	Academic	$1420
5	All students will be proficient in social studies.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
6	Marzano Instructional Framework	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$886
7	All teachers will implement MTSS	Objectives: 1 Strategies: 2 Activities: 7	Organizational	$3164
8	Professional Learning Communities	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: All students will be proficient in mathematics.

Measurable Objective 1:

69% of Third, Fourth and Fifth grade students will demonstrate a proficiency all areas in Mathematics by 06/01/2018 as measured by MSTEP Scores.

Strategy 1:

Differentiated Instruction   - All staff will implement differentiated instruction through a multi-tiered system of support (MTSS) framework.

Category:

Research Cited: teachingforlearning.org

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

VA: Association of Supervision and Curriculum Development.

Math Trailblazers. Dubuque, IA: Kendall Hunt Publishing.

School-wide strategies for managing...mathematics (2011).

Tier:

Activity - MTSS Math Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will intervene appropriately for those students who have been identified as requiring additional instruction in order to gain mastery of specific mathematical standards. Using the district instructional model, staff will review data from various assessments and then provide the necessary interventions for these students. District and classroom data will be used to identify students eligible for math supports and staff will provide math interventions. Interventions will be provided by staff members and will utilize technology and additional supplemental resources. The classroom teachers and paraprofessional(s) will be used to deliver math interventions of a daily/weekly basis.	Academic Support Program	Tier 2	Getting Ready	09/02/2014	06/01/2018	$0	No Funding Required	Classroom teachers and support staff.

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be involved in Classroom Learning Labs where they will model, observe and collaborate around best instructional practices including gradual release of responsibility, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2012-2013 we explored the use of Classroom Learning Labs to grow in the use of effective teaching practices. In 2013-2016 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. Finally, our instructional focus will shift to incorporate the Marzano Instructional Framework.	Professional Learning	Tier 1	Implement	09/02/2014	06/08/2018	$469	Title II Part A	Classroom Teachers, Curriculum Director, District Literacy Coach, District MTSS Coordinator

Goal 2: All students will be proficient in reading.

Measurable Objective 1:

73% of Third, Fourth and Fifth grade students will demonstrate a proficiency all areas in English Language Arts by 06/01/2018 as measured by MSTEP Scores.

Strategy 1:

Differentiated Instruction - All teachers will implement Differentiated Instruction through the Multi-Tiered System of Support (MTSS) framework to increase achievement for all students.

Category:

Research Cited: Hall, Susan L. (2008) Implementing Response to Intervention

"The classroom teachers will learn more about data analysis and the unique characteristics of intervention instruction and improve their skills in providing differentiated instruction in the core program."

Tracy A. Huebner (Feb. 2010) Differentiated Learning. Educational Leadership

"Baumgartner, Lipowski, and Rush (2003) studied a program to improve reading achievement among elementary and middle school students using differentiated instructional strategies, including flexible grouping, student choice of learning tasks, self-selected reading time, and access to a variety of texts. In all three of the classrooms in the study, the targeted students improved their decoding, phonemic, and comprehension skills. Student attitudes about reading and their own abilities also improved."

The Art and Science of Teaching; Robert Marzano; January 2007

Tier:

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be involved in Classroom Learning Labs in order to model, observe and collaborate around best instructional practices as defined by the Marzano Instructional Framework.	Professional Learning	Tier 1	Implement	09/04/2014	06/01/2018	$2055	Title II Part A	Classrooms teachers, facilitators, principals.

Activity - MTSS Reading Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paris Ridge Elementary staff members will continue to collaborate to determine flexible intervention groups, which focus on current and ongoing student data collection. Students that have been identified as requiring additional support will receive consistent and frequent instruction to target specific learning needs. Universal screeners and diagnostic probes will be used to identify students eligible for reading supports and staff and teachers will provide reading interventions.	Academic Support Program	Tier 2	Implement	09/02/2014	06/15/2018	$0	General Fund	Classroom teachers, Intervention specialists; para educators

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will continue to implement student data meetings every 4-6 weeks with an increased focus on analyzing individual student progress. This will shift the focus of the meetings from grouping students to a deeper analysis of individual student data and include professional collaboration and problem solving.	Teacher Collaboration	Tier 1	Monitor	09/02/2014	06/15/2018	$0	No Funding Required	Instructional Staff, Principal

Activity - Goals and Scales Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Representatives from each grade level will attend trainings on Marzano Goals and Scales for the area of Reading.	Professional Learning, Curriculum Development, Teacher Collaboration, Technology	Tier 1	Implement	07/01/2016	06/01/2018	$0	Title II Part A	Grade level teacher representatives

Goal 3: All students will be proficient in writing.

Measurable Objective 1:

73% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the writing strands in English Language Arts by 06/01/2018 as measured by MSTEP Scores.

Strategy 1:

Differentiated Instruction - All staff will implement practices that are research based and grade level appropriate, such as small group instruction, conferencing with students and implementing writing daily. Student needs will be met as teachers differentiate instruction as part of a Multi-Tiered System of Support framework.

Category:

Research Cited: Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom Instruction that Works: Research-based strategies for increasing student achievement. Alexandria, VA: Association of Supervision and Curriculum Development.

Treasures Reading Series, written and published by Macmillan/McGraw Hill, Copyright 2009. Buckner, Aimee (2005) Notebook Know-How: Strategies for the Writer's Notebook

Tier: Tier 1

Activity - Writing Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The staff will implement differentiated instruction on a daily basis. Teachers will implement best practices such as modeling, conferencing, small group instruction, and the use of visual supports such as graphic organizers.	Professional Learning	Tier 1	Implement	09/02/2014	08/01/2018	$0	No Funding Required	Grade level staff, building principal, intervention specialists.

Activity - Common Writing Planning Tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Build consensus around 3 planning tools (one for each type of writing) that students will use K-5.	Materials, Teacher Collaboration, Technology	Tier 1	Getting Ready	09/01/2016	06/01/2018	$0	No Funding Required	All staff

Goal 4: All students will be proficient in science.

Measurable Objective 1:

47% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all areas in Science by 06/03/2016 as measured by MSTEP Scores.

Strategy 1:

Implementation of NGSS Standards - Begin the implementation of NGSS standards by focusing on Physical Science during the 2016-17 school-year.

Category: Science

Research Cited: http://www.nextgenscience.org/sites/default/files/Appendix%20A%20-

%204.11.13%20Conceptual%20Shifts%20in%20the%20Next%20Generation%20Science%20Standards.pdf

http://www.nextgenscience.org/sites/default/files/Appendix%20H%20-

%20The%20Nature%20of%20Science%20in%20the%20Next%20Generation%20Science%20Standards%204.15.13.pdf

Tier: Tier 1

Activity - District Science Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher rep team members will attend district and county meetings to plan for the implementation of NGSS standards over a three year period.	Professional Learning, Policy and Process, Curriculum Development, Technology	Tier 1	Implement	07/01/2016	06/01/2018	$0	Title II Part A	Teacher reps

Activity - NGSS Standards Professional Development and Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be preview cross-over standards and cross-cutting concepts and engineering practices while implementing NGSS standards over the next three years. We will start with Physical Science in 2016-17.	Curriculum Development, Direct Instruction, Materials, Teacher Collaboration, Technology	Tier 1	Implement	07/01/2016	06/01/2018	$0	No Funding Required	All staff

Activity - Implementation of Battle Creek Science Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Staff will be trained and will implement the Battle Creek Science Units over the course of a three year period starting with Physical Science in the 2016-17 school year. Staff will be provided professional development and resources that align with NGSS standards.	Professional Learning, Curriculum Development, Direct Instruction, Materials, Teacher Collaboration	Tier 1	Getting Ready	09/06/2016	06/07/2019	$1420	Title II Part A	Grade level teaching staff; administration

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

Measurable Objective 1:

43% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all areas in Social Studies by 06/06/2018 as measured by MSTEP Scores.

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:

Activity - Content Vocabulary/Content Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff at Paris Ridge will develop units of study which will integrate Social Studies concepts into language arts focusing on the elements of nonfiction text and content vocabulary.	Curriculum Development	Tier 1	Getting Ready	09/02/2014	06/01/2018	$0	No Funding Required	All staff.

Goal 6: Marzano Instructional Framework

Measurable Objective 1:

collaborate to understand and implement the elements of the Marzano Instructional Framework by 06/08/2018 as measured by increased use of Teacher Growth Plans..

Strategy 1:

Training in the Marzano Instructional Framework - Staff will be trained in Marzano Instructional Framework.

Category:

Research Cited: The Art and Science of Teaching; 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
Continued learning around the framework through professional development time provided at Staff Meetings and District PD Days.	Professional Learning	Tier 1	Implement	08/04/2014	06/08/2018	$886	Title II Part A	All staff

Goal 7: All teachers will implement MTSS

Measurable Objective 1:

collaborate to implement our MTSS framework by 06/14/2018 as measured by TFI's for reading and behavior. .

Strategy 1:

MTSS - PBIS - Collaborate to create a Positive Behavioral Interventional Support system within our MTSS framework that identifies behavioral expectations; teaches behavioral expectations; monitors student behavior; acknowledges appropriate behavior; and corrects misbehavior.

Category: Learning Support Systems

Research Cited: Bohanon, H., Goodman, S., McIntosh, K. (2009). Integrating behavior and academic supports within an RtI framework: General overview. Retrived August 17, 2006, from http://www.rtinetwork.org/learn/behavior/integrating-behavior-and-academic-supports-general-overview

McIntosh, K., Horner, R. H., Chard, D. J., Dickey, C. R., & Braun, D. H. (2008). Reading skills and function of problem behavior in typical school settings. Journal of Special Education.

Preciado, J. A., Horner, R. H., Scott K. Baker, S. K. (2009). Using a Function-Based Approach to Decrease Problem Behaviors and Increase Academic Engagement for Latino English Language Learners. The Journal of Special Education, 42, 227-240.

Sanford, E. (2006). The effects of function-based literacy instruction on problem behavior and reading growth. Dissertation. University of Oregon.

Stewart, R. M., Benner, G. J., Martella, R. C., and Marchand-Martella, N. E. (2007). Three-tier models or reading and behavior: A research review. Journal of Positive Interventions, 9, 239-252.

Tier: Tier 1

Activity - PBIS - Grade Level PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Level PLC Teams will analyze SWIS Referral Data 3-4 times a year and create actions plans for areas requiring improvement.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/15/2018	$0	General Fund	Grade Level Teams

Activity - MTSS - PBIS - Tier 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Staff will create a Tier 2 behavior intervention framework for students who require behavioral support beyond Tier 1. Focus will be on 1-3 different interventions and will include entrance and exit criteria.	Technology, Behavioral Support Program	Tier 2	Implement	09/08/2015	06/15/2018	$0	No Funding Required	MTSS Behavior Work Team; Building Principal

Activity - MTSS - PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend training in the MTSS/MiBlisi Model focused around reading and behavior.	Professional Learning, Teacher Collaboration, Technology	Tier 1	Implement	09/08/2015	06/09/2017	$1792	Title II Part A	All teachers and administrators

Activity - MTSS-PBIS Data Tracking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS Behavior Team will re-evaluate the categories on our referral form to ensure it matches the data we are tracking. We will make sure that categories are appropriately defined (minor vs major; lying vs defiance) and locations are accurate (adding specials classes). In addition, we will look at our system for tracking students who get multiple referrals within a given amount of time and the progression of consequences.	Teacher Collaboration, Technology, Behavioral Support Program	Tier 1	Implement	09/01/2016	06/15/2018	$0	No Funding Required	Teachers and Principal

Strategy 2:

MTSS Reading - Hello

Category: Learning Support Systems

Research Cited: hello

Tier: Tier 1

Activity - Grade Level Action Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement Grade Level Action Plans (MTSS/MiBlisi) to focus on grade level response to data as well as differentiated grouping of students during Tier 1 instruction. These action plans will be revised/evaluated at Benchmark and Progress Monitoring Meetings every 4-6 weeks.	Academic Support Program, Teacher Collaboration, Technology	Tier 1	Implement	09/01/2016	06/15/2018	$0	No Funding Required	Teachers and Principal

Activity - Define a 90 Minute Reading Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will work with each grade level team to define 90 Minute Tier 1 Instructional Block	Professional Learning, Curriculum Development, Direct Instruction, Materials, Teacher Collaboration, Technology	Tier 1	Implement	06/01/2016	06/17/2018	$0	No Funding Required	All staff

Activity - NWEA Benchmark Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained on the utilization of the NWEA Benchmark assessment. The assessment will be given three times a year. Staff will be trained on proctoring the assessment and analyzing the data.	Professional Learning, Materials, Teacher Collaboration	Tier 1	Getting Ready	09/06/2016	06/07/2019	$1372	Title II Part A	K-5 teaching staff and Intervention Specialists

Goal 8: Professional Learning Communities

Measurable Objective 1:

collaborate to sustain grade level and building level meeting structures designed to analyze student data to answer: What are students expected to learn? How will we know they have learned it? How will we respond if they have/have not learned it? by 06/01/2018 as measured by the use and refinement of a team meeting notes templates and the collection of the team meeting notes.

Strategy 1:

Professional Learning Communities - Staff will collaborate to create grade level and building level meeting structures designed to analyze student data to answer: What are students expected to learn? How will we know they have learned it? How will we respond if they have/have not learned it?

Category:

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

Tier: Tier 1

Activity - Strengthing the use of Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff met in structured PLC meetings 2-4 times each month to look at reading and behavior data. For next year, we will continue with this practice but try to push past just entering data and have deeper conversations about what the data is telling us. We would also like to make sure we have action plans in place to hold us accountable to the goals we have set.	Academic Support Program, Professional Learning, Curriculum Development, Teacher Collaboration, Behavioral Support Program	Tier 1	Implement	09/02/2014	06/01/2018	$0	No Funding Required	All staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Learning Labs	Teachers will be involved in Classroom Learning Labs in order to model, observe and collaborate around best instructional practices as defined by the Marzano Instructional Framework.	Professional Learning	Tier 1	Implement	09/04/2014	06/01/2018	$2055	Classrooms teachers, facilitators, principals.
Marzano Framework Training	Continued learning around the framework through professional development time provided at Staff Meetings and District PD Days.	Professional Learning	Tier 1	Implement	08/04/2014	06/08/2018	$886	All staff
Implementation of Battle Creek Science Units	Staff will be trained and will implement the Battle Creek Science Units over the course of a three year period starting with Physical Science in the 2016-17 school year. Staff will be provided professional development and resources that align with NGSS standards.	Professional Learning, Curriculum Development, Direct Instruction, Materials, Teacher Collaboration	Tier 1	Getting Ready	09/06/2016	06/07/2019	$1420	Grade level teaching staff; administration
MTSS - PD	Teachers will attend training in the MTSS/MiBlisi Model focused around reading and behavior.	Professional Learning, Teacher Collaboration, Technology	Tier 1	Implement	09/08/2015	06/09/2017	$1792	All teachers and administrators
Goals and Scales Training	Representatives from each grade level will attend trainings on Marzano Goals and Scales for the area of Reading.	Professional Learning, Curriculum Development, Teacher Collaboration, Technology	Tier 1	Implement	07/01/2016	06/01/2018	$0	Grade level teacher representatives

School Improvement Plan

Paris Ridge Elementary

District Science Team	Teacher rep team members will attend district and county meetings to plan for the implementation of NGSS standards over a three year period.	Professional Learning, Policy and Process, Curriculum Development, Technology	Tier 1	Implement	07/01/2016	06/01/2018	$0	Teacher reps
Classroom Learning Labs	Teachers will be involved in Classroom Learning Labs where they will model, observe and collaborate around best instructional practices including gradual release of responsibility, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2012-2013 we explored the use of Classroom Learning Labs to grow in the use of effective teaching practices. In 2013-2016 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. Finally, our instructional focus will shift to incorporate the Marzano Instructional Framework.	Professional Learning	Tier 1	Implement	09/02/2014	06/08/2018	$469	Classroom Teachers, Curriculum Director, District Literacy Coach, District MTSS Coordinator
NWEA Benchmark Testing	Staff will be trained on the utilization of the NWEA Benchmark assessment. The assessment will be given three times a year. Staff will be trained on proctoring the assessment and analyzing the data.	Professional Learning, Materials, Teacher Collaboration	Tier 1	Getting Ready	09/06/2016	06/07/2019	$1372	K-5 teaching staff and Intervention Specialists

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PBIS - Grade Level PLCs	Grade Level PLC Teams will analyze SWIS Referral Data 3-4 times a year and create actions plans for areas requiring improvement.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/15/2018	$0	Grade Level Teams
MTSS Reading Interventions	Paris Ridge Elementary staff members will continue to collaborate to determine flexible intervention groups, which focus on current and ongoing student data collection. Students that have been identified as requiring additional support will receive consistent and frequent instruction to target specific learning needs. Universal screeners and diagnostic probes will be used to identify students eligible for reading supports and staff and teachers will provide reading interventions.	Academic Support Program	Tier 2	Implement	09/02/2014	06/15/2018	$0	Classroom teachers, Intervention specialists; para educators

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS - PBIS - Tier 2	Staff will create a Tier 2 behavior intervention framework for students who require behavioral support beyond Tier 1. Focus will be on 1-3 different interventions and will include entrance and exit criteria.	Technology, Behavioral Support Program	Tier 2	Implement	09/08/2015	06/15/2018	$0	MTSS Behavior Work Team; Building Principal
Grade Level Action Plans	Implement Grade Level Action Plans (MTSS/MiBlisi) to focus on grade level response to data as well as differentiated grouping of students during Tier 1 instruction. These action plans will be revised/evaluated at Benchmark and Progress Monitoring Meetings every 4-6 weeks.	Academic Support Program, Teacher Collaboration, Technology	Tier 1	Implement	09/01/2016	06/15/2018	$0	Teachers and Principal
MTSS Math Interventions	Staff will intervene appropriately for those students who have been identified as requiring additional instruction in order to gain mastery of specific mathematical standards. Using the district instructional model, staff will review data from various assessments and then provide the necessary interventions for these students. District and classroom data will be used to identify students eligible for math supports and staff will provide math interventions. Interventions will be provided by staff members and will utilize technology and additional supplemental resources. The classroom teachers and paraprofessional(s) will be used to deliver math interventions of a daily/weekly basis.	Academic Support Program	Tier 2	Getting Ready	09/02/2014	06/01/2018	$0	Classroom teachers and support staff.
Content Vocabulary/Content Integration	Staff at Paris Ridge will develop units of study which will integrate Social Studies concepts into language arts focusing on the elements of nonfiction text and content vocabulary.	Curriculum Development	Tier 1	Getting Ready	09/02/2014	06/01/2018	$0	All staff.
Data Meetings	Teaching staff will continue to implement student data meetings every 4-6 weeks with an increased focus on analyzing individual student progress. This will shift the focus of the meetings from grouping students to a deeper analysis of individual student data and include professional collaboration and problem solving.	Teacher Collaboration	Tier 1	Monitor	09/02/2014	06/15/2018	$0	Instructional Staff, Principal

NGSS Standards Professional Development and Implementation	Staff will be preview cross-over standards and cross-cutting concepts and engineering practices while implementing NGSS standards over the next three years. We will start with Physical Science in 2016-17.	Curriculum Development, Direct Instruction, Materials, Teacher Collaboration, Technology	Tier 1	Implement	07/01/2016	06/01/2018	$0	All staff
Define a 90 Minute Reading Block	We will work with each grade level team to define 90 Minute Tier 1 Instructional Block	Professional Learning, Curriculum Development, Direct Instruction, Materials, Teacher Collaboration, Technology	Tier 1	Implement	06/01/2016	06/17/2018	$0	All staff
MTSS-PBIS Data Tracking	PBIS Behavior Team will re-evaluate the categories on our referral form to ensure it matches the data we are tracking. We will make sure that categories are appropriately defined (minor vs major; lying vs defiance) and locations are accurate (adding specials classes). In addition, we will look at our system for tracking students who get multiple referrals within a given amount of time and the progression of consequences.	Teacher Collaboration, Technology, Behavioral Support Program	Tier 1	Implement	09/01/2016	06/15/2018	$0	Teachers and Principal
Writing Best Practices	The staff will implement differentiated instruction on a daily basis. Teachers will implement best practices such as modeling, conferencing, small group instruction, and the use of visual supports such as graphic organizers.	Professional Learning	Tier 1	Implement	09/02/2014	08/01/2018	$0	Grade level staff, building principal, intervention specialists.
Common Writing Planning Tools	Build consensus around 3 planning tools (one for each type of writing) that students will use K-5.	Materials, Teacher Collaboration, Technology	Tier 1	Getting Ready	09/01/2016	06/01/2018	$0	All staff

| Strengthing the use of Professional Learning Communities | Staff met in structured PLC meetings 2-4 times each month to look at reading and behavior data. For next year, we will continue with this practice but try to push past just entering data and have deeper conversations about what the data is telling us. We would also like to make sure we have action plans in place to hold us accountable to the goals we have set. | Academic Support Program, Professional Learning, Curriculum Development, Teacher Collaboration, Behavioral Support Program | Tier 1 | Implement | 09/02/2014 | 06/01/2018 | $0 | All staff |