School Improvement Plan

Caledonia Elementary School
Caledonia Community Schools

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CALEDONIA, MI 49316-9411
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**1920 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.
Improvement Plan Assurance
Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.
## Improvement Plan Assurance

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<th>Response</th>
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<tbody>
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<td>1.</td>
<td>Which option was chosen for Goals and Plans?</td>
<td>Goals and Plans in ASSIST</td>
<td>Goals &amp; plan in Assist.</td>
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Title I Targeted Assistance Diagnostic
Introduction

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

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment was conducted in several work sessions. The first session was the data collection; representatives gathered the data and began to review it. The next few sessions involved portions of the School Improvement team (SIP). The SIP team used the data in order to inform them of areas needed for improvement. The following sessions were spent concentrating in the four content areas (math, ELA, science, and social studies). In each of these sessions, the teams specifically identified deficit areas of demographic, achievement, process and perception, set goals, objectives, strategies and actions. In the last meeting, money was directed toward professional development for the activities and strategy areas. Each meeting had agendas and checklists. Professional Development; a combination of conferences, professional development days, workshops, grade/level PD and site visits and/or coaching, were selected and placed into a spreadsheet.

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

The identification process for students falling short of academic success is based on developmentally appropriate measures using universal screening and diagnostic assessments, textbook reading assessments, as well as teacher judgment, and parental input. Multiple, educationally related, objective criteria were established for the process in order to generate a list of eligible students which is reviewed frequently throughout the school year by staff. Grade level teams meet with the Intervention Specialist to review the criteria. Criteria is consistent across each grade level and may be changed according to student needs and changing programs. Assessments are administered by the classroom teachers, Intervention Specialist and Title I paraprofessionals and are given three time a year (Fall, Winter, Spring) to identify children who are failing or most at risk of failing to meet the state core curriculum standards in reading. Math identification processes are similar to reading qualification processes. Classroom and district-based assessments are analyzed and appropriate standards are in place to help teachers and staff identify student that are falling short of grade level expectations. Progress monitoring and informal diagnostic assessments are utilized to determine student growth. Due to our limited staffing resources, students receive direct Title I academic services in reading and math only. To the best of our ability, science and social studies concepts are embedded in each intervention.

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

The identification criteria used to select students who are falling short of succeeding relative to the state standards include a variety of assessments or other data sets. In detail, developmentally appropriate measures such as universal screening and diagnostic assessments, textbook tests, district measures, the M-STEP, as well as teacher recommendation, and parental input are utilized. Teacher recommendations are based on classroom observations and informal classroom assessments. The identification process is based on the guidelines defined by the Federal Government. Our school believes that early intervention is critical and follows a systematic process universal screening, data analysis, grouping, and problem solving to deliver data and informed, intervention instruction. Students are continually monitored by using curriculum based measures as well as informal, formal, and district assessments. Data is analyzed and students are placed in intervention instruction based on their area of need. Intervention instruction may become increasingly intensive as well.
as altering variables such as time, group size, interventionist, and materials. In reading, eligibility begins with universal screening with all students. Initially, students are given DIBELS Next, which is our universal screener. All of the data is exported onto a Title I selection spreadsheet. Teachers progress monitor students who fall below district approved cut scores for several weeks. DIBELS Next data is analyzed by the classroom teacher and the Intervention Specialist to determine if a diagnostic screener should be given to the students who show need in order to find their deficit area. After all of the data is collected the classroom teacher and the Intervention Specialist will meet to rank order and select students for supplemental intervention groups according need and staffing resources. In math, eligibility begins with multiple criteria such as M-STEP, NWEA Maps, and classroom assessments, and teacher observation.

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

Caledonia Elementary is a K-5 elementary school. The Title I identification process for K-2, in reading, is based on developmentally appropriate measures using universal screening and diagnostic assessments, textbook reading assessments, as well as teacher judgment, and parental input. A data team meeting with the principal, Intervention Specialist and teachers from each grade level convenes to look over the data and form early intervention groups that are delivered in a multi-level framework. In order to maximize student achievement each student is given differentiated instruction during their core reading block. By delivering differentiated instruction teachers are able to judge students reading abilities and have input during the data meetings that is valuable in student Title I selection. For math, social studies, and science content, the concepts are integrated into intervention instruction as appropriate. Moreover, there are 'push-in' instructional opportunities, using evidence based resources, to address specific needs as they arise. As with reading, the identification process is systematic and data based.
Component 2: Services to Eligible Students

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

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

General education classroom teachers also share information with the Title I staff. Through dialogue and sharing reports, all teachers are made aware of the gains and the needs of our Title I students. Both the core classroom program and the Title I program benefit from this coordination.

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

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

Title I Math Interventionists offer before school supplemental assistance, as well as push in and/or pull out during math classes throughout the day working with eligible students who need remedial supplemental math instruction.
Component 3: Incorporated Into Existing School Program Planning

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

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

Cal El regularly monitors once a month the implementation of, and results achieved by, the SIP, by using data from the M-STEP and various progress monitoring assessments given by the Title I team and general education teachers. The objectives are reviewed at staff meetings and during common planning time. The progress monitoring and M-STEP results are reviewed at data meetings, which are monthly, to be sure that each student is showing a growth trend that will allow him/her to obtain academic achievement. These monthly meetings determined if program planning aligns with the School Improvement goals to help all students achieve content expectations.
Component 4: Instructional Strategies

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

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

Specific strategies used include Phonemic Awareness, Phonics and Fluency based interventions. Comprehension and vocabulary groups are made to help students work toward achieving grade level content expectations in science and social studies. For math, Title I students can come before school for 30 minutes to work on deficient math skills.

25 minute time slots are also built into the day where Title I math students can get supplemental support to help the students work towards mastery of standards. Interventions for all core subjects occur five days a week.

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

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

Math clubs are provided before school 4 to 5 days a week for 30 min. for Title I eligible students. Instruction is meant to supplement learning for students who are not meeting state standards through various research based instructional strategies.

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

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

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.
All students at Caledonia Elementary participate fully within all four academic areas as required by law. Through our MTSS process, Tier 2 and Tier 3 students are provided supplemental evidence based instruction while other students are provided instructional opportunities during this same intervention block. The building schedule is developed in such a manner that the core and interventions blocks do not occur at the same time to ensure that all students are receiving core and supplemental instruction blocks as needed.
1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

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

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

Caledonia Elementary is a small, family oriented school. Constant communication occurs before school, throughout the school day, and after school about our students in order to help them grow. Caledonia Elementary also uses Google Drive to share documents. Essential standards have been created and shared for each grade level so all staff know the most important skills necessary for each grade to have mastered to be successful. Information for the Student Assistance Team meetings is reviewed every four to six weeks and it is communicated to all staff if students need any additional tools to be successful in the classroom. These tools could be educational, behavioral, positive reinforcement, positive behavior plans, etc. All staff communicates regularly and shares ideas to help all students reach their full potential. In addition, the Family Engagement Coordinator connects with outside agencies to facilitate support for families that are in need.

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

The district preschool program staff works with parents and administrators to help determine appropriate building placements, as well as any needed support services for Kindergarten. Principals, Preschool and Kindergarten teaching staff work with parents through meetings, classroom observations in preschool, and shared documentation of progress while in preschool to ensure a successful transition between the programs. Cal El offers a fall Kindergarten night for incoming parents to attend. Parents and children have an opportunity to meet the school Kindergarten team to support a positive transition. At this time, there are centers designed for each curricular, social, and gross motor skill. Handouts are provided to parents detailing what readiness skills are expected of incoming kindergarteners. Parents can also work with building administrators for summer camps available to help prepare students for school. In the Fall, parents and incoming kindergarteners come to Cal El for an Open House and Kindergarten Orientation. Parents are given appropriate school information as well as information about our Title I program. During this time, the Kindergarteners are given a tour of our school.
Component 6: Instruction by Highly Qualified Staff

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<tbody>
<tr>
<td>1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.</td>
<td></td>
<td>Yes</td>
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<tr>
<td>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.</td>
<td></td>
<td>Yes</td>
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</table>
Component 7: High Quality and Ongoing Professional Development/Learning

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

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

The district MTSS Implementation Team has developed a professional development plan for all Title I paraprofessionals for reading and will in the near future develop trainings for math, science and social studies. Ongoing professional development is provided for paraprofessionals for new evidence based interventions, new tools, or additional staff through regular Title I meetings. The Implementation Team provides training and coaching opportunities multiple times throughout the year. Observations are conducted at various junctures throughout the year to address implementation fidelity.

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

The Title I District Coordinator and pupil services support personnel attend trainings offered by MAS/FPS, MDE and Kent ISD each year. Cal El is in the process of increasing parent learning opportunities and improving the school's focus on parent education. This past year, Cal El had a math night for all students, as well as Title I reading and math informational events for eligible students. A representative from Kent District Libraries was brought in to help Cal El's Title I Team teach strategies and provide parents with resources to help work with their children at home. Planning for next year, Cal El will have an educational and informational event in the fall and spring for Title I families. Information about our programs are available on our building webpage for classroom instruction as well as Title I services.

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<tr>
<td>3. Your school's professional development/learning plan or calendar is complete.</td>
<td>No</td>
<td>Our District has a detailed professional development plan and calendar that has been completed and coincides with our district and school improvement plans. Therefore, the district plan will suffice.</td>
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</tbody>
</table>
Component 8: Strategies to Increase Parental Involvement

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

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

Title I parents have been invited to serve as part of the School Improvement Planning process in the spring and share their beliefs and give input regarding how the Title I services are delivered. Through the SIP process, these parents have expressed that they believe the additional support of paraprofessionals and intervention teachers are beneficial to the students. During the SIP process, the Title I budget was reviewed to build consensus around program design.

Title I parents are also invited to help with planning Fall and Spring Informational/Educational events. These events provide parents with information regarding our Title I program, content standards, strategies to help parents with literacy, math, science, and technology at home, and facilitate communication between parents and school to build ties working together for the best of kids’ growth.

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

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

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<tbody>
<tr>
<td>3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?</td>
<td>Yes</td>
<td>Parents and team members are invited to evaluate the programming through ongoing conversations and Title I Team meetings. The idea is to continually review the program quality so as to ensure student success.</td>
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4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

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

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

(4) Math, Reading, and/or Science events incorporate Title I eligible students and parents.

(5) School Newsletter, District Newsletter and Classroom Newsletter. Bilingual Interpreter if needed.
(14) Cal El makes every effort to listen and collaboratively work with parent individual needs in order to foster more positive parent involvement.

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

5. Describe how the parent involvement activities are evaluated.

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

This summer, various members from the district are working on parent involvement activities. The activities will coincide with the Family Engagement Coordinator role defined by the school and district. Ongoing referrals as well as SWIS data will serve as key evaluation points for the effectiveness of the involvement activities.

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

The school-parent compact was developed several years ago and has been reviewed annually. This past year our parent compact was reviewed with parent involvement based on parent survey feedback. Parents are invited to join our building Title I team to make adjustments which help the compact communicate meaningful information to parents in a friendly and easy to understand format.

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<tr>
<td>7. Do you have a Title I School-Parent Compact?</td>
<td>Yes</td>
<td>The Title I compact was developed as a team with parent and staff feedback.</td>
<td>Title I Compact 1920</td>
<td></td>
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</table>

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

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

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<tr>
<td>9. Does the school have a Title I Parental Involvement Policy/Plan?</td>
<td>Yes</td>
<td>The Caledonia Family Engagement Plan is reviewed each year by the District Title I Team and the School Title I Team.</td>
<td>Family Engagement Plan</td>
<td></td>
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</tbody>
</table>

10. Describe how the parent compact is used at elementary-level parent teacher conferences.
The parent compact is sent out at the beginning of each school year. At the Fall parent teacher conferences the compact is reviewed by the parent and teacher. At this time, any clarifying questions can be asked and reviewed so staff at Cal El and parents continue to work and support each other for the best of our students.
Component 9: Coordination of Title I and Other Resources

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

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

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

Free/Reduced lunch and breakfast are provided for eligible students per qualifying criteria. Through our PBIS programming, teachers and support staff as well as our Student Support Team and Family Engagement Coordinator, teach anti-bullying lessons, life skills and provide our students with appropriate services that are needed for individual students. Cal El also works with our high school and local churches to provide food and gifts to families in need at Cal El. The local fire department comes into Cal El to teach our lower el students fire safety.
Component 10: Ongoing Review of Student Progress

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

Once students are placed in Title I they are progress monitored on a weekly to bi-monthly basis. The data is analyzed every 4-6 weeks to see how Title I students are responding to the specific instruction they are receiving. A log is filled out to keep track of the data and the plan.

In math the student's progress is reviewed using probes, formative assessments, observations and classroom work. Teachers and Title I paraprofessionals review the data that helps them form their instruction.

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

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

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

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

In data meetings, teachers are trained to identify students who need additional assistance or to identify the necessity for making changes in core instruction if many of the students have the same need. Consultants have been made available to train staff in identification, instructional work and monitoring progress of students. The District Literacy Coach is available to work with Interventionists and staff members who need assistance in identifying students needs and how to implement instruction to meet those needs. Grade level teams have attended and will continue to attend training in how to facilitate grade level data meetings.
NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement—-but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

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

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

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

At least three times a year our school analyzed the results from DIBELS Next, curricular based measures, and NWEA Maps testing to evaluate the effectiveness of our targeted assistance programs and student needs. M-STEP data is reviewed when made available.

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

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

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

Cal El regularly monitors the implementation of, and results achieved by, the SIP by using data from the M-STEP and various progress monitoring assessments. The objectives are reviewed at staff meetings and during common planning time. The progress monitoring and M-STEP results will be reviewed at data meetings to be sure that each student is showing growth trend that will allow him/her to obtain academic achievement.
1920 School Improvement Plan
Overview

Plan Name

1920 School Improvement Plan

Plan Description

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.

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<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
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<td>1</td>
<td>All students will become more proficient in mathematics.</td>
<td>Objectives:2 Strategies:2 Activities:8</td>
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<td>2</td>
<td>All students will be proficient in reading.</td>
<td>Objectives:2 Strategies:2 Activities:11</td>
<td>Academic</td>
<td>$57322</td>
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<td>3</td>
<td>All students will be proficient in writing.</td>
<td>Objectives:1 Strategies:1 Activities:4</td>
<td>Academic</td>
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<tr>
<td>4</td>
<td>All students will be proficient in science.</td>
<td>Objectives:1 Strategies:2 Activities:4</td>
<td>Academic</td>
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<tr>
<td>5</td>
<td>All students will be proficient in social studies.</td>
<td>Objectives:1 Strategies:1 Activities:4</td>
<td>Academic</td>
<td>$0</td>
</tr>
<tr>
<td>6</td>
<td>MTSS - PBIS &amp; Reading</td>
<td>Objectives:1 Strategies:2 Activities:7</td>
<td>Organizational</td>
<td>$76233</td>
</tr>
<tr>
<td>7</td>
<td>Marzano Instructional Framework</td>
<td>Objectives:1 Strategies:1 Activities:4</td>
<td>Organizational</td>
<td>$1729</td>
</tr>
<tr>
<td>8</td>
<td>Professional Learning Communities</td>
<td>Objectives:1 Strategies:1 Activities:1</td>
<td>Organizational</td>
<td>$0</td>
</tr>
</tbody>
</table>
Goal 1: All students will become more proficient in mathematics.

Measurable Objective 1:
80% of Third, Fourth and Fifth grade students will demonstrate a proficiency in all areas in Mathematics by 06/14/2019 as measured by M-Step.

Strategy 1:
Implementation of Research-based Practices - Staff members will implement research-based and grade level appropriate practices. Examples of practices include, peer tutoring, cooperative learning, use of organizers (models & foldables), and use of manipulatives.

Category: Mathematics
Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - MTSS - Tier 2</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff will intervene appropriately for those students that need more attention relevant to particular standards. Keeping in mind the instructional model, staff members will design a plan relevant to impact students so they are effectively engaged. Resources will come in the form of the teacher (i.e., small group teaching) and through technology integration (i.e., software and web-based products).</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>09/03/2013</td>
<td>06/30/2024</td>
<td>$0</td>
<td>General Fund</td>
<td>Grade level teachers and pertinent support staff.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Classroom Learning Labs</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, the Marzano framework, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2012-2013 we explored the use of Classroom Learning Labs to grow in the use of effective teaching practices. In 2019, we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. We will explore the option of developing and training facilitators within our school.</td>
<td>Professional Learning, Technology, Curriculum Development, Teacher Collaboration</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2013</td>
<td>06/30/2024</td>
<td>$0</td>
<td>General Fund</td>
<td>Classroom Teachers, Principal</td>
</tr>
</tbody>
</table>
### Activity - Practice Standards

**Activity Type:** Professional Learning, Technology  
**Tier:** Tier 1  
**Phase:** Implement  
**Begin Date:** 09/03/2013  
**End Date:** 06/30/2024  
**Resource Assigned:** $0  
**Source Of Funding:** General Fund  
**Staff Responsibility:** Teachers, Administrators

Staff will actively teach through the practice standards. The standards include:
1. Make sense of problems and persevere in solving them  
2. Reason abstractly and quantitatively  
3. Construct viable arguments and critique the reasoning of others  
4. Model with mathematics  
5. Use appropriate tools strategically  
6. Attend to precision  
7. Look for and make use of structure (Deductive Reasoning)  
8. Look for and express regularity in repeated reasoning (Inductive Reasoning)

### Activity - Data Meetings

**Activity Type:** Academic Support Program, Curriculum Development, Teacher Collaboration  
**Tier:** Tier 2  
**Phase:** Implement  
**Begin Date:** 09/02/2014  
**End Date:** 06/30/2024  
**Resource Assigned:** $0  
**Source Of Funding:** General Fund  
**Staff Responsibility:** Staff and the principal

The staff will meet to discuss relevant data so as to grow individuals students per the grade level content according to particular data.

### Activity - Explicit Instruction

**Activity Type:** Professional Learning, Direct Instruction  
**Tier:** Tier 1  
**Phase:** Implement  
**Begin Date:** 08/21/2017  
**End Date:** 06/30/2024  
**Resource Assigned:** $0  
**Source Of Funding:** General Fund  
**Staff Responsibility:** Principal Teachers

Staff will learn particular ways to explicitly teach skills/strategies in multiple settings.

### Activity - Technology Integration

**Activity Type:** Supplemental Materials, Materials, Technology, Teacher Collaboration  
**Tier:** Tier 1  
**Phase:** Implement  
**Begin Date:** 08/20/2019  
**End Date:** 06/30/2024  
**Resource Assigned:** $0  
**Source Of Funding:** General Fund  
**Staff Responsibility:** Principal Teachers

Staff will use web-based tools such as IXL, Xtra Math, Khan Academy and other resources to enhance instruction and provide independent practice opportunities.
Goal 2: All students will be proficient in reading.

Measurable Objective 1:
80% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the area of reading in English Language Arts by 06/30/2024 as measured by M-Step.

Strategy 1:
Implementation of Research-based Practices - All staff will implement practices that are research-based and grade level appropriate (e.g., use of small groups, in addition to guiding students to read to self, read to someone, listen to reading, and work with words). Student needs will be met as teachers differentiate according to varying indicators. Explicit attention will be given to the common core standards.
Category: English/Language Arts
Comprehension is...Retrieved April 1, 2011, from https://dibels.uoregon.edu/resources/big_ideas/comprehension.php (University of Oregon)

**Tier: Tier 1**

<table>
<thead>
<tr>
<th>Activity - Reading Interventions</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff will intervene appropriately for those students that need more attention relevant to particular standards (i.e., MTSS). Keeping in mind the instructional model, identified staff members will design intervention times with explicit instruction and skill transference to text. Teachers and support staff will also begin to explore how to teach phonological awareness in varying ways. Specific resources will be defined and used relevant to the skill of the deficit area.</td>
<td>Academic Support Program, Materials, Technology</td>
<td>Tier 2</td>
<td>Evaluate</td>
<td>09/02/2014</td>
<td>06/30/2024</td>
<td>$43999</td>
<td>Title I Part A</td>
<td>Grade level teachers, Title I support staff, and interventionist</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Classroom Learning Labs</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, the Marzano framework, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2019, we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. We will explore the option of developing and training facilitators within our school.</td>
<td>Professional Learning, Technology, Curriculum Development, Teacher Collaboration</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/02/2014</td>
<td>06/30/2024</td>
<td>$0</td>
<td>General Fund</td>
<td>Classroom Teachers, Principals</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Essential Standards</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers in K-5 will preview and explore practices within the geln Essential Instructional Practices in Early Literacy.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>07/01/2016</td>
<td>06/30/2024</td>
<td>$0</td>
<td>General Fund</td>
<td>Classroom Teachers, Administrators</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Benchmark &amp; Grade Level Problem Solving Meetings</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>
The staff will meet to discuss relevant data so as to grow students per the grade level content. In tier 2 & 3 - the grouping process will remain consistent. In tier 1 - small groups will be designed to further growth.

### Activity - 90 Min. Instruction

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 minutes of articulated reading instruction will include the foundational skills and strategies per grade level. The staff will also begin to explore how to reconcile the 90 min. block with the new reading resources.</td>
<td>Suppmental Materials, Technology, Policy and Process, Teacher Collaboration</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/08/2015</td>
<td>06/30/2024</td>
<td>$0</td>
<td>General Fund</td>
</tr>
</tbody>
</table>

### Activity - Parent Education

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>A newsletter will be sent home for all students that qualify to receive it.</td>
<td>Parent Involvement</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/08/2015</td>
<td>06/30/2024</td>
<td>$239</td>
<td>Title I Part A</td>
</tr>
</tbody>
</table>

### Activity - NWEA

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teaching staff will learn and implement the NWEA framework for assessing students such that staff identifies and targets skills according to student need.</td>
<td>Professional Learning, Technology</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/06/2016</td>
<td>06/30/2024</td>
<td>$0</td>
<td>General Fund</td>
</tr>
</tbody>
</table>

### Activity - Explicit Instruction

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff will learn particular ways to teach explicit instruction skills and strategies in multiple settings. As a part of this, staff will actively teach participation strategies.</td>
<td>Professional Learning, Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/21/2017</td>
<td>06/30/2024</td>
<td>$0</td>
<td>General Fund</td>
</tr>
</tbody>
</table>

### Activity - Reading Essentials - Orthographic Mapping

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
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</thead>
<tbody>
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</tr>
</tbody>
</table>
Strategy 1:
Holding high expectations for all students - Staff will identify students and plan for their success relative to current passing rates.

Category: English/Language Arts
Research Cited: Culture Abilities Resilience Effort Strategies for Closing the Achievement Gaps. National Education Association
Tier: Tier 1

Goal 3: All students will be proficient in writing.

Measurable Objective 1:
80% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in all strands in Writing by 06/14/2019 as measured by M-Step..
**Strategy 1:**

Implementation of Research-based Practices - All staff will implement practices that are research-based and grade level appropriate (i.e., use of small groups, conferencing with students, and implementing writing daily). Student needs will be met as teachers differentiate according to varying indicators. Explicit attention will be given to the pacing guides and unit assessments developed in the fall which will be tied to the common core standards. Additionally, anchor papers will be referenced routinely.

**Category:** English/Language Arts  
**Research Cited:** Specific individuals and organizations have been studied so as to gain knowledge in this area. The researchers or pieces looked at are as follows:

**Tier:** Tier 1

<table>
<thead>
<tr>
<th>Activity - Writing Interventions</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff will intervene appropriately for those students that need more attention relevant to particular standards. Keeping in mind the instructional model, staff members will design a plan relevant to impacted students so they are effectively engaged. Resources will come in the form of the teacher (i.e., whole group and small group instruction) and through technology integration.</td>
<td>Academic Support Program, Professional Learning, Technology</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>09/02/2014</td>
<td>06/30/2024</td>
<td>$0</td>
<td>Title I Part A</td>
<td>Grade level teachers and pertinent support staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Classroom Learning Labs</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, the Marzano framework, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2012-2013 we explored the use of Classroom Learning Labs to grow in the use of effective teaching practices. In 2019, we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. We will explore the option of developing and training facilitators within our school.</td>
<td>Professional Learning, Teacher Collaboration</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/02/2014</td>
<td>06/30/2024</td>
<td>$0</td>
<td>Title II Part A</td>
<td>Classroom Teachers, Principals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Curriculum Clarification</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>
Goal 4: All students will be proficient in science.

Measurable Objective 1:
55% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all areas in Science by 06/14/2019 as measured by M-Step.

Strategy 1:
Differentiated Instruction - Staff will implement practices that are researched based and grade level appropriate. Student needs will be met as teachers differentiate according to varying indicators.

Category: Science
Tier: Tier 1

Activity - Explicit Instruction
<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning, Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/21/2017</td>
<td>06/30/2024</td>
<td>$0</td>
<td>Title II Part A</td>
<td>Principal Teachers</td>
</tr>
</tbody>
</table>

Activity - Informational Text Interventions
<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
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</tbody>
</table>
### Strategy 2:
Implement NGSS - Teachers will prepare to implement the Next Generation Science Standards.

**Category:** Science

**Research Cited:**

**Tier:** Tier 1

<table>
<thead>
<tr>
<th>Activity - Implement Curriculum Resources</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff will implement practices that are centered on informational text and vocabulary based in a grade level specific manner.</td>
<td>Academic Support Program, Professional Learning, Technology, Direct Instruction</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/02/2014</td>
<td>06/30/2024</td>
<td>$0</td>
<td>Title I Part A</td>
<td>Staff and principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Classroom Learning Labs</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, the Marzano framework, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2012-2013 we explored the use of Classroom Learning Labs to grow in the use of effective teaching practices. In 2013-2016 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. We will explore the option of developing and training facilitators within our school.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/02/2014</td>
<td>06/30/2024</td>
<td>$0</td>
<td>Title II Part A</td>
<td>Classroom teachers &amp; administrator</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Explicit Instruction</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff will learn particular ways to explicitly teach skills/strategies in multiple settings.</td>
<td>Professional Learning, Direct Instruction</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>08/21/2017</td>
<td>06/30/2024</td>
<td>$0</td>
<td>Title II Part A</td>
<td>Principal Teachers</td>
</tr>
</tbody>
</table>
Teachers will learn about and implement new curriculum resources to support NGSS.

<table>
<thead>
<tr>
<th>Activity - Practice Standards</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff will actively teach through the practice standards. The standards include: 1. Make sense of problems and persevere in solving them 2. Reason abstractly 3. Construct viable arguments and critique the reasoning of others 4. Model 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure (Deductive Reasoning) 8. Look for and express regularity in repeated reasoning (Inductive Reasoning)</td>
<td>Other, Technology, Direct Instruction</td>
<td>Tier 1</td>
<td></td>
<td>09/03/2013</td>
<td>06/14/2014</td>
<td>$0</td>
<td>General Fund</td>
<td>Teachers and Administrators</td>
</tr>
</tbody>
</table>

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

**Measurable Objective 1:**
62% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all areas in Social Studies by 06/14/2019 as measured by the M-Step.

**Strategy 1:**
Differentiated Instruction - All staff will implement practices that are research based and grade level appropriate. Student needs will be met as teachers differentiate according to varying indicators.

Category: Social Studies


Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Information Text Interventions</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>$1687</td>
<td>Title II Part A</td>
<td>Teachers</td>
</tr>
</tbody>
</table>
Goal 6: MTSS - PBIS & Reading

**Measurable Objective 1:**
collaborate to continue implementation with fidelity of a Positive Behavioral Intervention Support system with in our MTSS framework as well as facilitate reading interventions by 06/14/2019 as measured by the Tiered Fidelity for behavior and reading.

**Strategy 1:**
MTSS - Collaborate to implement with fidelity a Positive Behavioral Intervention Support system with in our MTSS framework. Teams will focus on the fidelity of implementation of Tier 1 and beginning of implementation of Tier 2 supports.

Category: Learning Support Systems

## Activity - MTSS - PBIS

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>The behavior team will focus on monitoring core instruction with fidelity (e.g., SWIS forms, core instruction, matrix) as measured by the TFI Behavior. Playground zones will be implemented to help maintain proximity.</td>
<td>Behavioral Support Program, Professional Learning, Technology, Teacher Collaboration</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/02/2014</td>
<td>06/30/2024</td>
<td>$0</td>
<td>Title II Part A</td>
</tr>
</tbody>
</table>

## Activity - MTSS Interventions - Student Support Coach

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers and other staff members, including the Student Support Coach, will develop a plan for interventions and the implementation thereof.</td>
<td>Behavioral Support Program, Teacher Collaboration</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/01/2015</td>
<td>06/30/2024</td>
<td>$9335</td>
<td>Section 31a</td>
</tr>
</tbody>
</table>

## Activity - Data Meetings - Intervention Specialists

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>
| Particular staff will meet to review student data and determine the appropriate next steps of instruction for students indicating deficit areas per information available. The Intervention Specialists are vital to this work, not only in identifying programs and instructional approaches, but in collaborating with other staff members to carry out the work. | Supplen
tal Materials, Academic Support Program, Technology, Direct Instruction, Teacher Collaboration | Tier 1 | Monitor | 08/28/2017 | 06/30/2024 | $25433 | Section 31a | Teachers Staff members Principal |

## Activity - Community Coordinator
Strategy 2:
MTSS - Reading - Collaborate to implement with fidelity a system with in our MTSS framework. Teams will focus on the fidelity of implementation across all tiers.
Category: English/Language Arts
Tier: Tier 1

The coordinator will help learners achieve their fullest potential by teaching them appropriate strategies.

<table>
<thead>
<tr>
<th>Activity - Social Emotional Learning</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Behavioral Support Program, Professional Learning, Parent Involvement, Curriculum Development, Community Engagement</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>08/20/2019</td>
<td>06/30/2024</td>
<td>$0</td>
<td>General Fund</td>
<td>Coordinator Teachers</td>
</tr>
<tr>
<td>The coordinator will provide social emotional resources to the teachers for delivery of instruction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Career Preparation/Orientation</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Parent Involvement, Career Preparation/Orientation</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>08/20/2019</td>
<td>06/30/2024</td>
<td>$0</td>
<td>General Fund</td>
<td>Coordinator Teachers</td>
</tr>
<tr>
<td>The Michigan Career Development Model will be implemented into applicable lessons by classroom teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Goal 7: Marzano Instructional Framework

### Measurable Objective 1:
collaborate to further understand and implement the Marzano Instructional Framework by 06/14/2019 as measured by the participation and completion of the evaluation process and growth plan.

### Strategy 1:
Implement Marzano Instructional Framework - The administrator and all teachers will participate in identifying and growing instructional practices for the purpose of increasing student learning.

**Category:** Other - Instructional Strategies


**Tier:** Tier 1

### Activity - Curriculum Clarification - Early Literacy Coaching

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caledonia Elementary will seek to grow in understanding the best practices of early literacy with particular attention to curriculum resources and assessments. The Early Literacy Coach will be an integral part of this process.</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2016</td>
<td>06/30/2024</td>
<td>$11985</td>
<td>Section 31a</td>
<td>Administrators and Teachers</td>
</tr>
</tbody>
</table>

### Activity - Element Study

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>The administrator and teachers will further understand the Marzano Instructional Framework through district provided learning opportunities as well as continued staff meeting and grade level meetings. A focus area will be the development of scales through a Marzano unit design.</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>07/02/2014</td>
<td>06/01/2024</td>
<td>$1729</td>
<td>Title II Part A</td>
<td>Administrators and teachers</td>
</tr>
</tbody>
</table>

### Activity - Explicit Instruction
Goal 8: Professional Learning Communities

Measurable Objective 1:
collaborate to refine our structure for professional collaboration at the school level that makes sense per department or grade level by 06/14/2019 as measured by documents within the grade level meeting format.

Strategy 1:
Implement PLC - The administrator and teacher representative will work together create a structure for professional conversations centered on data. Grade levels and departments will work to ensure student success through this structure.

Category: School Culture

### Activity - Define PLC Meeting Structure

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning, Technology, Teacher Collaboration</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/02/2014</td>
<td>06/30/2024</td>
<td>$0</td>
<td>General Fund</td>
<td>The administrator and teachers</td>
</tr>
</tbody>
</table>

During the upcoming school year, grade levels will meet a minimum of two times per year. An agreed upon template will be used.
### Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

#### General Fund

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Meetings</td>
<td>The staff will meet to discuss relevant data so as to grow individual students per the grade level content according to particular data.</td>
<td>Academic Support Program, Curriculum Development, Teacher Collaboration</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/02/2014</td>
<td>06/30/2024</td>
<td>$0</td>
<td>Staff and the principal</td>
</tr>
<tr>
<td>NWEA</td>
<td>The teaching staff will learn and implement the NWEA framework for assessing students such that staff identifies and targets skills according to student need.</td>
<td>Professional Learning, Technology</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/06/2016</td>
<td>06/30/2024</td>
<td>$0</td>
<td>Administration Staff Teachers</td>
</tr>
<tr>
<td>Thinking Maps</td>
<td>The staff will begin to learn about thinking maps and determine how they fit into the present-day curriculum as a way to help students develop a deeper understanding of the content.</td>
<td>Supplementary Materials, Technology, Direct Instruction, Teacher Collaboration</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>08/28/2017</td>
<td>06/30/2024</td>
<td>$0</td>
<td>Principal Teachers</td>
</tr>
<tr>
<td>Social Emotional Learning</td>
<td>The coordinator will provide social emotional resources to the teachers for delivery of instruction.</td>
<td>Behavioral Support Program, Professional Learning, Direct Instruction, Curriculum Development</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>08/20/2019</td>
<td>06/30/2024</td>
<td>$0</td>
<td>Coordinator Teachers</td>
</tr>
</tbody>
</table>
| Practice Standards | Staff will actively teach through the practice  
| standards. The standards include:  
| 1. Make sense of problems and persevere in  
| solving them  
| 2. Reason abstractly and quantitatively  
| 3. Construct viable arguments and critique the  
| reasoning of others  
| 4. Model with mathematics  
| 5. Use appropriate tools strategically  
| 6. Attend to precision  
| 7. Look for and make use of structure (Deductive  
| Reasoning)  
| 8. Look for and express regularity in repeated  
| reasoning (Inductive Reasoning)  
|  | Professiona  
| l Learning,  
| Technology  
|  | Tier 1  
|  | Implement  
|  | 09/03/2013  
|  | 06/30/2024  
|  | $0  
|  | Teachers,  
| Administrat  
| or  
| Explicit Instruction | Staff will learn particular ways to teach explicit  
| instruction skills and strategies in multiple settings.  
| As a part of this, staff will actively teach  
| participation strategies.  
|  | Professiona  
| l Learning,  
| Direct  
| Instruction  
|  | Tier 1  
|  | Implement  
|  | 08/21/2017  
|  | 06/30/2024  
|  | $0  
|  | Principal  
| Teachers  
| Technology Integration | Staff will use web-based tools such as IXL, Xtra  
| Math, Khan Academy and other resources to  
| enhance instruction and provide independent  
| practice opportunities.  
|  | Supplemen  
| tal  
| Materials,  
| Materials,  
| Technology,  
| Teacher  
| Collaborati  
| on  
|  | Tier 1  
|  | Implement  
|  | 08/20/2019  
|  | 06/30/2024  
|  | $0  
|  | Principal  
| Teachers  
| Career Preparation/Orientation | The Michigan Career Development Model will be  
| implemented into applicable lessons by classroom  
| teachers.  
|  | Parent  
| Involvemen  
| t, Career  
| Preparation  
| /Orientation  
|  | Tier 1  
|  | Getting  
| Ready  
|  | 08/20/2019  
|  | 06/30/2024  
|  | $0  
|  | Coordinator  
| Teachers  
| Practice Standards | Staff will actively teach through the practice  
| standards. The standards include:  
| 1. Make sense of problems and persevere in  
| solving them  
| 2. Reason abstractly  
| 3. Construct viable arguments and critique the  
| reasoning of others  
| 4. Model  
| 5. Use appropriate tools strategically  
| 6. Attend to precision  
| 7. Look for and make use of structure (Deductive  
| Reasoning)  
| 8. Look for and express regularity in repeated  
| reasoning (Inductive Reasoning)  
|  | Other,  
| Technology  
| Direct  
| Instruction  
|  | Tier 1  
|  | Implement  
|  | 09/03/2013  
|  | 06/14/2014  
|  | $0  
|  | Teachers  
| and  
| Administrat  
| ors  

School Improvement Plan  
Caledonia Elementary School  

SY 2019-2020  
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<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Tier</th>
<th>Action</th>
<th>Start Date</th>
<th>End Date</th>
<th>Cost</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 Min. Instruction</td>
<td>90 minutes of articulated reading instruction will include the foundational skills and strategies per grade level. The staff will also begin to explore how to reconcile the 90 min. block with the new reading resources.</td>
<td></td>
<td>Implement</td>
<td>09/08/2015</td>
<td>06/30/2024</td>
<td>$0</td>
<td>Teachers &amp; Principals</td>
</tr>
<tr>
<td>MichME</td>
<td>The leadership team will be sent to the ISD to help facilitate learning for classroom teachers in the building.</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>08/20/2019</td>
<td>06/30/2020</td>
<td>$0</td>
<td>Principals Staff</td>
</tr>
<tr>
<td>Benchmark &amp; Grade Level Problem Solving Meetings</td>
<td>The staff will meet to discuss relevant data so as to grow students per the grade level content. In tier 2 &amp; 3 - the grouping process will remain consistent. In tier 1 - small groups will be designed to further growth.</td>
<td></td>
<td>Monitor</td>
<td>09/02/2014</td>
<td>06/30/2024</td>
<td>$0</td>
<td>Staff and the principal</td>
</tr>
<tr>
<td>SIOP</td>
<td>SIOP related practices will be learned and incorporated into the instructional process during the year.</td>
<td></td>
<td>Getting Ready</td>
<td>08/27/2018</td>
<td>06/30/2024</td>
<td>$0</td>
<td>Admin Teachers</td>
</tr>
<tr>
<td>Classroom Learning Labs</td>
<td>Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, the Marzano framework, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2012-2013 we explored the use of Classroom Learning Labs to grow in the use of effective teaching practices. In 2019, we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. We will explore the option of developing and training facilitators within our school.</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2013</td>
<td>06/30/2024</td>
<td>$0</td>
<td>Classroom Teachers, Principal</td>
</tr>
<tr>
<td>Essential Standards</td>
<td>Teachers in K-5 will preview and explore practices within the geln Essential Instructional Practices in Early Literacy.</td>
<td></td>
<td>Getting Ready</td>
<td>07/01/2016</td>
<td>06/30/2024</td>
<td>$0</td>
<td>Classroom Teachers, Administrator</td>
</tr>
</tbody>
</table>
### Classroom Learning Labs
Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, the Marzano framework, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2019, we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. We will explore the option of developing and training facilitators within our school.

### Explicit Instruction
Staff will learn particular ways to explicitly teach skills/strategies in multiple settings.

### Define PLC Meeting Structure
During the upcoming school year, grade levels will meet a minimum of two times per year. An agreed upon template will be used.

### Create plan for Bottom 30%
Staff will identify and support learners that are identified as bottom 30% per the summative state assessment.

### Create plan for Bottom 30%
Staff will identify and support learners that are identified as bottom 30% per the summative state assessment.

### MTSS - Tier 2
Staff will intervene appropriately for those students that need more attention relevant to particular standards. Keeping in mind the instructional model, staff members will design a plan relevant to impact students so they are effectively engaged. Resources will come in the form of the teacher (i.e., small group teaching) and through technology integration (i.e., software and web-based products).

### Section 31a

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTSS Interventions - Student Support Coach</td>
<td>Teachers and other staff members, including the Student Support Coach, will develop a plan for interventions and the implementation thereof.</td>
<td>Behavioral Support Program, Teacher Collaboration</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/01/2015</td>
<td>06/30/2024</td>
<td>$9335</td>
<td>Teachers and administrators</td>
</tr>
</tbody>
</table>
Caledonia Elementary will seek to grow in understanding the best practices of early literacy with particular attention to curriculum resources and assessments. The Early Literacy Coach will be an integral part of this process.

- **Materials, Professional Learning, Technology, Curriculum Development, Teacher Collaboration**
- **Tier 1**
- **Implement**
- **07/01/2016**
- **06/30/2024**
- **$11985**
- **Administrators and Teachers**

Particular staff will meet to review student data and determine the appropriate next steps of instruction for students indicating deficit areas per information available. The Intervention Specialists are vital to this work, not only in identifying programs and instructional approaches, but in collaborating with other staff members to carry out the work.

- **Supplemental Materials, Academic Support Program, Technology, Direct Instruction, Teacher Collaboration**
- **Tier 1**
- **Monitor**
- **08/28/2017**
- **06/30/2024**
- **$25433**
- **Teachers Staff members Principal**

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Interventions</td>
<td>Staff will intervene appropriately for those students that need more attention relevant to particular standards. Keeping in mind the instructional model, staff members will design a plan relevant to impacted students so they are effectively engaged. Resources will come in the form of the teacher (i.e., whole group and small group instruction) and through technology integration.</td>
<td>Academic Support Program, Professional Learning, Technology</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>09/02/2014</td>
<td>06/30/2024</td>
<td>$0</td>
<td>Grade level teachers and pertinent support staff</td>
</tr>
<tr>
<td>Parent Education</td>
<td>A newsletter will be sent home for all students that qualify to receive it.</td>
<td>Parent Involvement</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/08/2015</td>
<td>06/30/2024</td>
<td>$239</td>
<td>Teachers and administrator</td>
</tr>
<tr>
<td>Information Text Interventions</td>
<td>Staff will implement practices that are centered on informational text and vocabulary based in a grade level specific manner.</td>
<td>Academic Support Program, Technology, Direct Instruction</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/02/2014</td>
<td>06/30/2024</td>
<td>$0</td>
<td>Staff and the principal</td>
</tr>
<tr>
<td>Activity Name</td>
<td>Activity Description</td>
<td>Activity Type</td>
<td>Tier</td>
<td>Phase</td>
<td>Begin Date</td>
<td>End Date</td>
<td>Resource Assigned</td>
<td>Staff Responsibility</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>------</td>
<td>----------</td>
<td>------------</td>
<td>----------</td>
<td>-------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Informational Text Interventions</td>
<td>Staff will implement practices that are centered on informational text and vocabulary based in a grade level specific manner.</td>
<td>Academic Support Program, Professional Learning, Technology, Direct Instruction</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/02/2014</td>
<td>06/30/2024</td>
<td>$0</td>
<td>Staff and principal</td>
</tr>
<tr>
<td>Reading Interventions</td>
<td>Staff will intervene appropriately for those students that need more attention relevant to particular standards (i.e., MTSS). Keeping in mind the instructional model, identified staff members will design intervention times with explicit instruction and skill transference to text. Teachers and support staff will also begin to explore how to teach phonological awareness in varying ways. Specific resources will be defined and used relevant to the skill of the deficit area.</td>
<td>Academic Support Program, Materials, Technology</td>
<td>Tier 2</td>
<td>Evaluate</td>
<td>09/02/2014</td>
<td>06/30/2024</td>
<td>$43999</td>
<td>Grade level teachers, Title I support staff, and interventionist</td>
</tr>
<tr>
<td>Reading Essentials - Orthographic Mapping</td>
<td>A select number of individuals will learn more about orthographic mapping and what that means to help students learn how to read.</td>
<td>Academic Support Program, Direct Instruction</td>
<td>Tier 2</td>
<td>Getting Ready</td>
<td>08/27/2018</td>
<td>06/01/2024</td>
<td>$0</td>
<td>Teachers Administrator</td>
</tr>
<tr>
<td>Community Coordinator</td>
<td>The coordinator will help learners achieve their fullest potential by teaching them appropriate strategies.</td>
<td>Behavioral Support Program, Professional Learning, Parent Involvement, Curriculum Development, Community Engagement</td>
<td>Tier 2</td>
<td></td>
<td>08/27/2018</td>
<td>06/30/2024</td>
<td>$29480</td>
<td>Administrator Coordinator</td>
</tr>
</tbody>
</table>
### MTSS - PBIS
The behavior team will focus on monitoring core instruction with fidelity (e.g., SWIS forms, core instruction, matrix) as measured by the TFI Behavior. Playground zones will be implemented to help maintain proximity.

| Tier 1 | Monitor | 09/02/2014 | 06/30/2024 | $0 | Principal and all staff |

### Curriculum Clarification
Caledonia Elementary will have teacher representatives work with teams across the district to define writing curriculum including resources and assessments.

| Tier 1 | Implement | 07/01/2016 | 06/30/2024 | $0 | Administrator and Teachers |

### Classroom Learning Labs
Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, the Marzano framework, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2012-2013 we explored the use of Classroom Learning Labs to grow in the use of effective teaching practices. In 2013-2016 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. We will explore the option of developing and training facilitators within our school.

| Tier 1 | Implement | 09/02/2014 | 06/30/2024 | $0 | Classroom teachers and administrator |

### Classroom Learning Labs
Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, the Marzano framework, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2012-2013 we explored the use of Classroom Learning Labs to grow in the use of effective teaching practices. In 2013-2016 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. We will explore the option of developing and training facilitators within our school.

<p>| Tier 1 | Monitor | 09/02/2014 | 06/30/2024 | $0 | Classroom teachers &amp; administrator |</p>
<table>
<thead>
<tr>
<th>Curriculum &amp; Instruction - Early Literacy Coaching</th>
<th>All teachers and the principal will develop their understanding of new curriculum to support all students’ growth in reading. The Early Literacy Coach will help in growing the knowledge base for lower el teachers and other associated staff.</th>
<th>Materials, Professional Learning, Technology, Direct Instruction, Curriculum Development, Teacher Collaboration</th>
<th>Tier 1</th>
<th>Getting Ready</th>
<th>08/27/2018</th>
<th>06/30/2024</th>
<th>$13084</th>
<th>Teachers &amp; Admin.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explicit Instruction</td>
<td>Staff will learn particular ways to explicitly teach skills/strategies in multiple settings.</td>
<td>Professional Learning, Direct Instruction</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>08/21/2017</td>
<td>06/30/2024</td>
<td>$0</td>
<td>Principal Teachers</td>
</tr>
<tr>
<td>Classroom Learning Labs</td>
<td>Classroom Learning Labs will model, observe and collaborate around best instructional practices including gradual release of responsibility, the Marzano framework, differentiated instruction, formative assessment, student engagement and higher order thinking. Classroom Learning Lab sessions will involve a facilitator, host teacher and visiting teachers. In 2012-2013 we explored the use of Classroom Learning Labs to grow in the use of effective teaching practices. In 2019, we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. We will explore the option of developing and training facilitators within our school.</td>
<td>Professional Learning, Teacher Collaboration</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/02/2014</td>
<td>06/30/2024</td>
<td>$0</td>
<td>Classroom Teachers, Principals</td>
</tr>
<tr>
<td>Implement Curriculum Resources</td>
<td>Teachers will learn about and implement new curriculum resources to support NGSS.</td>
<td>Technology, Curriculum Development</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2016</td>
<td>06/30/2024</td>
<td>$1687</td>
<td>Teachers</td>
</tr>
<tr>
<td>Explicit Instruction</td>
<td>Staff will learn particular ways to explicitly teach skills/strategies in multiple settings.</td>
<td>Professional Learning, Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/21/2017</td>
<td>06/30/2024</td>
<td>$0</td>
<td>Principal Teachers</td>
</tr>
<tr>
<td>Explicit Instruction</td>
<td>Staff will learn particular ways to explicitly teach skills/strategies in multiple settings.</td>
<td>Professional Learning, Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/21/2017</td>
<td>06/30/2024</td>
<td>$0</td>
<td>Principal Teachers</td>
</tr>
<tr>
<td>Element Study</td>
<td>The administrator and teachers will further understand the Marzano Instructional Framework through district provided learning opportunities as well as continued staff meeting and grade level meetings. A focus area will be the development of scales through a Marzano unit design.</td>
<td>Professional Learning, Technology</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>07/02/2014</td>
<td>06/01/2024</td>
<td>$1729</td>
<td>Administrator and teachers</td>
</tr>
<tr>
<td>Explicit Instruction</td>
<td>Staff will learn particular ways to explicitly teach skills/strategies in multiple settings.</td>
<td>Professional Learning, Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/21/2017</td>
<td>06/30/2024</td>
<td>$0</td>
<td>Principal Teachers</td>
</tr>
</tbody>
</table>