School Improvement Plan

Dutton Elementary School

Caledonia Community Schools

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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>Assurance</th>
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<td>1.</td>
<td>Which option was chosen for Goals and Plans?</td>
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Title I Schoolwide Diagnostic
Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. 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: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

A comprehensive team of professionals, including Kent ISD support, Curriculum Director, HR assistant, upper el teacher, lower el teacher, intervention specialist, building principal, and parent representative all worked together to collect and analyze the building level data. This process was conducted throughout the year (4-5 times) to go through the Comprehensive Needs Assessment. Information was shared out to all staff and parent representatives to keep them informed of the progress. Staff could then ask any representative of our team for clarifying questions.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Dutton Elementary is part of the Caledonia Community Schools district and is a suburb of Grand Rapids. The school serves grades K-5 with approximately 288 students. The Great Start Readiness preschool is also part of this building.

DEMOGRAPHIC DATA

Students (Fall 2018)
- Dutton Elementary has 288 students. It is currently a 2 section building K-5.
- There are 149 males (52%) and 139 females (48%).
- There are currently 38% of students who qualify for free and reduced lunch.
- In our school, we have 16% students with disabilities.
- Dutton Elementary has less than 5% of its students who receive English Learner supports.
- There are less than 5% of student who qualify for homeless services.
- At this time, there are no reported students with active military parents, students in foster care or migrant students.

Student Ethnicity
78% Caucasian
4% African American
7% Hispanic
8% 2 or more races
3% Other

Staff-
1 Administrator
16 teachers
14 para professionals
1 counselor
2 secretaries
1 ISD Staff
2 Other

22 staff members have a Masters Degree.
2 have Bachelors Degree.

Admin/Teachers
5 male- 11 female
24 Caucasian
1 Other

What was concluded:

Students- Our enrollment is down from the past several years due to the bubble section being eliminated. Our free and reduced lunch count continues to hover at approximately 40%. Our numbers of students with disabilities has drastically increased from 9% of our enrollment in 2016 up to a little over 16% in 2018-2019.

Staff- We have a veteran staff at Dutton Elementary. We also have a highly educated team at Dutton Elementary. The turnover rate for teachers at Dutton is extremely low. It is believed to be due to the family environment that has been created and continues to be a priority at Dutton Elementary.

STUDENT ACHIEVEMENT DATA

M-STEP

ELA 2018 3rd Grade (% Proficient)
All Students:78%
Male:82%
Female: 74%
Asian:100%
Black/African American:100%
Multi:67%
White:77%
Non-SWD: 85%
SWD: 50%
Economically Disadvantaged:63%
EL: 50%

ELA 2018 4th Grade (% Proficient)
All Students:49%
Male:43%
Female: 54%
Asian:0%
Black/African American:0%
Hispanic/Latino:50%
Multi:71%
White:52%
Non-SWD: 55%
SWD: 0%
Economically Disadvantaged:23%
EL: 0%

ELA 2018 5th Grade (% Proficient)
All Students:62%
Male:64%
Female: 60%
Asian:100%
Black/African American:0%
Hispanic/Latino:38%
Multi:75%
White:65%
Non-SWD: 66%
SWD: 29%
Economically Disadvantaged:44%
EL: 0%

Math 2018 3rd Grade (% Proficient)
All Students:73%
Male:77%
Female:68%
Asian:100%
Black/African American:50%
Multi:67%
White:74%
Non-SWD: 82%
SWD: 38%
Economically Disadvantaged:58%
EL: 100%

Math 2018 4th Grade (% Proficient)
All Students:34%
Male:38%
Female: 31%
Asian:0%
Black/African American:0%
Hispanic/Latino: 50%
Multi: 14%
White: 42%
Non-SWD: 38%
SWD: 0%
Economically Disadvantaged: 9%
EL: 0%

Math 2018 5th Grade (% Proficient)
All Students: 49%
Male: 62%
Female: 33%
Asian: 100%
Black/African American: 0%
Hispanic/Latino: 13%
Multi: 50%
White: 54%
Non-SWD: 55%
SWD: 0%
Economically Disadvantaged: 41%
EL: 0%

Social Studies 2018 5th Grade (% Proficient)
All Students: 27%
Male: 39%
Female: 13%
Asian: 50%
Black/African American: 0%
Hispanic/Latino: 13%
Multi: 50%
White: 27%
Non-SWD: 31%
SWD: 0%
Economically Disadvantaged: 14%
EL: 0%

ELA 2017 3rd Grade (% Proficient)
All Students: 64%
Male: 67%
Female: 63%
Asian: 0%
Black/African American: 60%
Multi: 86%
White: 67%
Non-SWD: 65%
SWD: 50%
Economically Disadvantaged: 60%

ELA 2017 4th Grade (% Proficient)
All Students: 57%
Male: 64%
Female: 50%
Asian: 100%
Hispanic/Latino: 29%
Multi: 67%
White: 60%
Non-SWD: 64%
SWD: 0%
Economically Disadvantaged: 35%
EL: 0%

ELA 2017 5th Grade (% Proficient)
All Students: 75%
Male: 65%
Female: 83%
Asian: 100%
Hispanic/Latino: 80%
Multi: 100%
White: 71%
Non-SWD: 76%
SWD: 0%
Economically Disadvantaged: 65%
EL: 50%

Math 2017 3rd Grade (% Proficient)
All Students: 67%
Male: 78%
Female: 59%
Asian: 50%
Black/African American: 60%
Multi: 71%
White: 70%
Non-SWD: 67%
SWD: 50%
Economically Disadvantaged: 50%

Math 2017 4th Grade (% Proficient)
All Students: 52%
Male: 70%
Female: 33%
Asian: 100%
Hispanic/Latino: 14%
Multi: 33%
White: 58%
Non-SWD: 57%
SWD: 14%
Economically Disadvantaged: 44%
EL: 0%

Math 2017 5th Grade (% Proficient)
All Students: 62%
Male: 69%
Female: 55%
Asian: 100%
Hispanic/Latino: 40%
Multi: 100%
White: 59%
Non-SWD: 63%
SWD: 0%
Economically Disadvantaged: 53%
EL: 0%

Social Studies 2017 5th Grade (% Proficient)
All Students: 27%
Male: 35%
Female: 21%
Asian: 0%
Hispanic/Latino: 40%
Multi: 40%
White: 25%
Non-SWD: 28%
SWD: 0%
Economically Disadvantaged: 18%
EL: 0%

ELA 2016 3rd Grade (% Proficient)
All Students: 79%
Male: 82%
Female: 75%
Asian: 100%
Multi: 50%
White: 78%
Non-SWD: 83%
SWD: 0%
Economically Disadvantaged: 65%
EL: 100%

ELA 2016 4th Grade (% Proficient)
All Students: 73%
Male: 67%
Female: 79%
Hispanic/Latino: 60%
Multi: 80%
White: 74%
Non-SWD: 73%
SWD: 100%
Economically Disadvantaged: 63%
EL: 0%

ELA 2016 5th Grade (% Proficient)
All Students: 70%
Male: 77%
Female: 56%
Asian: 100%
Hispanic/Latino: 100%
Multi: 100%
White: 66%
Non-SWD: 70%
SWD: 67%
Economically Disadvantaged: 60%

Math 2016 3rd Grade (% Proficient)
All Students: 62%
Male: 77%
Female: 47%
Asian: 100%
Multi: 25%
White: 66%
Non-SWD: 65%
SWD: 0%
Economically Disadvantaged: 46%
EL: 0%

Math 2016 4th Grade (% Proficient)
All Students: 66%
Male: 70%
Female: 62%
Hispanic/Latino: 60%
Multi: 80%
White: 65%
Non-SWD: 67%
SWD: 0%
Economically Disadvantaged: 63%
EL: 0%

Math 2016 5th Grade (% Proficient)
All Students: 62%
Male: 65%
Female: 56%
Asian: 100%
Hispanic/Latino: 0%
Multi: 67%
White: 62%
Non-SWD: 67%
SWD: 0%
Economically Disadvantaged: 30%

Social Studies 2016 5th Grade (% Proficient)
All Students: 28%
Male: 33%
Female: 19%
Asian: 100%
Hispanic/Latino: 0%
Multi: 33%
White: 27%
Non-SWD: 30%
SWD: 0%
Economically Disadvantaged: 10%

NWEA-MAP
READING SPRING 2018

3rd Grade:
Low 20%
Low Average 11%
Average 22%
High Average 24%
High 22%

4th Grade:
Low 18%
Low Average 12%
Average 22%
High Average 33%
High 14%

5th Grade:
Low 16%
Low Average 14%
Average 19%
High Average 30%
High 21%

MATH SPRING 2018

3rd Grade:
Low 18%
Low Average 20%
Average 18%
High Average 33%
High 11%

4th Grade:
Low 27%
Low Average 22%
Average 22%
High Average 16%
High 12%

5th Grade:
Low 21%
Low Average 19%
Average 17%
High Average 20%
High 23%

DIBELS NEXT

FALL 2017
At or Above Benchmark
5th Grade: 58%
4th Grade: 56%
3rd Grade: 69%
2nd Grade: 75%
1st Grade: 66%
KDG: 66%

SPRING 2018
At or Above Benchmark
5th Grade: 71%
4th Grade: 67%
3rd Grade: 73%
2nd Grade: 91%
1st Grade: 69%
KDG: 85%

FALL 2016
At or Above Benchmark
5th Grade: 63%
4th Grade: 61%
3rd Grade: 64%
2nd Grade: 68%
1st Grade: 87%
KDG: 67%

SPRING 2017
At or Above Benchmark
5th Grade: 89%
4th Grade: 81%
3rd Grade: 69%
2nd Grade: 76%
1st Grade: 78%
KDG: 87%

FALL 2015
At or Above Benchmark
5th Grade: 73%
4th Grade: 77%
3rd Grade: 63%
2nd Grade: 73%
1st Grade: 66%
KDG: 67%

SPRING 2016
At or Above Benchmark
5th Grade: 87%
4th Grade: 90%
3rd Grade: 83%
2nd Grade: 81%
1st Grade: 70%
KDG: 93%

What was concluded:
Based on the assessment data and the most recent Data Review (DIBELS - Winter 2019), 5th grade made the largest jump (16%) from BOY to MOY, 3rd grade was at 88%, 1st grade made nice growth from BOY to MOY, Kdg. was 94%, all but one grade level over 50% went from Strategic to Benchmark, 95% of all kids stayed at benchmark, 4th and 5th 100% of all students stayed at benchmark (reflective of direct instruction and focus on students), Kdg. 100% of Tier 3 kids moved to benchmark.
M-Step trends: See some dips between 3rd to 4th, trending down overall the last 2 years (working on building in more structure within classroom)

PROGRAM/PROCESS DATA

Reading Tiered Fidelity Inventory (RTFI): 2017-2018 Spring
Tier I: 90%
Tier II: 96%
Tier III: 95%
Total: 93%
Strengths: Tier I Teams and Evaluation
Challenges: Tier I Resources

School Wide Positive Behavior Intervention and Support Tiered Fidelity Inventory (SWPBIS TFI) - 2017-2018 Spring
Tier I: 83%
Tier II: 50%
Tier III: 50%
Total: 61%
Strengths: Tier I Implementation and Tier I Evaluation
Challenges: Tier II Evaluation and Tier III Teams

What was concluded:
Dutton Elementary has been tracking Reading and SW PBIS through the TFI since 2016. SWPBIS Tier I is has continued to increase since implementation and is currently at fidelity. Reading Tier II and Tier III have been at or above benchmark in all categories since 2016. Reading Tier I has been at or above benchmark in all categories except Tier I resources.

PERCEPTION DATA

Title 1 Perception Data (Survey - Winter 2018)
A small number (7) of parents completed a survey regarding their understanding and feelings towards Title 1 services provided at Dutton. 86% of the parents felt that the Title 1 Educational/Curriculum format presented was helpful for understanding what their child works on during intervention, 71% of the parents who completed this survey feel they understand the purpose of Title 1 and services provided to their children. 43% felt like they understood the implementation and information shared from IRP's, and 86% feel like the individual learning needs
of their children are met through Title 1 programs provided at Dutton.

Staff Perception Data (Survey - Spring 2018)
100% of staff agree or strongly agree that Dutton Elementary has a continuous improvement process. 100% of staff agree or strongly agree that Dutton's principal supports, holds himself and others accountable for student achievement. Over 90% of Dutton staff agree or strongly agree that multiple assessments are given, data collected and use the date to drive student learning. Dutton's staff continues to keep their number one focus of improvement to protect the instructional time without interruptions as possible.

Student Perception Data (Survey - Spring 2018)
Over 89% of Dutton's students (grades 3-5) feel they are treated fairly and respected in school. Over 95% of students feel that their teachers want them to do their best work. Over 98% of the students feel the teachers do a good job teaching our CATS behavior matrix. Over 92% of the students feel their principal and teachers do a good job of telling them when they are doing good. The area where students feel the student body could continue to improve in are the overall CATS behavior throughout the school.

Parent Perception Data (Survey - Spring 2018)
Over 98% of the parents feel that Dutton Elementary is child centered. Over 90% of parents feel that Dutton delivers a quality education and are pleased with the effectiveness of the instruction their child receives. 100% of Dutton parents believe that Dutton Elementary provides a safe environment for their child to learn. Over 90% of parents believe that they are well informed of their child's progress and staff answers questions or concerns. Over 98% of the parents are approve of Dutton's leadership and believe the principal is visible and professional in interactions.

What was concluded:

Overall, families and students feel that Dutton Elementary cares for the students and are happy with the services being provided. Staff enjoys working with each other and feels like Dutton Elementary is a family - they care about each other. There is strong leadership in the building that cares and supports staff and students.

CONCLUSIONS-What are the CAUSES for the GAPS?

- Lack of an emphasis of particular standards that might be assessed.
- Lack of SMART Goals or pacing guides in ELA with common assessments.
- Inconsistent implementation of SMART Goals/pacing guides in Math (new resource down the road).
- Language and vocabulary used in classrooms from year to year is inconsistent.
- An increase in the number of special education students - the state assessment data is not showing the growth that they are truly making.
- Interventions being provided may not be aligned.
- Is there enough intervention support (FTE) to encompass reading, writing, and math?

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Goals:
All students will be proficient in Math.
All students will be proficient in ELA.
All students will be proficient in Science.
All students will be proficient in Social Studies.

MTSS Implementation
PLC Implementation
Marzano Framework

Which subgroups (if any) will be the focus of objectives and interventions:
Economically Disadvantaged Students
Special Education Students

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

To address the needs of the whole school population, Dutton Elementary has established a common system and expectations throughout our implementation of MTSS. Our school continues to grow in using common language, expectations and systematic approach for instruction and student data analysis. Our staff meets regularly throughout the year to talk about every child and how they are progressing. Staff uses DIBELS, MAPS, and other grade level assessments to implement evidence based strategies that meets the needs of each and every child. Special recognition is paid to students who are not performing at grade level. These students receive tiered intervention support daily to help increase their student achievement. Students are monitored regularly throughout the year to make sure that they are continuing to grow and work towards grade level expectations.
Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State’s standards.

Reading:
Thinking Maps are used in all content areas. There are 8 maps that are common throughout the school for processing information. All staff have been trained in these strategies. Our next step is to use Visible Thinking routines in all content areas. Thinking maps can be used as a foundational tool to apply these instructional routines. Pair and Share is also used in all content areas to capture (formatively assess) what students are thinking in processing information. Teachers this year are studying two elements from Marzano’s Instructional Framework. Processing new information using Thinking Maps and studying Engagement Strategies will be a focus for Dutton Elementary. Dutton will also use explicit vocabulary instruction for key M-Step vocabulary terms. Our new reading curriculum, CKLA, has two threads for instruction. The skills thread has a strong emphasis on building a deep foundation in phonemic awareness. Kindergarten-3rd grade will do at least 3 additional 1 minute phonemic awareness activities throughout the day. CKLA provides a depth of background knowledge for our students.

Continued use of Explicit Instruction routines to maximize response rates. (Choral Responses.)

Writing:
Thinking Maps are used in all content areas. There are 8 maps that are common throughout the school for processing information. All staff have been trained in these strategies. Our next step is to use Visible Thinking routines in all content areas. Thinking maps can be used as a foundational tool to apply these instructional routines. Explicit Instruction in grades 2-5 for constructed responses are given a structure for responses. Students must identify it, prove it, and bring it back around.

Continued use of Explicit Instruction routines to maximize response rates. (Choral Responses.) Also, using the Write Structure for constructed responses and Passage Based Writing prep using a common Flee Map.

Math:
All staff are following a gradual release of instruction. Teachers are also creating real world examples of math problems to engage students in their learning. Thinking Maps are also used in mathematics to help students with multi step problems.

Continued use of Explicit Instruction routines to maximize response rates. (Choral Responses.)

Science:
Our science curriculum is really developing an inquiry based approach to learning. Students are making hypothesis and testing them out to write a summary of their findings.

Continued use of Explicit Instruction routines to maximize response rates. (Choral Responses.)

Social Studies:
Thinking Maps are used in all content areas. There are 8 maps that are common throughout the school for processing information. All staff have been trained in these strategies. Our next step is to use Visible Thinking routines in all content areas. Thinking maps can be used as a foundational tool to apply these instructional routines.

Continued use of Explicit Instruction routines to maximize response rates. (Choral Responses.)
2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

FOCUS ON IMPROVING INSTRUCTION
Thinking Maps - Great organizational tool so that the focus on the key points - provides a visual framework to help students remember what is being taught. Using a common tool will allow teachers to focus more on content instead of time teaching the tool. Thinking Maps can also be used in all content areas.

CKLA- Common Curriculum that promotes background knowledge, vocabulary exposure, greater amount of content covered

Phonemic Awareness - 1 min. instruction- Creates an increased awareness and development for sounds in words to apply to reading and spelling

Explicit Instruction-Choral Response rates and levels of student engagement
Also, using the Write Structure for constructed responses and Passage Based Writing prep using a common Flee Map.

FOCUS ON INCREASING INSTRUCTION
Thinking Maps - Using a common tool will allow teachers to focus more on content instead of time teaching the tool. Thinking Maps can also be used in all content areas.

CKLA-Opportunities for students to reread and build a deeper meaning of content

Phonemic Awareness - 1 min. instruction-Quick moments for instruction during transition/down time

Explicit Instruction-Choral Response increases rates and levels of student engagement
Also, using the Write Structure for constructed responses and Passage Based Writing prep using a common Flee Map.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

Thinking Maps - Common tool to allow teachers to focus on content vs. the teaching of how to use varied "tools"
Provides a common vocabulary that will allow students who struggle to develop a common foundation for understanding and developing learning the content of instruction. Over 75% of information retained is visual.

CKLA - Consistency in language and vocabulary will yield higher levels of comprehension. The background knowledge builds year to year. K-2 knowledge focuses on listening comprehension that is at least 2 grade levels above. Complex text yields to good classroom discussion. CKLA also provides the consistent implementation of standards across classrooms and grade levels, which provides consistency for students.

Phonemic Awareness - Addresses the foundational reading strategies that students need in order to be successful in all content areas, especially reading.
Explicit Instruction - Allows for greater student engagement and participation. The more students are engaged, the more learning that takes place. This type of instruction especially supports special education students who are struggling.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Reading
Grade Span: K-5
Interventions: Data meetings are held approximately every 6 weeks. At these data meetings, students are grouped into Classroom, Tier 2 and Tier 3 for instruction during our CATS reading block. Extension opportunities occur in the classroom instructed by the classroom teacher. Tier 2 interventions occur 4 days per week for 30-40 minutes in a pull out intervention model with 5 students or less. Tier 2 interventions are provided by our reading interventionists (paraprofessionals). The 5th day of remediation is provided by the classroom teacher. Tier 3 interventions are 5 days per week for 40 min. with 3 students or less in the group also in a pull out intervention model. Tier 3 interventions are provided by our Intervention Specialists.

Writing
Grade Span:
Interventions: Classroom teachers identify students who are struggling with writing concepts and skills. Those students receive additional individual or small group instruction as needed. Additional instructional materials may be recommended by teachers to support continued practice and learning at home.

Math
Grade Span: K-5
Interventions: Formal assessment data is used to determine students who are struggling with math concepts. Push-in and pull-out support is provided 4 days each week (30 minutes a day) to those students in a small group format. SMART goals have been developed by each grade level and those students not meeting benchmark scores receive additional support.

Science
Grade Span: K-5
Interventions: Classroom teachers identify students who are struggling with science concepts. Those students receive additional individual or small group instruction as needed. Additional instructional materials may be recommended by teachers to support continued practice and learning at home.

Social Studies
Grade Span: K-5
Interventions: Classroom teachers identify students who are struggling with social studies concepts. Those students receive additional individual or small group instruction as needed. Additional instructional materials may be recommended by teachers to support continued practice and learning at home.
5. Describe how the school determines if these needs of students are being met.

All students are given universal assessments (Dynamic Indicators of Basic Early Learning Skills, Northwest Evaluation Association Measures of Academic Progress - Growth: Reading and Language) three times per year by general education teachers and a DIBELS Sweep Team. From that data, grade level planning teams determine students who may need additional assessment by digging a little deeper using Phonological Awareness Screener for Intervention and Phonics Screener for Intervention and Phonological Awareness Screening Test. Students who receive intervention are progress monitored every other week by the Intervention Team if they are considered Tier II using DIBELS progress monitoring/PASI/PSI/PAST assessments. If they receive Tier III instruction, students are progress monitored weekly using DIBELS progress monitoring/PASI/PSI/PAST assessments.

All Kindergarten students are given the Kindergarten Readiness Assessment (KRA) in the fall. Kindergarten teachers administer the assessment within the first two months of school and data on Social Foundations, Language/Literacy, Mathematics, and Physical Well-Being is collected. This data is reviewed by the teachers and Title I staff to determine if student needs are being met. If a student does not meet the “demonstrating” or “approaching” readiness, the student will receive intervention in that area. All Kindergarten students begin with the MAPS Growth in the the winter assessment cycle using the same criteria and process as 1-5th grade.

In the area of Math, all students are given the universal assessment NWEA/MAPS three times per year. Grade level planning teams determine students who would benefit from additional Math intervention support based on students scoring below the 30th percentile (NWEA), teacher observations, and teacher rankings. Students are exited from intervention support based on NWEA/MAPS scores above the 60th percentile, teacher observations, and teacher rankings.
## Component 3: Instruction by Highly Qualified Staff

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<thead>
<tr>
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<th>Assurance</th>
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<th>Comment</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Do all of the instructional paraprofessionals meet the NCLB requirements</td>
<td>Yes</td>
<td>Yes, all of our paraprofessionals meet ESSA for highly qualified status.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>for highly qualified? Provide an assurance statement. If no, what is the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>number that is not highly qualified and what is being done to address</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>this? NOTE: A schoolwide program must have all highly qualified</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>instructional staff.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Do all of the teachers meet the NCLB requirements for highly qualified?</td>
<td>Yes</td>
<td>Yes, all teachers meet the ESSA requirements for highly qualified status.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide an assurance statement. If no, what is the number that is not</td>
<td></td>
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<td></td>
<td>highly qualified and what is being done to address this? NOTE: A school-</td>
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<td></td>
<td>wide program must have all highly qualified instructional staff.</td>
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Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

This year, we had one teacher leave Dutton Elementary due to the reduction of one section.

2. What is the experience level of key teaching and learning personnel?

The number of years teaching in the district

Teachers
1-5 years: 2
6-10 years: 8
11-15 years: 5
16+ years: 4

Paraprofessionals
1-5 years: 6
6-10 years: 1
11-15 years: 1

Administration
6-10 years: 1

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

We are provided amazing resources in our school. Our district, PTO and community really support our teachers and students. Our school has strong administrative support that continues the family environment we have at Dutton Elementary. Our local business partners are very generous to provide financial support for our school. Grade level teams are very strong and work well together. Teams share and collaborate well together. Office staff really takes care of making sure students have what they need as far as clothing, school supplies and other needs they may require. Dutton staff is also working on using Thinking Maps as an entire school to provide a common framework of thinking for student success. Dutton Elementary was selected for the outdoor learning work the students have completed around the watershed in which we live in. Dutton Elementary will be featured in the publication of Science and Children Journal through the National Science Teachers Association.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.
Caledonia is known for their student achievement. In our school district, teachers have a voice in decision making, opportunities for collaboration, and a common goal. Caledonia has a reputation of being a strong community with high expectations and levels of support. The district also has an overall level of care and support for all staff. Caledonia also provides tuition reimbursement for teachers to continue educational growth. Caledonia also provides longevity pay for their teachers. They are also one of the top paying school districts in the county. Sick days roll over from year to year, and have a buyout option upon retirement. Multiple lane changes are also a nice perk for teachers such as bachelors, masters, masters 15,30,45.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

Not Applicable
Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

Consider what you are including in the ACTIVITIES of your goals. Pay close attention to the issue of P.D. being "ALIGNED" to the C.N.A.

Staff will continue to receive professional development around CKLA. The focus for our district professional development is pacing and unit common assessments allowing teachers to focus on specific grade level ELA standards.

Math will also be piloting a "resource" next year and going through a curriculum adoption process to kick off in 2020. Math assessment scores have lagged behind ELA scores over the years. There has not been one resource that all teachers have been using - this will provide a consistent resource for staff to use with students.

At the building level, our professional development will be centered around the book, Making Thinking Visible. Our staff will learn 4 thinking routines to incorporate in their instruction for next year.

Our Dutton staff will also go through a PLC refresher and work on the PLC process for our SMART Goals.

All of these professional development opportunities will foster common teaching practices with a consistent focus on content standards. In turn, common language and vocabulary that is developed will lead to better student achievement.

2. Describe how this professional learning is "sustained and ongoing."

We will be in year two of CKLA next year for all of our district professional development. The focus will be on pacing and common unit assessments. Learning Labs as well as instructional coaching opportunities will be provided to deepen our knowledge of CKLA implementation.

Thinking Maps have been an ongoing strategy for Dutton Elementary staff for the past two years. Kim Chausow will lead a refresher on Thinking Maps for staff.

For over 5 years, Dutton Elementary has engaged in Professional Learning Communities. In 2019-2020, the process of a high functioning PLC will be reviewed as a staff, norms created and implemented for Math.
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<tr>
<td>3. The school's Professional Learning Plan is complete.</td>
<td></td>
<td>Yes</td>
<td></td>
<td>PD Planning Template</td>
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1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Parents are invited to attend three Title 1 meetings each year at Dutton Elementary. This year, our parents will be included in our School Improvement plan and also follow up with a Title 1 parent meeting to plan for the 2019-2020 school year. One area of growth for next year is to increase our over all communication and support around Family Engagement. Our parents will be critical as we survey and discuss the best ways to communicate, support and evaluate our effectiveness to increase parent involvement.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Comprehensive Needs Assessment:
Families complete surveys in the spring to provide feedback to the building.
Title I surveys are administered throughout the year to parents.
Family representation on the school improvement team and Title I Building Committee

Schoolwide Reform Strategies:
Families are engaged in instruction through the completion of homework, using CKLA home - family connections
Families attend Literacy and Math events at the school in which they learn specific strategies to help their children at home through the use of fun games
Read at Home - Supplemented with Thinking Maps. Brief videos are shared with parents to incorporate Thinking Maps in fun engaging ways. Parents are asked to read 15-20 minutes daily.
PTO Meetings- MTSS update and Thinking Map strategy

Highly Qualified Staff:
Parents are annually informed that all staff meet highly qualified status.

Attract and Retain Highly Qualified Staff:
Families share positive information about the staff at Dutton Elementary to other families in the area or to prospective families.
Families have been involved in the interview process for administrative staff

Professional Development:
Staff shares what is learned in professional learning with families, specifically Thinking Maps - so that they can use this strategy at home
CATS Behavior plan - Families involved in creating the videos for CATS behaviors

Parental Involvement:
Families help create and reviewing the School - Family Compact and the Family Engagement plan on an annual basis
Compact - Families create a goal with their children- how can we communicate these goals to parents and staff in a concrete and usable way (ex. Refrigerator sign)

Preschool Transition:
Preschool families are invited to parent workshops
District overview of Kindergarten in the spring

Assessment Decisions:
Families receive the results of NWEA MAP, M-Step, and DIBELS assessments and have the opportunity to ask questions about them. Individual Reading Plans are discussed with families during conferences, which includes services, processes, and questions/concerns. Report Cards are sent home three times a year; with two report cards distributed before conferences.

Timely & Additional Assistance:
SRPs and IRPs are completed and shared with parents. Students take home reading passages that the students are working on in class so that families can work on them with their children. Families attend strategy workshops in order to be able to help their children at home.

Coordination & Integration of Federal, State & Local Resources:

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Families are asked to complete school surveys in the spring of every year and Title I surveys throughout the year. Parents are invited to help analyze the data resulting from the surveys. Survey results from events that occur during the year are compiled and analyzed by the school improvement team, which parents are a part of.

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<td>4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?</td>
<td>Yes</td>
<td></td>
<td>2019-2020 Dutton Elementary Family Engagement Plan</td>
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5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

1116 (e) (1) Shall provide assistance to parents served by the school in understanding the State's academic content standards, the State and Local assessments, and how to monitor their child's progress.
School staff annually shares the State's content expectations with parents, the state's annual assessment (M-STEP) with parents, and how to monitor their child's progress.
M-STEP results are sent home mid-September each year.
IRPs and SRPs are sent home at least 3x a year. In the IRP and SRP individual student plan, DIBELS and MAP data are shared with parents. The individual student scores are recorded as well as grade level expectation. Progress is tracked every 1-2 weeks for DIBELS, and 3x a year for MAP.
Fall and Spring parent teacher conferences explain the reading plans to parents.
To help parents understand Michigan's academic content standards, staff break down the standards into learning targets and share with...
families at the beginning of the year.

1116 (e) (2) Shall provide materials and training to help parents work with their children at home to improve their children's achievement

Staff will provide parents with appropriate materials and offer training in our school to enable them to support their child's academic progress.

These include:
- Kindergarten Orientation District Wide
- Parent Workshops
- At home strategies mini-lessons before classroom parties
- A list of community resources and assistance programs made available to parents as needed (Kent ISD)
- Weekly school newsletters/Classroom newsletters/District publications
- District Website Parent Tab - provides parents with materials and resources to help their child achieve success
- IRPs and SRPs also will include resources for parents to use at home

1116 (e) (3) Shall educate staff in the value and utility of parents' contributions. Staff shall receive guidance in ways to reach out to parents, to communicate with parents, to coordinate and implement parent involvement programs, and to build relationships between the parents and the school

Ongoing professional development for staff on effective ways to increase parent involvement occurs annually.
- Administrators provide in-service to teachers on how to utilize district website to post classroom newsletters and add materials and resources for parents to access.
- Staff meetings are utilized to communicate/practice effective strategies (e.g., Thinking Maps) that is then emailed out to parents.
- Staff will read through family engagement articles and complete thinking routines to increase communication and involvement with parents.

1116 (e) (4) Shall coordinate and integrate parent involvement programs and activities with other programs that encourage and support parents in more fully participating in the education of their children

Coordination with other programs for parent involvement includes:
- Transition to Kindergarten: Parents are invited to attend a District Wide Kindergarten Orientation meeting (held near the end of February)
- GSRP-Great Start Readiness Program: Preschool program located in our school district that prepares students for Kindergarten expectations
- Winter Family Fun/Educational Night
- PTO
- Title I Information Presentation
- Math Night

1116 (e) (5) Shall ensure information is shared with parents in a language and format they can understand

Information is shared with parents in a language and format they can understand. Examples include:
- Title I Compact has been developed with parents
- IRPs and SRPs communicate how students are doing in regards to grade level expectations
- Report cards have a standard based 1-3 (K, 1st) 1-4 (2nd-5th) reporting scale for proficiency
- All communication is translated for parents in the language they request. Translators are also provided for parents during parent teacher conferences.
- Graphs and charts, as well as verbal explanations are provided for assessment results.
- Information is provided to families free of educational jargon.

1116 (e) (14) Shall provide other reasonable support for parental involvement activities as parents may request
Parents are provided with other reasonable support such as:
-Dutton makes every effort to listen and collaboratively work with parent individual needs in order to foster more positive parent involvement.
-We encourage our parents to play an active role in their child's education.
-Parents are given the opportunity to attend math and literacy workshop training.

1116 (f) Shall provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children

Staff provide opportunities for full parent participation:
- Flexible meeting times
- Handicapped Accessible Facilities
- Phone Conferences (Bilingual interpreter, as needed, through Kent ISD for all parent contacts)
- School Newsletter/Classroom Newsletters/District Newsletters written in a language parents can understand. This is usually done by using Google translate.
- Accommodations for Special Needs

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

After our parent workshop events, our Building Title 1 team sends out a survey to reflect on the training. Based on the survey, our Building Title I team plans our next year's training around the feedback solicited by our parents to best meet their needs.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

Based on the survey, our Building Title I team plans our next year's training around the feedback solicited by our parents to best meet their needs.

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

A new Title I Compact template was shared with our Building Title 1 team, which is comprised of building administration, Title I staff, teachers, and parents. The template is reviewed annually by our team with parent feedback. The compact may be adjusted based on the team's feedback.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

Parents are notified by classroom teachers via email or phone call that the parent compact is being sent home. The compact is then explicitly reviewed and signed with opportunities for questions during fall conferences. Our Intervention Specialist also blocks a I hour block each night at conferences to help answer any further questions parents may have in regards to Title I or interventions their child may receive. This is at fall and spring conferences.
10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

n/a

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<td>The School's School-Parent Compact is attached.</td>
<td>Yes</td>
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<td>2018-19 Compact</td>
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11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

- Teacher breaks-down the data verbally for families and uses graphs for ease of use and reading.
- Parent reports are available for the MAP assessment that explains how their children have performed - Student Progress Report.
- Documents are translated into different languages
- Translators are available for families
- Progress monitoring is provided in graphic formats and sent home, allowing families time to develop questions and bring them in to discuss during conferences.
1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

Our GSRP program is located within the building and are part of our CATS Behavior Matrix expectations. The principal will read to the preschooler this year on a regular basis. The students are also invited to our yearly building Family Fun Night activities. The students in the preschool program share our playground and many resources within the building. In the coming years, we would like to look at connecting older students with our preschool population as "Behavior Mentors", adopting a preschool student for providing books throughout the year (Scholastic), looking into other opportunities across the district for including more of our preschool families and teachers, and looking for ways to gather data on how many students attend Caledonia's preschool and GSRP programs that then becoming Kindergarten students at Dutton. Looking into involving the students in some of Dutton's Behavior Matrix rotations throughout the school year as well as being a part of "Caught You" Ticket rewards incentive program in the building.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

Adoption of Core Knowledge LA to district Young 5's and preschool training. Preschool teachers are invited to all professional development opportunities within the building. In March any student entering Kindergarten is invited to a district level parent informational meeting to discuss what kids need to be ready for kindergarten and what it will look like to be a kindergartner in Caledonia. Consider inviting preschool families to our parent workshops when applicable as well as coordinate efforts for requirements of family engagement for both programs.
Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

M-Step (3-5 grade)
Administered in the Spring of every year
While M-Step data may not be used to drive everyday instructional decisions, the teachers and administrator have triangulated M-Step data with DIBELS and MAP data to correlate the results. Scores shared with parents through the individual student reports. Staff is making an intentional shift to share more information about the assessment and their scores.

MAP (K-5th grade)
Administered three times a year - Fall, Winter, Spring
Teachers, Intervention Specialists and the principal meet together in a grade level data meeting to analyze the student assessment results. The results of the analysis are used to make changes on instructional focus of the Tier 2 or Tier 3 instruction. The MAP assessment is also used to identify students who may need an Individualized Reading Plan. Results are used to identify students for intervention.
MAP tests results were given to parents at spring conferences. An overview was sent to parents ahead of time to provide guidance and understanding of the report they would see for their child.

DIBELS (K-5th grade)
Administered three times a year - Fall, Winter, Springs
Results are used to identify students for intervention, as well as those students who may need additional assessments to determine needs. DIBELS assessment is also used to identify students who may need an Individualized Reading Plan. Grade level teachers are using this data to set Tier I classroom goals for instruction. DIBELS data is shared with parents for those students receiving reading intervention through Individual Reading Plans as well as Student Reading Plans for our identified Title I students.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

M-Step
While M-Step data is not used to drive everyday instructional decisions, the teachers and administrator have triangulated M-Step data with DIBELS and MAP data to correlate the results. This analysis showed that students who are above benchmark in DIBELS and/or above the 60th percentile measured by MAP will be proficient on the M-Step.

MAP
During the grade level data meetings, MAP data will also be analyzed to determine how the classroom teachers will create small groups in Tier 1 instruction, based on specific needs. The 65th percentile has been identified as the benchmark, so students scoring below this will be identified and their progress tracked.

DIBELS
The assessment results are analyzed by the sub-tests to determine need for each individual student. The classroom teachers are then able to set Tier I classroom goals for instruction.
to provide Tier 1 instruction, specific for those needs, as well as determine tiered groupings. The data teams also review the three year trends of DIBELS data to identify the need for cohorts. DIBELS data is used during MTSS building data reviews identify the strengths and challenges with reading instruction.

The district is currently working towards a correlation of data with the grade level problem solving protocol to look at data holistically, not in isolation. The goal is to analyze multiple types of data, down to the individual student level, to make instructional changes at the standards level (for ELA).
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State’s academic achievement assessment standards at an advanced or proficient level.

Reading
Grade Span: K-5
Identification Criteria for Selection: Each grade level selects multiple areas of criteria to determine intervention entrance and exit support. DIBELS, MAPS, CKLA Unit Assessments and Teacher Observation are used to determine intervention support. (Observations are a 3 pt scale- 1=Area of Concern, 2= Developing with support, 3= Meets expectations).

Kindergarten- FSF 0-4, LNF 0-21, KRA- Below 263, Teacher Observation rank order
1st Grade- PSF less than 40, NWF less than 27/1, Comp score 0-96, MAPS- below 30th percentile, Teacher Observation rank order
2nd Grade- NWF- less than 35/6, WWR- 0-36, Accuracy- less than 80%, Comp- less than 108, MAPS- below 30th percentile
3rd Grade- DORF- less than 54, Accuracy- less than 88%, Comp- Less than 179, MAPS- below 30th percentile
4th Grade- DORF- less than 69, Accuracy- less than 95%, Comp- Less than 257, MAPS- below 30th percentile
5th Grade- DORF- less than 95%, Accuracy- less than 97%, Comp- Less than 257, MAPS- below 30th percentile

Writing
Grade Span: K-5
Identification/Criteria for Selection:
K-2 Student cannot perform expectations at level 3 measured on the report card
3-5 Student cannot perform expectations at level 4 measured on the report card

Informal writing prompts are assessed throughout each unit based on a 4-point scale grades 3-5 and a 3-point scale for grades K-2.

Math
Grade Span: K-5
Identification/Criteria for Selection:
MAPS- Below 30th %
Teacher Rank Order
Teacher Observation - Students are not progressing at an expectation of a level 3 for grades K-2 or a level 4 for grades 3-5.

Science
Grade Span: K-5
Identification/Criteria for Selection: Students are identified for additional assistance based on their performance on end of the unit assessments.

Social Studies
Grade Span: K-5
Identification/Criteria for Selection: Students are identified for additional assistance based on their performance on end of the unit assessments.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Reading
Grade Span: K-5
Interventions: Data meetings are held approximately every 6 weeks. At these data meetings, students are grouped into Classroom, Tier 2 and Tier 3 for instruction during our CATS reading block. Extension opportunities occur in the classroom instructed by the classroom teacher. Tier 2 interventions occur 4 days per week for 30-40 minutes in a pull out intervention model with 5 students or less. Tier 2 interventions are provided by our reading interventionists (paraprofessionals). The 5th day of remediation is provided by the classroom teacher. Tier 3 interventions are 5 days per week for 40 min. with 3 students or less in the group also in a pull out intervention model. Tier 3 interventions are provided by our Intervention Specialists.

Writing
Grade Span: 
Interventions: Classroom teachers identify students who are struggling with writing concepts and skills. Those students receive additional individual or small group instruction as needed. Additional instructional materials may be recommended by teachers to support continued practice and learning at home.

Math
Grade Span: K-5
Interventions: Formal assessment data is used to determine students who are struggling with math concepts. Push-in and pull-out support is provided 4 days each week (30 minutes a day) to those students in a small group format. SMART goals have been developed by each grade level and those students not meeting benchmark scores receive additional support.

Science
Grade Span: K-5
Interventions: Classroom teachers identify students who are struggling with science concepts. Those students receive additional individual or small group instruction as needed. Additional instructional materials may be recommended by teachers to support continued practice and learning at home.

Social Studies
Grade Span: K-5
Interventions: Classroom teachers identify students who are struggling with social studies concepts. Those students receive additional individual or small group instruction as needed. Additional instructional materials may be recommended by teachers to support continued practice and learning at home.
3. How are students’ individual needs being addressed through differentiated instruction in the classroom?

Teachers are differentiating instruction through the use of small group formats, manipulatives, peer collaboration, strategic student placement within the classroom, technology integration, adjusted assignments, adjusting content based on ability, and providing instructional tool options for work completion.
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Dutton Elementary (Caledonia Community Schools) uses a combination of federal, state and local funds to provide staff and resources to address the needs of students. School funds and processes are utilized to support the implementation, monitoring and assessment of the building's school improvement plan. The staff collaborates on ways to increase overall achievement, using funding and resources appropriately.

Federal Funding/Resources
- Title I, Part A is used to fund staffing for paraprofessionals, a Family Engagement Coordinator, before and after school tutoring, and a Family Newsletter.

- Title II, Part A funds are used to provide professional development training for staff in best practices, data analysis, and content area knowledge.

- Title III funds a partial EL teacher. The General Fund supports 2.5 EL teachers for the district.

- The Federal Nutrition Program provides free and reduced breakfast and lunch.

- IDEA funds support one special education program teacher at Dutton Elementary who works with students that are Cognitively Impaired.

State Funding/Resources
- 31a funds are used to pay for .25 of 2 Interventionists (Tier 3 and Special Education Teachers) and General Fund pays for the remainder of their time. Professional Development is provided for teachers in working with students that are At-Risk using 31a funds also.

- State grant funds (Section 35a) are used to pay for an Early Literacy Coach, who serves 5 elementary buildings including Dutton.

- Dutton Elementary (Caledonia Community Schools) uses general funds to support academic achievement through the hiring of highly qualified staff to work with students, as well as provide time to determine student needs through the Comprehensive Needs Assessment process. In addition, instructional supplies, textbooks, technology to support instruction, and office supplies are funded through this source.

- The PTO also provides resources through fundraising, and they use the funds to support academic resources and behavioral incentives, field trips, and playground equipment.
2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

Comprehensive Needs Assessment
- Data Management and School Improvement Training (GF)

Schoolwide Reform Strategies
- Evidence-Based Literacy Instruction (Title II, GF)
- Parent Involvement (Title I, GF)
- Curriculum Design (Title II, GF)
- Thinking Maps (GF)
- Title I Schoolwide Diagnostic (Title I)

Highly Qualified Staff
- Hiring Practices (GF)
- Professional Development (GF, Title II, 31a)
- Competitive Salaries (GF)

Attract and Retain Highly Qualified Staff
- Competitive Salaries (GF)
- Professional Development (GF, Title II, 31a)
- Data Teams (Title II, GF)

Professional Development
- Evidence-Based Literacy Instruction (Title II, GF)
- Curriculum Design (Title II, GF)
- Thinking Maps (GF)
- Title I Schoolwide Diagnostic (Title I)
- SIOP (Title II)
- Cereal City Science (Title II)
- Essentials of Reading (Title II)
- Kindergarten Readiness Assessment (GF)
- Multi-Tiered System of Supports (TII)

Parental Involvement
- Family Engagement Coordinator (Title I)
- Title I Parent Meetings (General Funds, Title I)
- Parent Teacher Conference (GF)

Preschool Transition:
- Kindergarten Entry Meetings (GF)

Assessment Decisions
- Benchmark and Progress Monitoring Data Meetings (NWEA, Dibels, CKLA) (GF)
3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Free and Reduced Breakfast and Lunch:
- Free and reduced breakfast and lunch are available to students who are eligible.

All students participate in physical education activities.
Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

The School Improvement Team (Principal, Upper Elementary Teacher, Lower Elementary Teacher, Intervention Specialist, and Parent) meets each spring to evaluate the implementation of the schoolwide program using a short version of the MDE Program Evaluation Tool.

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

As the School Improvement Team evaluates the Schoolwide program, M-Step results, as well as DIBELS, NWEA MAP, and other local assessments are analyzed to determine the impact of the programming on student achievement.

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

We progress monitor Tier 3 students weekly, Tier 2 students every other week and benchmark students 3x per year. Data meetings are conducted approximately every 6 weeks to group students based on their individual needs and/or adjust instruction.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Based on the results of our data from progress monitoring and benchmark assessments, the School Improvement Team continually looks at the need for possible revisions to our plan to meet the needs of all students.
2019-2020 Dutton Elementary School Improvement Plan
Overview

Plan Name

2019-2020 Dutton Elementary School Improvement Plan

Plan Description
Goals Summary

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

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<td>8</td>
<td>MTSS Implementation</td>
<td>Objectives:1 Strategies:2 Activities:7</td>
<td>Organizational</td>
<td>$0</td>
</tr>
</tbody>
</table>
Goal 1: All students at Dutton Elementary will become proficient readers.

Measurable Objective 1:
80% of Third, Fourth and Fifth grade students will demonstrate a proficiency in narrative text in English Language Arts by 06/30/2024 as measured by the state assessment.

(shared) Strategy 1:
Differentiated Instruction - All staff will implement Differentiated Instruction through the Multi-tiered Instruction Model to increase achievement for all students.

Category:

Research Cited: The University of Oregon's Dibels and the 95% Group
https://dibels.uoregon.edu/
Florida Center For Reading Research
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."

Tier:

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<thead>
<tr>
<th>Activity - Reading Professional Development- Title II</th>
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SY 2019-2020

© 2019 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.
All teachers will engage in various professional development opportunities, such as learning about and implementing activities centered on the instructional model and pacing guides. Thus, staff meetings and PLC meetings will be utilized so as to further develop effective instructional strategies, especially in the way of common core state standards. To incorporate technology into our individualized reading program, teachers and staff will utilize Read Naturally and Discovery Education along with other web based programs. Some teachers will also have Essentials of Reading training and bring back the knowledge to train our staff.

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**Activity - Reading-Professional Development Kent ISD**

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<th>End Date</th>
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<tr>
<td>Teachers will attend professional development at Kent Intermediate School District in the area of reading.</td>
<td>Professional Learning</td>
<td></td>
<td>09/06/2013</td>
<td>06/06/2014</td>
<td>$0</td>
<td>Title II Part A</td>
<td>Classroom Teachers</td>
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**Status**

**Progress Notes**

**Created On**

**Created By**

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<th>Status</th>
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<td>Shawn Veitch</td>
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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 and Title 1 funded para-professionals through technology integration (i.e. 95% Group phonics lesson library materials, software, web-based products, and small group teaching). In addition students will be assessed using common formative assessments. Based on performance students will receive differentiated instruction on recognized learning deficits. Dutton staff will continue to collect and analyze data to inform their instruction. Most importantly, our staff members are offered tremendous support in creating and providing intervention strategies.

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### Activity - Classroom Learning Labs

Teachers will be involved in Classroom Learning Labs in order to 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 2013-2015 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. Classroom learning labs continue under the umbrella of Marzano.

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<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Collaborati on, Academic Support Program, Technology</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/02/2014</td>
<td>06/30/2020</td>
<td>$626</td>
<td>Title II Part A</td>
<td>Classroom Teachers and District CLL Coordinator</td>
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<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Collaboration, Professional Learning, Technology</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/02/2014</td>
<td>06/30/2020</td>
<td>$683</td>
<td>Title II Part A</td>
<td>Instructional staff, Principal</td>
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Teaching staff will continue to implement student data meetings at least once a month 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.

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<td>Ongoing data meetings held multiple times a year.</td>
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### Activity - Teacher Training with MTSS Reading Specialist

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<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Collaboration, Academic Support Program, Materials, Technology</td>
<td>Tier 1</td>
<td>Implement</td>
<td>11/17/2014</td>
<td>06/30/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>MTSS Reading Specialist and Reading Interventionists</td>
</tr>
</tbody>
</table>

Our MTSS Reading Specialist meets with our reading interventionists several times throughout the year. The purpose of these meetings is to increase fidelity of implementation of interventions and create a common understanding of resources and strategies.

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<tr>
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### Activity - Family Engagement

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At our district and school Title 1 meetings, we continue to improve our family engagement plan for at risk student families. We will also provide The Reading Newsletter to our parents. As we monitor our parent involvement piece our next layer of family engagement is to have a district Title 1 kick off in the fall, Math Title 1 in the winter, and Reading Title 1 in the spring. These are intentionally planned during high parent involvement dates.

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<tr>
<th>Activity - Staff Development for At Risk</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>At staff meetings, we continue to look into best practices on how to best reach at risk students in the core. This year we also will be meeting as a group of teachers, principal, curriculum director and support from KISD to transition to a School wide Title 1 model.</td>
<td>Teacher Collaboration, Materials, Technology</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/08/2015</td>
<td>06/07/2019</td>
<td>$1472</td>
<td>Title I Part A</td>
<td>Principal and teachers.</td>
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</table>

<table>
<thead>
<tr>
<th>Activity - Language Development Strategies</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 continue to develop strategies and supports to teach language/vocabulary development.</td>
<td>Academic Support Program, Technology</td>
<td>Tier 1</td>
<td>Implement</td>
<td>06/10/2016</td>
<td>06/07/2019</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Teachers and principal.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Pre-teaching Core Content</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 grades K-2 will pre-teach core content to students in tiers 2 &amp; 3.</td>
<td>Academic Support Program, Technology</td>
<td>Tier 2</td>
<td>Implement</td>
<td>06/10/2016</td>
<td>06/07/2019</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Teachers</td>
</tr>
</tbody>
</table>
As a staff we have decided that pre-teaching will take place in our Kdg.-2nd grade classrooms.

### Activity - NWEA MAPS Training

<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>NWEA MAPS</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/01/2016</td>
<td>06/07/2019</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Core teachers and principal.</td>
</tr>
<tr>
<td>NWEA MAPS</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/01/2016</td>
<td>06/07/2019</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Core teachers and principal.</td>
</tr>
</tbody>
</table>

Our district is using NWEA and MAPS testing. Our staff received training for implementing this tool. We continue to monitor the fidelity of administering the NWEA.

### Activity - Core Reading Program/Professional Development

<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>Teacher Collaboration, Curriculum Development, Professional Learning, Technology</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>07/01/2018</td>
<td>06/30/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>Dutton Elementary teachers and principal.</td>
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</table>

Our district has adopted a new core reading program for grades K-5. CKLA has been selected and we are in year 1 of 3 for professional development and implementation.

### Activity - SIOP Training

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<th>Source Of Funding</th>
<th>Staff Responsible</th>
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<tbody>
<tr>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>05/02/2019</td>
<td>06/30/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>Teachers</td>
</tr>
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</table>
**Measurable Objective 2:**
80% of Kindergarten, First and Second grade students will demonstrate a proficiency in basic early literacy skills in English Language Arts by 06/08/2018 as measured by DIBELS Next.

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<tbody>
<tr>
<td>Met</td>
<td>Based on DIBELS Next data</td>
<td>May 01, 2014</td>
<td>Shawn Veitch</td>
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(Shared) Strategy 1:
Differentiated Instruction - All staff will implement Differentiated Instruction through the Multi-tiered Instruction Model to increase achievement for all students.

Category:
Research Cited: The University of Oregon's Dibels and the 95% Group

https://dibels.uoregon.edu/


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**Staff:**

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<td>Title II Part A</td>
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**Activity - Classroom Learning Labs**

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<th>Source Of Funding</th>
<th>Staff Responsibility</th>
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<td>Teacher Collaborations, Academic Support, Program Technology</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/02/2014</td>
<td>06/30/2020</td>
<td>$626</td>
<td>Title II Part A</td>
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<td>Activity Type</td>
<td>Tier</td>
<td>Phase</td>
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<td>Our MTSS Reading Specialist meets with our reading interventionists several times throughout the year. The purpose of these meetings is to increase fidelity of implementation of interventions and create a common understanding of resources and strategies.</td>
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<td>Tier 1</td>
<td>Implement</td>
<td>11/17/2014</td>
<td>06/30/2020</td>
<td>$0</td>
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<td>MTSS Reading Specialist and Reading Interventionists</td>
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<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>At staff meetings, we continue to look into best practices on how to best reach at risk students in the core. This year we also will be meeting as a group of teachers, principal, curriculum director and support from KISD to transition to a School wide Title 1 model.</td>
<td>Teacher Collaboration, Materials, Technology</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/08/2015</td>
<td>06/07/2019</td>
<td>$1472</td>
<td>Title I Part A</td>
<td>Principal and teachers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Language Development Strategies</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 continue to develop strategies and supports to teach language/vocabulary development.</td>
<td>Academic Support Program, Technology</td>
<td>Tier 1</td>
<td>Implement</td>
<td>06/10/2016</td>
<td>06/07/2019</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Teachers and principal.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Pre-teaching Core Content</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 grades K-2 will pre-teach core content to students in tiers 2 &amp; 3.</td>
<td>Academic Support Program, Technology</td>
<td>Tier 2</td>
<td></td>
<td>06/10/2016</td>
<td>06/07/2019</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Teachers</td>
</tr>
</tbody>
</table>
## Status

<table>
<thead>
<tr>
<th>Status</th>
<th>Progress Notes</th>
<th>Created On</th>
<th>Created By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Applicable</td>
<td>As a staff we have decided that pre-teaching will take place in our Kdg.-2nd grade classrooms.</td>
<td>May 04, 2017</td>
<td>Tammy Miller</td>
</tr>
</tbody>
</table>

### Activity - NWEA MAPS Training

<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, Technology</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/01/2016</td>
<td>06/07/2019</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Core teachers and principal.</td>
</tr>
</tbody>
</table>

Our district is using NWEA and MAPS testing. Our staff received training for implementing this tool. We continue to monitor the fidelity of administering the NWEA.

### Activity - Core Reading Program/Professional Development

<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>Teacher Collaboration, Curriculum Development, Professional Learning, Technology</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>07/01/2018</td>
<td>06/30/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>Dutton Elementary teachers and principal.</td>
</tr>
</tbody>
</table>

Our district has adopted a new core reading program for grades K-5. CKLA has been selected and we are in year 1 of 3 for professional development and implementation.

### Activity - SIOP Training

<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</td>
<td>Tier 1</td>
<td>Implement</td>
<td>05/02/2019</td>
<td>06/30/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>Teachers</td>
</tr>
</tbody>
</table>

Some staff will be trained in the Marzano Instructional Framework. Staff training for all teachers will be ongoing and focus on development and implementation of goals and scales. Staff will also have SIOP training to help meet the needs of our English Language Learners.
**Measurable Objective 3:**
A 5% increase of Economically Disadvantaged students will increase student growth annually in English Language Arts by 06/30/2020 as measured by the state assessment.

**Strategy 1:**
Holding high expectations for all students - Dutton Elementary will start to identify the economically disadvantaged students and plan for how we address these students needs.
Category: English/Language Arts
Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Identifying students who are economically disadvantaged</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>Dutton Elementary will work to identify students who are economically disadvantaged. We will also begin to plan for instructional strategies that will increase student achievement.</td>
<td>Teacher Collaboraton, Policy and Process, Professional Learning</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>05/02/2019</td>
<td>06/30/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>All Dutton Staff including food service.</td>
</tr>
</tbody>
</table>

**Goal 2: All students at Dutton Elementary will be proficient in mathematics.**

**Measurable Objective 1:**
71% of Third, Fourth and Fifth grade students will demonstrate a proficiency in solving problems in Mathematics by 06/07/2019 as measured by the state assessment.
Strategy 1:
Implement research-based best practices - Staff will reference Common Core State Standards when developing instructional plans and activities. As a district, we need to make a concentrated effort to identify and incorporate the use of supplemental materials within our math curriculum. Teachers/staff will develop and utilize best practices (i.e. technology, vocabulary development, peer tutoring, cooperative learning, manipulatives) during instruction.

Category:
Research Cited: http://www.nea.org/tools/17073.htm
Intervention in School and Clinic, 41 (1), 16-23.

<table>
<thead>
<tr>
<th>Activity - Math Professional Development-Kent ISD</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 will attend professional development in math.</td>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/06/2014</td>
<td>$440</td>
<td>Title II Part A</td>
<td>Classroom teachers and Principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Status</th>
<th>Progress Notes</th>
<th>Created On</th>
<th>Created By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed</td>
<td>At this time we are no longer using KISD for math PD.</td>
<td>May 01, 2014</td>
<td>Shawn Veitch</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Mathematics Intervention Support</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>
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. Districts and classroom data will be used to identify students eligible for Title 1 math supports and Title 1 staff will provide math interventions. Interventions will be provided by staff members and will utilize technology and additional supplemental resources.

<table>
<thead>
<tr>
<th>Activity - Technology Integration</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 use web based tools such as IXL, Xtra Math, Khan Academy and other resources to enhance instruction provide independent practice, and track student achievement. Teachers will differentiate web activities to meet individual needs. Progress monitoring data taken from web based resources will be used to design student specific interventions.</td>
<td>Teacher Collaboration, Technology</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/02/2014</td>
<td>06/30/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Classroom Teachers and instructional support staff.</td>
</tr>
</tbody>
</table>

Activity - Classroom Learning Labs

<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 Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will be involved in Classroom Learning Labs in order to 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 2013-2015 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. Learning labs are continuing across all subjects following the Marzano Framework.</td>
<td>Teacher Collaboration, Professional Learning, Technology</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/02/2014</td>
<td>06/07/2019</td>
<td>$0</td>
<td>Title II Part A</td>
<td>Classroom Teachers, District CLL Coordinator</td>
</tr>
</tbody>
</table>
### Activity - Math SMART GOALS

<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>Teacher Collaboration, Technology</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/02/2014</td>
<td>06/07/2019</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All teaching staff and principal.</td>
</tr>
</tbody>
</table>

Teachers will collaboratively decide on 4 math essential standards. Then, our teachers will complete the PLC model creating common assessments and analyze these assessments 4 times a year. Based on the data, students that did not meet the SMART Goal expectation will be retaught and reassessed to improve. Results will be collected at the end of each PLC process.

### Activity - Math Gradual Release Strategy Implementation Guide

<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>Teacher Collaboration, Academic Support Program, Technology</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/02/2014</td>
<td>06/08/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Teachers and interventionists.</td>
</tr>
</tbody>
</table>

All staff have participated in Gradual Release teaching and learning labs. Our math team created a strategy implementation guide for math following the I do, guided we do, we do, you do format. As a focus within the gradual release process, engaging real life math problems will be a piece of instruction.

### Activity - Curriculum Inventory

<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>Teacher Collaboration, Curriculum Development</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2018</td>
<td>06/30/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Principal and teachers.</td>
</tr>
</tbody>
</table>

Each grade level has 5 SMART Goals of the most essential standards. These standards were reviewed vertically and common strategies were discussed and applied for grade level transitions.

### Activity - Curriculum Adoption
We will be going through a curriculum adoption process this year for a new math curriculum.

<table>
<thead>
<tr>
<th>Activity - Math Professional Development</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>Dutton staff will have professional development around mathematics to grow in their knowledge of instruction.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>05/02/2019</td>
<td>06/30/2020</td>
<td>$0</td>
<td>Title II Part A</td>
<td>Teachers and principal.</td>
</tr>
</tbody>
</table>

**Measurable Objective 2:**
A 5% increase of Economically Disadvantaged students will increase student growth annually in Mathematics by 06/30/2020 as measured by the state assessment.

**Strategy 1:**
Holding high expectations for all students - Dutton Elementary will begin identifying students who are economically disadvantaged. We will begin to explore strategies to increase student achievement.
Category: Mathematics
Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Identifying students who are economically disadvantaged</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>Dutton Elementary will identify students who are economically disadvantaged and begin to identify strategies to increase student achievement.</td>
<td>Teacher Collaboration, Policy and Process, Professional Learning</td>
<td>Tier 1</td>
<td>05/02/2019</td>
<td>06/30/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>All Dutton Staff</td>
<td></td>
</tr>
</tbody>
</table>
Goal 3: All students at Dutton Elementary School will become proficient writers.

Measurable Objective 1:
78% of Third, Fourth and Fifth grade students will demonstrate a proficiency in writing process in English Language Arts by 06/07/2019 as measured by state assessment.

Strategy 1:
Research Based Practices - Teachers will utilize district created writing resources that align with the common core. All staff will implement practices that are research-based and grade level appropriate (i.e., conferencing, small group instruction, implementing writing daily). Literacy coaches will be available during the 2013-2014 school year to provide professional development and/or consultation on the writing process.

Category:
Research Cited: Journal of Adolescent and Adult Literacy, V54n3 Title: Learning How to Learn
Educational Administration Quaterly v 45 p 759-792 Author: Mangin, Melinda M. Title: Literacy Coach Role Implementation: How District Context Influences Reform
What Works Clearing House
Ebaum, Vaughn, Hughes, Watson, and Moody (1999) Title: Differentiated Instruction and Grouping

<table>
<thead>
<tr>
<th>Activity - Individual Student conferencing and Differentiated 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 Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff will implement practices that are research-based and grade level appropriate (i.e., small group settings, 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, which are tied to the Common Core State Standards. Additionally, anchor papers will be referenced routinely.</td>
<td>Academic Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/02/2014</td>
<td>06/07/2019</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Classroom Teachers</td>
</tr>
</tbody>
</table>
In Progress  We will continue this writing process.  

May 01, 2014  Shawn Veitch

<table>
<thead>
<tr>
<th>Activity - Professional Development-Title II</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>Grade level teachers will collaborate on developing a common understanding of our new rubrics and checklists. Teachers will discuss district pacing guides to create common approaches to student writing. Staff meetings and PLC meetings will be used to further develop effective instructional strategies, specifically focusing on Common Core State Standards. Trained literacy coaches will be available to work with all staff members to model lessons and provide research based models of literacy instruction.</td>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/06/2014</td>
<td>$0</td>
<td>Title II Part A</td>
<td>Classroom Teachers, District Literacy Coordinator</td>
</tr>
</tbody>
</table>

Status | Progress Notes | Created On | Created By |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed</td>
<td>Completed at this time, will continue collaboration in a different capacity.</td>
<td>May 01, 2014</td>
<td>Shawn Veitch</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Reading Professional Development-Kent ISD</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 will attend professional development at Kent Intermediate School District in writing.</td>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/06/2014</td>
<td>$0</td>
<td>Title II Part A</td>
<td>Classroom Teachers</td>
</tr>
</tbody>
</table>

Status | Progress Notes | Created On | Created By |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed</td>
<td>Completed at this time, no further PD needed in this area at KISD.</td>
<td>May 01, 2014</td>
<td>Shawn Veitch</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>
</table>
Teachers will be involved in Classroom Learning Labs in order to 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 2016-2018 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators.

<table>
<thead>
<tr>
<th>Activity - MAISA Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity Type</td>
</tr>
<tr>
<td>Teacher Collaboration, Academic Support Program, Technology</td>
</tr>
</tbody>
</table>

All grade levels have used MAISA writing this year to teach at least two units for their writing curriculum. Teachers will continue to gradually implement more units into their curriculum.

<table>
<thead>
<tr>
<th>Activity - Passage Based Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity Type</td>
</tr>
<tr>
<td>Teacher Collaboration, Direct Instruction, Curriculum Development, Professional Learning, Technology</td>
</tr>
</tbody>
</table>
Goal 4: All students at Dutton Elementary will be proficient in science.

Measurable Objective 1:
48% of Fifth grade students will demonstrate a proficiency in Scientific Method in Science by 06/07/2019 as measured by state assessments.

Strategy 1:
Differentiated Instruction - All 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

<table>
<thead>
<tr>
<th>Activity - Vocabulary and Comprehension strategies</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 at Dutton Elementary will develop units of study to integrate science concepts with language arts, focusing on comprehension and vocabulary strategies in the area of non-fiction text.</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Getting Ready</td>
<td>09/02/2014</td>
<td>06/07/2019</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All staff.</td>
</tr>
</tbody>
</table>

Status | Progress Notes | Created On | Created By
---|----------------|------------|--------------|
In Progress | Intentional vocabulary instruction across all subject areas in grades 3-5. | May 04, 2017 | Tammy Miller |

Activity - District Science Team

<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>
</table>
Dutton will have teacher representatives serve on the district science team to develop an implementation for the Next Generation Science Standards.

<table>
<thead>
<tr>
<th>Activity - Outdoor 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>We are in the process of working with our community to fundraise and design an outdoor learning space. Students will be given the opportunity to help throughout the process.</td>
<td>Academic Support Program, Community Engagement, Career Preparation /Orientation, Technology</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>06/10/2016</td>
<td>06/07/2019</td>
<td>$150000</td>
<td>Other</td>
<td>All stakeholders.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Crossover/Crosscutting Concepts Standard Review</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 review the crossover standards and crosscutting concepts for their grade level.</td>
<td>Curriculum Development</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>06/01/2016</td>
<td>06/07/2019</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Battle Creek Science Units</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>
</table>
Goal 5: All students at Dutton Elementary will become proficient in social studies.

Measurable Objective 1:
47% 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 historical perspective in Social Studies by 06/07/2019 as measured by 5th grade state assessment.

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:
Goal 6: Professional Learning Communities

Measurable Objective 1:
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? by 06/07/2019 as measured by the creation of a team meeting notes template 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 the students expected to learn? How will we know they have learned it? How will we respond if they have/have not learned it?

Category: Learning Support Systems
Research Cited: Professional Learning Communities at Work- DuFour, DuFour and Eaker (2006)
Tier: Tier 1
### Activity - Grade Level Problem Solving

<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>Teacher Collaborations, Technology</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2014</td>
<td>06/07/2019</td>
<td>$0</td>
<td>Title II Part A</td>
<td>Principal and select staff.</td>
</tr>
</tbody>
</table>

Staff will collaborate multiple times throughout the year to create grade level and building level meeting structures designed to analyze student data (all tiers of instruction) 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? PLC's will focus on reading, math SMART Goals, and behavior.

### Status

<table>
<thead>
<tr>
<th>Status</th>
<th>Progress Notes</th>
<th>Created On</th>
<th>Created By</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Progress</td>
<td>We have introduced a CATS update progress report that made available to all parents after every data meeting.</td>
<td>May 04, 2017</td>
<td>Tammy Miller</td>
</tr>
</tbody>
</table>

### Activity - PLC Monthly Schedule

<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>Teacher Collaborations, Academic Support Program, Curriculum Development, Behavioral Support Program, Professional Learning, Technology</td>
<td>Tier 1</td>
<td>07/02/2018</td>
<td>06/12/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Principal and staff.</td>
<td></td>
</tr>
</tbody>
</table>

As a school we will create a monthly PLC schedule for reading, writing, math and behavior. Staff will document date/time of meeting and bullet key takeaways.

### Activity - Math PLC's

<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>
Goal 7: Marzano Framework

Measurable Objective 1:
demonstrate a proficiency in the Marzano Instructional Framework by 06/08/2018 as measured by evidence of growth through the teacher growth plan.

Strategy 1:
Marzano Framework - Some staff will become trained in the Marzano Instructional Framework. Staff will then train all other staff members.
Category:
Research Cited: Marzano, Pickering & Pollock: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004)
Tier:

<table>
<thead>
<tr>
<th>Activity - Marzano Framework Training</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>Some staff will be trained in the Marzano Instructional Framework. Staff training for all teachers will be ongoing and focus on development and implementation of goals and scales. Staff will also have SIOP training to help meet the needs of our English Language Learners.</td>
<td>Teacher Collaboration, Academic Support Program, Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2014</td>
<td>06/07/2019</td>
<td>$2052</td>
<td>Title II Part A</td>
<td>Some staff and principal.</td>
</tr>
</tbody>
</table>
### Activity - Thinking Maps

<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</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>08/22/2017</td>
<td>06/30/2020</td>
<td>$0</td>
<td>Title II Part A</td>
<td>Principal and all staff</td>
</tr>
</tbody>
</table>

We are planning on sending 1 staff member to a Training of Trainers for Thinking Maps at KISD. As well as having a follow-up Thinking Map trainer come in to train the entire staff as part of professional development. We will continue our training with Thinking Maps this year. By the end of the year, all staff will have been trained in 8 thinking maps.

### 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>Direct Instruction</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>08/21/2017</td>
<td>06/07/2019</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Principal and teachers.</td>
</tr>
</tbody>
</table>

Anita Archer trained our Intervention Specialists had this training last year with great success. We would like to get more staff trained in Explicit Instruction to help student achievement with common instructional practices.

### Activity - Visible Thinking Routines

<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>Teacher Collaboration, Direct Instruction, Curriculum Development, Supplemental Materials, Professional Learning</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>06/08/2018</td>
<td>06/12/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>Principal and staff.</td>
</tr>
</tbody>
</table>
Goal 8: MTSS Implementation

Measurable Objective 1:
collaborate to implement the MTSS model with fidelity by 06/08/2018 as measured by the TFI for reading and behavior.

Strategy 1:
MTSS / PBIS - MTSS/PBIS Leadership Team will be training staff, and begin implementing the PBIS model.

Category:

Tier:

<table>
<thead>
<tr>
<th>Activity - MTSS/PBIS Tier 1</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>PBIS Leadership Team will be training teachers, and continue to implement the PBIS model. Grade level teams will reflect on following through with a consistent referral plan. Also, our support staff will lead recess and cafeteria expectation multiple times a year.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/02/2014</td>
<td>06/30/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>all staff and principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - PBIS- Check In Check Out</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>Students will participate in the Check In Check Out program.</td>
<td>Behavioral Support Program, Technology</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>09/08/2015</td>
<td>06/07/2019</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Principal and behavior team</td>
</tr>
</tbody>
</table>
### Activity - PBIS Leadership Team

<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>Teacher Collaborations, Behavioral Support Program, Technology</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>06/10/2016</td>
<td>06/30/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>Principal and PBIS Leadership Team</td>
</tr>
</tbody>
</table>

Our PBIS team will continue to meet and will follow a meeting protocol to review student and implementation data to develop their action plans.

### Activity - CHAMPS Behavior Training

<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>Teacher Collaborations, Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>06/08/2018</td>
<td>06/30/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>Staff and principal.</td>
</tr>
</tbody>
</table>

A team of teachers will go to the ISD to be trained in CHAMPS behavior management. They will be trainers for our building.

### Activity - Social Emotional Learning

<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>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>08/19/2019</td>
<td>06/30/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>Student support specialist, teachers, principal</td>
</tr>
</tbody>
</table>

Our student support specialists will be providing monthly lessons to teachers to teach in Tier 1 to all students.
Strategy 2:
MTSS/ELA - MTSS systems will be utilized throughout the school in the area of reading.
Category: English/Language Arts
Research Cited: 0
Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Career and College Readiness</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>All students will be exposed to character building lessons to help make sure they are prepared socially and emotionally for college and career readiness.</td>
<td>Career Preparation/Orientation</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/19/2019</td>
<td>06/30/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>Student support specialists, teachers and principal.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - ELA Leadership Team</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>Our ELA team will continue to meet and will follow a meeting protocol to review student and implementation data to develop their action plans.</td>
<td>Teacher Collaboration, Technology</td>
<td>Tier 1</td>
<td>Implement</td>
<td>06/10/2016</td>
<td>06/30/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>Principal and reading staff.</td>
</tr>
</tbody>
</table>
## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

<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><strong>No Funding Required</strong></td>
<td>acciones que son investigación y apropiado para el nivel de grado (es decir, pequeñas grupos de estudiantes, conferencias con estudiantes, y implementando escritura diariamente). Las necesidades del estudiante serán atendidas al diferenciar según indicadores variados. La atención explícita se dará a los guías de ritmo, que están vinculados con los Estándares de Educación de Core State. Además, los trabajos de anclaje se mencionarán de manera frecuente.</td>
<td>Academic Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/02/2014</td>
<td>06/07/2019</td>
<td>$0</td>
<td>Classroom Teachers</td>
</tr>
<tr>
<td><strong>Language Development Strategies</strong></td>
<td>Teachers continuar desarrollando estrategias y soporte para enseñar el desarrollo del lenguaje/vocabulario.</td>
<td>Academic Support Program, Technology</td>
<td>Tier 1</td>
<td>Implement</td>
<td>06/10/2016</td>
<td>06/07/2019</td>
<td>$0</td>
<td>Teachers and principal</td>
</tr>
<tr>
<td><strong>Explicit Instruction</strong></td>
<td>Anita Archer entrenó a nuestros Intervencionistas. Tuvimos este entrenamiento el año pasado con gran éxito. Nos gustaría obtener más personal entrenado en Enseñanza Explicita para ayudar a la mejora del rendimiento estudiantil con prácticas de enseñanza comunes.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>08/21/2017</td>
<td>06/07/2019</td>
<td>$0</td>
<td>Principal and teachers</td>
</tr>
<tr>
<td><strong>Mathematics Intervention Support</strong></td>
<td>El personal de intervención se interpondrá apropiadamente para aquellos estudiantes que requieren más instrucción de manera que logren dominio de los estándares matemáticos. Usando el modelo de enseñanza del distrito, el personal revisará datos de varios assessments y proporcionará las intervenciones necesarias para estos estudiantes. Los datos de distritos y de aulas se utilizarán para identificar a los estudiantes elegibles para soporte matemático Title 1. El personal de intervención se proporcionará por parte del personal y se utilizará tecnología y recursos suplementarios.</td>
<td>Teacher Collaboration, Academic Support Program, Technology</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>09/02/2014</td>
<td>06/07/2019</td>
<td>$0</td>
<td>Classroom Teachers, Title 1 para profesionais y support staff.</td>
</tr>
<tr>
<td><strong>NWEA MAPS Training</strong></td>
<td>Nuestra distrito está utilizando el NWEA y MAPS testing. Nuestro personal recibió la formación para implementar esta herramienta. Continuamos monitorizando fidelidad de administración del NWEA.</td>
<td>Profesional Learning, Technology</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/01/2016</td>
<td>06/07/2019</td>
<td>$0</td>
<td>Core teachers and principal</td>
</tr>
</tbody>
</table>
### Technology Integration

Staff will use web-based tools such as IXL, Xtra Math, Khan Academy and other resources to enhance instruction, provide independent practice, and track student achievement. Teachers will differentiate web activities to meet individual needs. Progress monitoring data taken from web-based resources will be used to design student-specific interventions.

<table>
<thead>
<tr>
<th>Technology Integration</th>
<th>Tier 1</th>
<th>Implement</th>
<th>09/02/2014</th>
<th>06/30/2020</th>
<th>$0</th>
<th>Classroom Teachers and Instructional Support Staff</th>
</tr>
</thead>
</table>

### MAISA Writing

All grade levels have used MAISA writing this year to teach at least two units for their writing curriculum. Teachers will continue to gradually implement more units into their curriculum.

<table>
<thead>
<tr>
<th>MAISA Writing</th>
<th>Tier 1</th>
<th>Getting Ready</th>
<th>09/02/2014</th>
<th>06/07/2019</th>
<th>$0</th>
<th>All Teachers</th>
</tr>
</thead>
</table>

### Math Gradual Release Strategy Implementation Guide

All staff have participated in Gradual Release teaching and learning labs. Our math team created a strategy implementation guide for math following the I do, guided we do, we do, you do format. As a focus within the gradual release process, engaging real-life math problems will be a piece of instruction.

<table>
<thead>
<tr>
<th>Math Gradual Release Strategy Implementation Guide</th>
<th>Tier 1</th>
<th>Implement</th>
<th>09/02/2014</th>
<th>06/08/2018</th>
<th>$0</th>
<th>Teachers and Interventionists</th>
</tr>
</thead>
</table>

### Math SMART GOALS

Teachers will collaboratively decide on 4 math essential standards. Then, our teachers will complete the PLC model creating common assessments and analyze these assessments 4 times a year. Based on the data, students that did not meet the SMART Goal expectation will be retaught and reassessed to improve. Results will be collected at the end of each PLC process.

<table>
<thead>
<tr>
<th>Math SMART GOALS</th>
<th>Tier 1</th>
<th>Monitor</th>
<th>09/02/2014</th>
<th>06/07/2019</th>
<th>$0</th>
<th>All Teaching Staff and Principal</th>
</tr>
</thead>
</table>

### Vocabulary and Comprehension Strategies

Staff at Dutton Elementary will develop units of study to integrate science concepts with language arts, focusing on comprehension and vocabulary strategies in the area of non-fiction text.

<table>
<thead>
<tr>
<th>Vocabulary and Comprehension Strategies</th>
<th>Tier 2</th>
<th>Getting Ready</th>
<th>09/02/2014</th>
<th>06/07/2019</th>
<th>$0</th>
<th>All Staff</th>
</tr>
</thead>
</table>

### Vocabulary and Comprehension Strategies

Staff at Dutton Elementary will develop units of study which will integrate social studies concepts with a focus on vocabulary and reading comprehension strategies in the elements of nonfiction text.

<table>
<thead>
<tr>
<th>Vocabulary and Comprehension Strategies</th>
<th>Tier 2</th>
<th>Getting Ready</th>
<th>09/02/2014</th>
<th>06/30/2020</th>
<th>$0</th>
<th>All Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLC Monthly Schedule</td>
<td>As a school we will create a monthly PLC schedule for reading, writing, math and behavior. Staff will document date/time of meeting and bullet key takeaways.</td>
<td>Teacher Collaboration, Academic Support Program, Curriculum Development, Behavioral Support Program, Professional Learning, Technology</td>
<td>Tier 1</td>
<td>07/02/2018</td>
<td>06/12/2020</td>
<td>$0</td>
</tr>
<tr>
<td>----------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------</td>
<td>-------------</td>
<td>-------------</td>
<td>----</td>
</tr>
<tr>
<td>Crossover/Crosscutting Concepts Standard Review</td>
<td>Staff will review the crossover standards and crosscutting concepts for their grade level.</td>
<td>Curriculum Development</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>06/01/2016</td>
<td>06/07/2019</td>
</tr>
<tr>
<td>PBIS- Check In Check Out program</td>
<td>Students will participate in the Check In Check Out program.</td>
<td>Behavioral Support Program, Technology</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>09/08/2015</td>
<td>06/07/2019</td>
</tr>
<tr>
<td>Pre-teaching Core Content</td>
<td>Teachers in grades K-2 will pre-teach core content to students in tiers 2 &amp; 3.</td>
<td>Academic Support Program, Technology</td>
<td>Tier 2</td>
<td>06/10/2016</td>
<td>06/07/2019</td>
<td>$0</td>
</tr>
<tr>
<td>Teacher Training with MTSS Reading Specialist</td>
<td>Our MTSS Reading Specialist meets with our reading interventionists several times throughout the year. The purpose of these meetings is to increase fidelity of implementation of interventions and create a common understanding of resources and strategies.</td>
<td>Teacher Collaboration, Academic Support Program, Materials, Technology</td>
<td>Tier 1</td>
<td>Implement</td>
<td>11/17/2014</td>
<td>06/30/2020</td>
</tr>
<tr>
<td>Passage Based Writing</td>
<td>Continue to develop essay templates for opinion, informational and passage based writing prompts. Look at range finding essays for teachers and student samples. Also, tie CKLA writing into our writing structure.</td>
<td>Teacher Collaboration, Direct Instruction, Curriculum Development, Professional Learning, Technology</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>07/01/2018</td>
<td>06/30/2020</td>
</tr>
<tr>
<td>Curriculum Inventory</td>
<td>Each grade level has 5 SMART Goals of the most essential standards. These standards were reviewed vertically and common strategies were discussed and applied for grade level transitions.</td>
<td>Teacher Collaboration, Curriculum Development</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2018</td>
<td>06/30/2020</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>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------</td>
<td>-----------------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>Visible Thinking Routines</td>
<td>Staff will read Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners. We will create common thinking routines for our students. This year, staff will learn 3 new visible thinking routines.</td>
<td>Teacher Collaboration, Direct Instruction, Curriculum Development, Supplemental Materials, Professional Learning</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>06/08/2018</td>
<td>06/12/2020</td>
</tr>
<tr>
<td>Identifying students who are economically disadvantaged</td>
<td>Dutton Elementary will work to identify students who are economically disadvantaged. We will also begin to plan for instructional strategies that will increase student achievement.</td>
<td>Teacher Collaboration, Policy and Process, Professional Learning</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>05/02/2019</td>
<td>06/30/2020</td>
</tr>
<tr>
<td>SIOP Training</td>
<td>Some staff will be trained in the Marzano Instructional Framework. Staff training for all teachers will be ongoing and focus on development and implementation of goals and scales. Staff will also have SIOP training to help meet the needs of our English Language Learners.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>05/02/2019</td>
<td>06/30/2020</td>
</tr>
<tr>
<td>ELA Leadership Team</td>
<td>Our ELA team will continue to meet and will follow a meeting protocol to review student and implementation data to develop their action plans.</td>
<td>Teacher Collaboration, Technology</td>
<td>Tier 1</td>
<td>Implement</td>
<td>06/10/2016</td>
<td>06/30/2020</td>
</tr>
<tr>
<td>Social Emotional Learning</td>
<td>Our student support specialists will be providing monthly lessons to teachers to teach in Tier 1 to all students.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>08/19/2019</td>
<td>06/30/2020</td>
</tr>
<tr>
<td>Identifying students who are economically disadvantaged</td>
<td>Dutton Elementary will identify students who are economically disadvantaged and begin to identify strategies to increase student achievement.</td>
<td>Teacher Collaboration, Policy and Process, Professional Learning</td>
<td>Tier 1</td>
<td></td>
<td>05/02/2019</td>
<td>06/30/2020</td>
</tr>
<tr>
<td>Component</td>
<td>Description</td>
<td>Teacher Collaborati</td>
<td>Curriculum Developme</td>
<td>Professional Learning Technology</td>
<td>Tier</td>
<td>Getting</td>
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</tr>
<tr>
<td>Core Reading Program/Professional Development</td>
<td>Our district has adopted a new core reading program for grades K-5. CKLA has been selected and we are in year 1 of 3 for professional development and implementation.</td>
<td>Teacher Collaboration</td>
<td>Curriculum Development</td>
<td>Professional Learning, Technology</td>
<td>Tier 1</td>
<td>Getting Ready</td>
</tr>
<tr>
<td>CHAMPS Behavior Training</td>
<td>A team of teachers will go to the ISD to be trained in CHAMPS behavior management. They will be trainers for our building.</td>
<td>Teacher Collaboration, Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>06/08/2018</td>
<td>06/30/2020</td>
</tr>
<tr>
<td>Career and College Readiness</td>
<td>All students will be exposed to character building lessons to help make sure they are prepared socially and emotionally for college and career readiness.</td>
<td>Career Preparation /Orientation</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/19/2019</td>
<td>06/30/2020</td>
</tr>
<tr>
<td>MTSS/PBIS Tier 1</td>
<td>PBIS Leadership Team will be training teachers, and continue to implement the PBIS model. Grade level teams will reflect on following through with a consistent referral plan. Also, our support staff will lead recess and cafeteria expectation multiple times a year.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/02/2014</td>
<td>06/30/2020</td>
</tr>
<tr>
<td>Curriculum Adoption</td>
<td>We will be going through a curriculum adoption process this year for a new math curriculum.</td>
<td>Curriculum Development</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>05/02/2019</td>
<td>06/30/2020</td>
</tr>
<tr>
<td>Math PLC's</td>
<td>Staff will have PLC's in lieu of staff meetings to hold math data meetings to improve student achievement. Dutton will also have 4 targeted times to have interventions and extensions. Dutton will also have a targeted MStep prep for math.</td>
<td>Teacher Collaboration, Academic Support Program, Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>05/02/2019</td>
<td>06/30/2020</td>
</tr>
<tr>
<td>District Science Team</td>
<td>Dutton will have teacher representatives serve on the district science team to develop an implementation for the Next Generation Science Standards.</td>
<td>Teacher Collaboration, Curriculum Development, Technology</td>
<td>Tier 1</td>
<td>06/30/2016</td>
<td>06/30/2018</td>
<td>$0</td>
</tr>
</tbody>
</table>
Title II Part A

<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>Project Based Learning</td>
<td>Buck Institute provided training for teachers grades 2-5 to create science project based learning opportunities around the essential question, what do we know about the watershed in which we live in? This will also tie into our Outdoor Learning.</td>
<td>Teacher Collaboration, Direct Instruction, Professional Learning</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>07/10/2017</td>
<td>06/07/2019</td>
<td>$3544</td>
<td>Principal and teachers.</td>
</tr>
<tr>
<td>Reading Professional Development- Title II</td>
<td>All teachers will engage in various professional development opportunities, such as learning about and implementing activities centered on the instructional model and pacing guides. Thus, staff meetings and PLC meetings will be utilized so as to further develop effective instructional strategies, especially in the way of common core state standards. To incorporate technology into our individualized reading program, teachers and staff will utilize Read Naturally and Discovery Education along with other web based programs. Some teachers will also have Essentials of Reading training and bring back the knowledge to train our staff.</td>
<td>Teacher Collaboration, Professional Learning, Technology</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2013</td>
<td>06/06/2014</td>
<td>$641</td>
<td>Classroom teachers, Intervention specialist, support staff and Title 1 staff.</td>
</tr>
<tr>
<td>Marzano Framework Training</td>
<td>Some staff will be trained in the Marzano Instructional Framework. Staff training for all teachers will be ongoing and focus on development and implementation of goals and scales. Staff will also have SIOP training to help meet the needs of our English Language Learners.</td>
<td>Teacher Collaboration, Professional Learning, Technology</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2014</td>
<td>06/07/2019</td>
<td>$2052</td>
<td>Some staff and principal.</td>
</tr>
<tr>
<td>Battle Creek Science Units</td>
<td>Our district will begin professional training and implementation of Battle Creek Science Units.</td>
<td>Curriculum Development, Professional Learning, Technology</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>09/01/2016</td>
<td>06/30/2020</td>
<td>$1687</td>
<td>Teachers and principal.</td>
</tr>
<tr>
<td>Reading-Professional Development Kent ISD</td>
<td>Teachers will attend professional development at Kent Intermediate School District in the area of reading.</td>
<td>Professiona l Learning</td>
<td>09/06/2013</td>
<td>06/06/2014</td>
<td>$0</td>
<td>Classroom Teachers.</td>
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<tr>
<td>Grade Level Problem Solving</td>
<td>Staff will collaborate multiple times throughout the year to create grade level and building level meeting structures designed to analyze student data (all tiers of instruction) 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? PLC's will focus on reading, math SMART Goals, and behavior.</td>
<td>Teacher Collaboration, Technology Tier 1 Implement</td>
<td>07/01/2014</td>
<td>06/07/2019</td>
<td>$0</td>
<td>Principal and select staff.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development-Title II</td>
<td>Grade level teachers will collaborate on developing a common understanding of our new rubrics and checklists. Teachers will discuss district pacing guides to create common approaches to student writing. Staff meetings and PLC meetings will be used to further develop effective instructional strategies, specifically focusing on Common Core State Standards. Trained literacy coaches will be available to work with all staff members to model lessons and provide research based models of literacy instruction.</td>
<td>Professiona l Learning</td>
<td>09/03/2013</td>
<td>06/06/2014</td>
<td>$0</td>
<td>Classroom Teachers, District Literacy Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Learning Labs</td>
<td>Teachers will be involved in Classroom Learning Labs in order to 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 2013-2015 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. Learning labs are continuing across all subjects following the Marzano Framework.</td>
<td>Teacher Collaboration, Professiona l Learning, Technology Tier 1 Monitor</td>
<td>09/02/2014</td>
<td>06/07/2019</td>
<td>$0</td>
<td>Classroom Teachers, District CLL Coordinator</td>
<td></td>
<td></td>
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<tr>
<td>Classroom Learning Labs</td>
<td>Teachers will be involved in Classroom Learning Labs in order to 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 2016-2018 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators.</td>
<td>Teacher Collaboration, Professiona l Learning, Technology Tier 1 Implement</td>
<td>09/01/2014</td>
<td>06/07/2019</td>
<td>$0</td>
<td>Classroom Teachers, District CLL Coordinator</td>
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</tr>
</tbody>
</table>
**Thinking Maps**

We are planning on sending 1 staff member to a Training of Trainers for Thinking Maps at KISD. As well as having a follow-up Thinking Map trainer come in to train the entire staff as part of professional development. We will continue our training with Thinking Maps this year. By the end of the year, all staff will have been trained in 8 thinking maps.

**Data Meetings**

Teaching staff will continue to implement student data meetings at least once a month 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.

**Reading Professional Development-Kent ISD**

Teachers will attend professional development at Kent Intermediate School District in writing.

**Classroom Learning Labs**

Teachers will be involved in Classroom Learning Labs in order to 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 2013-2015 we will continue to use this model of learning with more staff as well as develop teacher leader facilitators. Classroom learning labs continue under the umbrella of Marzano.

**Math Professional Development**

Dutton staff will have professional development around mathematics to grow in their knowledge of instruction.

**Math Professional Development-Kent ISD**

Teachers will attend professional development in math.

**Other**

<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><strong>Other</strong></td>
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<td><strong>Activity Name</strong></td>
<td><strong>Activity Description</strong></td>
<td><strong>Activity Type</strong></td>
<td><strong>Tier</strong></td>
<td><strong>Phase</strong></td>
<td><strong>Begin Date</strong></td>
<td><strong>End Date</strong></td>
<td><strong>Resource Assigned</strong></td>
<td><strong>Staff Responsible</strong></td>
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<table>
<thead>
<tr>
<th>Title I Part A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity Name</strong></td>
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<tr>
<td>Outdoor Learning</td>
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</tbody>
</table>

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<th>Activity Name</th>
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<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Engagement</td>
<td>At our district and school Title 1 meetings, we continue to improve our family engagement plan for at risk student families. We will also provide The Reading Newsletter to our parents. As we monitor our parent involvement piece our next layer of family engagement is to have a district Title 1 kick off in the fall, Math Title 1 in the winter, and Reading Title 1 in the spring. These are intentionally planned during high parent involvement dates.</td>
<td>Teacher Collaboration, Materials, Technology</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/08/2015</td>
<td>06/30/2020</td>
<td>$30685</td>
<td>Title 1 staff, Principal, Intervention Specialist.</td>
</tr>
<tr>
<td>Staff Development for At Risk</td>
<td>At staff meetings, we continue to look into best practices on how to best reach at risk students in the core. This year we also will be meeting as a group of teachers, principal, curriculum director and support from KISD to transition to a School wide Title 1 model.</td>
<td>Teacher Collaboration, Professional Learning, Technology</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/08/2015</td>
<td>06/07/2019</td>
<td>$1472</td>
<td>Principal and teachers.</td>
</tr>
</tbody>
</table>
MTSS-Interventions | Staff will intervene appropriately for those students that need more attention relevant to particular standards. Keeping in mind the instructional model, staff members will design a plan relevant to impacted students so they are effectively engaged. Resources will come in the form of the teacher and Title 1 funded para-professionals through technology integration (i.e. 95% Group phonics lesson library materials, software, web-based products, and small group teaching). In addition students will be assessed using common formative assessments. Based on performance students will receive differentiated instruction on recognized learning deficits. Dutton staff will continue to collect and analyze data to inform their instruction. Most importantly, our staff members are offered tremendous support in creating and providing intervention strategies.

| Teacher Collaborati on, Academic Support Program, Technology |
| Tier 2 | Monitor |
| 09/01/2015 | 06/30/2020 | $62723 |

Classroom teachers, Title 1 staff, support staff and building principal.