

School Improvement Plan 2019-20

Chatfield School

Chatfield School

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Overview

Plan Name

School Improvement Plan 2019-20

Plan Description

Single Building School Improvement Plan

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Chatfield School will become proficient in Mathematics.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$37000
2	All students at Chatfield School will become proficient readers.	Objectives: 1 Strategies: 4 Activities: 5	Academic	\$53000
3	All students at Chatfield School will become proficient writers.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0
4	All students at Chatfield School will become proficient in Social Studies.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$0
5	All students at Chatfield School will be proficient in Science.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$2000
6	All Chatfield Students will receive social and emotional support.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$35000

Goal 1: All students at Chatfield School will become proficient in Mathematics.

Measurable Objective 1:

A 3% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, 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 Level 1 or 2 in Mathematics by 06/11/2020 as measured by State Assessment..

Strategy 1:

Mathematics Response to Intervention. - Students who have been identified in the bottom 30% or in need of additional support in Mathematics will receive additional support from a Mathematics Consultant during the school day. The Mathematics Consultant will provide the staff with training and strategies that will be student specific. The Mathematics Consultant will work with the staff in the collection and analysis of student data.

Category: Mathematics

Research Cited: "Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle School." National Center for Education Evaluation and Regional Assistance, 2009

Tier: Tier 3

Activity - Screen all students and identify students performing below grade level on the NWEA MAP Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students take NWEA MAP and AIMS Web Math screening assessments. Teachers and Mathematics Coach identify students performing below grade level in math.	Academic Support Program, Teacher Collaboration, Technology	Tier 1	Monitor	08/26/2019	06/11/2020	\$34000	Title I Part A, Section 31a	Directors, Math School Improvement Committee, all homeroom teachers, Mathematics Coach
Activity - Plan, develop and implement interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers use NWEA MAP Math test data and AIMS Web Math student data to create interventions and instructional groupings. An intervention will be working in small groups with the Mathematics Coach. Teachers will all receive professional development for the Bridges Math Program K-4	Academic Support Program, Teacher Collaboration, Technology	Tier 1	Monitor	08/26/2019	06/11/2020	\$2000	General Fund	Directors, Math School Improvement Committee, Homeroom teachers. Mathematics Coach
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Strategy 2:

Number Fluency - Teachers will use Bridges Number Corner daily and lessons to work with their homerooms to have a better understanding of Number Fluency

Category: Mathematics

Research Cited: Using Research to Develop Computational Fluency in Young Mathematician. Tricia O'Loughlin

October 2007, Volume 14, Issue 3, Page 132

Tier: Tier 1

Activity - Number Corner	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Manipulatives, Number Corner, will be used by the K-5 teachers to demonstrate number concepts.	Materials, Direct Instruction, Technology	Tier 1	Monitor	08/26/2019	06/11/2020	\$0	No Funding Required	Directors, All K-2 teachers, Mathematics School Improvement Team, Mathematics Coach

Strategy 3:

Bridges PD - Teachers will participate in professional development in the Bridges Math Program (K-5).

Category: Mathematics

Research Cited: National Council of the Teachers of Mathematics, "Professional Standards for Teaching Math."

Tier: Tier 1

Activity - Mentor Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will meet on a regular basis to share and mentor each other with the implementation of the Bridges Mathematics Program.	Academic Support Program	Tier 1	Implement	08/26/2019	06/11/2020	\$1000	General Fund	Directors, K-5 homeroom teachers.

Goal 2: All students at Chatfield School will become proficient readers.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency of level 1 or 2 in English Language Arts by 06/11/2020 as measured by on the 2020 ELA State Assessment in reading for grades 3-8 and reading at grade level in grades K-2.

Strategy 1:

Reading Consultant - The Reading Consultant will provide the staff with training and strategies that will be student specific and provide assistance focusing on intervention for at risk readers. The Reading Consultant will work with the Response to Intervention team to provide additional services to the students. The Reading Consultant will help train staff in the collection and analysis of student data. The Reading Consultant will work with students identified as at risk readers in individual or small group meetings.

Category: English/Language Arts

Research Cited: Standards and roles of the Elementary and Middle School Literacy Coach, International Reading Association 2006

Tier: Tier 3

Activity - Reading Consultant	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Reading Consultant will assist staff in identification of struggling readers across the grade levels. Reading Consultant will provide staff with ongoing professional development and strategies to utilize in the classroom with individual students based upon student need. Consultant will provide pull out program and service students identified as most at risk by our Response to Intervention team.	Academic Support Program, Teacher Collaboration	Tier 3	Monitor	08/26/2019	06/11/2020	\$43000	Title I Part A	Directors, ELA School Improvement Team, All teachers, Reading Consultant

Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Consultant will assist staff in meeting with parents of at risk readers to develop plans to help students improve. Reading Consultant will provide parents with strategies on how to work with the individual student. Reading Consultant will bring in presenters to work with parents and students to provide them with reading strategies and parent education.	Parent Involvement	Tier 3	Implement	08/26/2019	06/11/2020	\$0	No Funding Required	Directors, ELA School Improvement Team, All teachers and Reading Consultant

Strategy 2:

Additional Instruction/RTI - Students who are identified as being at risk readers will be invited to receive additional instruction time in a summer tutoring program. NWEA testing, local developed and state assessments will be utilized to identify at risk readers.

Chatfield School

Category: English/Language Arts

Research Cited: "Assisting Students Struggling with Reading: Response to Intervention for Elementary and Middle Schools" National Center for Education Evaluation and Regional Assistance, 2009

Tier: Tier 3

Activity - Summer Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified as at risk readers will be invited to participate in a summer tutoring program in which they will receive additional reading instruction.	Academic Support Program	Tier 3	Monitor	08/26/2019	06/11/2020	\$10000	Title I Part A	Directors, ELA School Improvement Team, All teachers

Strategy 3:

Best Practices - Staff will participate in professional development to improve literacy instruction and implementation of best practices in their daily reading instruction.

Category: English/Language Arts

Research Cited: Professional development for literacy teaching: the evidence from effective teachers, Journal of In-Service Education, David Wray and Jane Medwell (2000)

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will receive training in phonics instruction focused on Literacy Essential #4 and #5. Teachers will be given time to work with the Reading Consultant. Teaching teams will share best practices in phonics instruction.	Direct Instruction, Professional Learning	Tier 1	Monitor	08/26/2019	06/11/2020	\$0	No Funding Required	Directors, ELA School Improvement Team, All teachers

Strategy 4:

Vocabulary Instruction - Teachers will provide students with opportunities for explicit and implicit vocabulary instruction on a regular basis in literacy instruction.

Category: English/Language Arts

Research Cited: Teaching and Learning Vocabulary: Bringing Research to Practice, 2005

Tier: Tier 1

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will implement Literacy Essential #7 into the daily classroom instruction. The teacher will implement child friendly explanations, word part study (morphology) and use of expanded vocabulary in meaningful context.	Academic Support Program	Tier 1	Monitor	08/26/2019	06/11/2020	\$0	General Fund	Directors, School Improvement Team (Reading), Homeroom Teachers
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Goal 3: All students at Chatfield School will become proficient writers.

Measurable Objective 1:

A 3% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, 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 of level 1 or 2 in Writing by 06/11/2020 as measured by on the 2020 ELA State Assessment in Writing..

Strategy 1:

Improving Writing Skills - Teachers will provide direct instruction and curriculum alignment to improve areas of weakness that have been identified by analysis of M-Step.

Category: English/Language Arts

Research Cited: Best practices in Writing Instruction Graham, Steve, Charles A. MacArthur, and Jill Fitzgerald, eds. Best practices in writing instruction. Guilford Press, 2013

Tier: Tier 1

Activity - Students will learn to write and identify Authors Purpose.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn how to identify author's purpose in various genres of writing and learn to write for specific purposes. Students will produce writing pieces that meet the criteria for each purpose that authors write according to CCSS.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/11/2020	\$0	No Funding Required	Directors, Writing School Improvement Committee, all teachers
Activity - Writing Stamina	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will compose written responses resembling M-Step written responses at least once per quarter. Students will practice keyboarding skills to compose written responses using computers.	Direct Instruction, Technology	Tier 1	Implement	08/26/2019	06/11/2020	\$0	No Funding Required	Directors, Writing School Improvement Team, All Homeroom Teachers.
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Activity - Multiple Sources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read informational text on a computer and cite sources using the informational text. Citing will be done in a written response. K-8 students will receive instruction on how to identify and cite evidence to support a written response.	Direct Instruction, Technology	Tier 1	Implement	08/26/2019	06/11/2020	\$0	No Funding Required	Directors, Writing School Improvement Team, All Teachers

Strategy 2:

Goal Setting - Teachers and students will evaluate student writing and data to set goals and improve instruction.

Category: English/Language Arts

Research Cited: Rader, Laura A. "Goal Setting for Students and Teachers Six Steps to Success." The Clearing House: A Journal of Educational Strategies, Issues and Ideas 78.3 (2005): 123-126

Tier: Tier 1

Activity - Peer Revision	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide at least three opportunities per year for students to evaluate students writing samples. Students will justify their reasons for revision and editing in the following areas: conventions, spelling, usage, organization, style and voice.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/11/2020	\$0	No Funding Required	Directors, All homeroom teachers, Writing School Improvement Team.

Goal 4: All students at Chatfield School will become proficient in Social Studies.**Measurable Objective 1:**

A 3% increase of Fifth and Eighth grade Black or African-American, Asian, Bottom 30%, White, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, 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 of level 1 or 2 in Social Studies by 06/11/2020 as measured by the 2020 Social Studies State Assessment.

Strategy 1:

Analyzing Maps, Graphs and Charts - To provide more opportunities for students to improve their ability to use critical thinking skills when reading and analyzing various types of maps, graphs and charts.

Category: Social Studies

Research Cited: Making Sense of Graphs: Critical Factors Influencing Comprehension and Instructional Implications, Friel, Susan N., Curcio, Frances R., Bright, George W., Journal for Research in Mathematics Education 2001.

Tier: Tier 1

Activity - Analyzing maps, Charts and Graphs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Homeroom teachers will provide students with a mapping, chart/graph analysis lesson in which students will be asked to collect data, analyze, and interpret information.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/11/2020	\$0	No Funding Required	Homeroom Teachers, Directors, Social Studies School Improvement Team

Strategy 2:

Analyzing Non-Fiction Text - To provide more opportunities to dissect informational text utilizing the four elements of non-fiction text: Author's purpose, major ideas, supporting aids and vocabulary.

Category: Social Studies

Research Cited: "Ways to Teach About Informational Text" by Barbara A. Marinak and Linda B. Gambrell/ National Council for the Social Studies

Tier: Tier 1

Activity - Analyzing Non-Fiction Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will use text mapping to make meaning of informational text, to identify author's purpose and important vocabulary.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/11/2020	\$0	No Funding Required	Directors, Social Studies School Improvement Committee and all Teachers
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Strategy 3:

Standards Alignment - Teachers will review the new Social Studies State Standards and exploring grade level alignment.

Category: Social Studies

Research Cited: Curriculum Alignment Research Suggests that Alignment Can Improve Student Achievement. David Squires, 2012

Tier: Tier 1

Activity - Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level team will explore the new standards and conduct and audit of what they currently teach and create a matrix of what changes need to be made at each grade level to achieve alignment to the new standards.	Professional Learning	Tier 1		08/26/2019	06/11/2020	\$0	General Fund	Directors, Homeroom Teachers, Social Studies School Improvement Team Members

Goal 5: All students at Chatfield School will be proficient in Science.

Measurable Objective 1:

A 3% increase of Fourth and Seventh grade Black or African-American, Asian, Bottom 30%, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, 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 of level 1 or 2 in Science by 06/11/2020 as measured by the Science State Assessment..

Strategy 1:

Lab/inquiry based instruction - Teachers will incorporate lab based and inquiry based instruction allowing data collection, graphing and drawing conclusions by analyzing data within instructional units.

Category: Science

Research Cited: Scientific and Engineering Practices in the K-12 Classroom. Rodger Bybee December 2011 NSTA Journal

Tier: Tier 1

Activity - Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with project based and inquiry based learning that allow for student data, data collection, analysis and draw conclusions. Teachers will utilize best teaching practices. Teachers will implement PLTW in grades K-5.	Materials, Direct Instruction, Technology	Tier 1	Monitor	08/26/2019	06/11/2020	\$2000	General Fund	Directors, Science School Improvement Team, All homeroom teachers

Strategy 2:

Informational Reading Instruction - Teachers will provide students with reading strategies to comprehend and use informational text.

Category: English/Language Arts

Research Cited: Challenging Task in Appropriate Text: Designing Discourse Communities to Increase the Literacy Growth of Adolescent Struggling Readers. Sharron Lynn Russell March 2005

Tier: Tier 1

Activity - Instructional Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase Science Instructional time in the K-5th grades. Four Science instruction sessions are to be taught every week. These sessions will include informational reading, informational writing, and inquiry based instruction. Teachers will implement PLTW units into their Science Instruction.	Direct Instruction	Tier 1	Implement	08/26/2019	06/11/2020	\$0	No Funding Required	Directors, Science School Improvement Team, All K-4 homeroom teachers.

Activity - Claim-Evidence-Reasoning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use informational text to allow instruction on claim-evidence-reasoning.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/11/2020	\$0	No Funding Required	Directors, All homeroom teachers, Science School Improvement Team

Goal 6: All Chatfield Students will receive social and emotional support.

Measurable Objective 1:

increase student growth by providing a licensed school counselor to meet the social and emotional needs of students. by 06/11/2020 as measured by decline in student discipline referrals and negative student behaviors..

Strategy 1:

Character Education - The school counselor will help teachers implement Smart Character Choices Curriculum.

Category: School Culture

Research Cited: Punished by Rewards, Alfie Kohn

Control Theory, William Glasser

Teaching with the Brain in the Middle, Eric Jensen

The Classroom of Choice, Jonathan Erwin

Tier: Tier 1

Activity - Morning Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The counselor and classroom teachers will implement morning meetings to demonstrate, practice or model positive behaviors.	Behavioral Support Program	Tier 1	Implement	08/26/2019	06/11/2020	\$35000	Section 31a	School Directors, School Counselor

Activity - Character Ed Classroom Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When specific Character Education issues arise in specific classrooms the school counselor will go into the classroom and work with the teacher and all students.	Behavioral Support Program	Tier 1	Monitor	08/26/2019	06/11/2020	\$0	No Funding Required	School Directors, School Counselor, Classroom Teachers

Activity - Individual/Small Group Counseling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Any student who needs social or emotional support can request to meet with the school counselor, individually or in a small group setting.	Behavioral Support Program	Tier 1	Implement	08/26/2019	06/11/2020	\$0	No Funding Required	School Directors, School Counselor

Activity - Leadership Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A Middle School leadership program will be implemented where Middle School Students mentor and educate other students.	Behavioral Support Program	Tier 1	Implement	08/26/2019	06/11/2020	\$0	General Fund	School Directors, School Counselor
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Plan, develop and implement interventions	Teachers use NWEA MAP Math test data and AIMS Web Math student data to create interventions and instructional groupings. An intervention will be working in small groups with the Mathematics Coach. Teachers will all receive professional development for the Bridges Math Program K-4	Academic Support Program, Teacher Collaboration, Technology	Tier 1	Monitor	08/26/2019	06/11/2020	\$2000	Directors, Math School Improvement Committee, Homeroom teachers. Mathematics Coach
Mentor Meetings	K-5 teachers will meet on a regular basis to share and mentor each other with the implementation of the Bridges Mathematics Program.	Academic Support Program	Tier 1	Implement	08/26/2019	06/11/2020	\$1000	Directors, K-5 homeroom teachers.
Leadership Development	A Middle School leadership program will be implemented where Middle School Students mentor and educate other students.	Behavioral Support Program	Tier 1	Implement	08/26/2019	06/11/2020	\$0	School Directors, School Counselor
Teaching	Teachers will provide students with project based and inquiry based learning that allow for student data, data collection, analysis and draw conclusions. Teachers will utilize best teaching practices. Teachers will implement PLTW in grades K-5.	Materials, Direct Instruction, Technology	Tier 1	Monitor	08/26/2019	06/11/2020	\$2000	Directors, Science School Improvement Team, All homeroom teachers
Curriculum Alignment	Grade level team will explore the new standards and conduct and audit of what they currently teach and create a matrix of what changes need to be made at each grade level to achieve alignment to the new standards.	Professional Learning	Tier 1		08/26/2019	06/11/2020	\$0	Directors, Homeroom Teachers, Social Studies School Improvement Team Members

Vocabulary Instruction	Teachers will implement Literacy Essential #7 into the daily classroom instruction. The teacher will implement child friendly explanations, word part study (morphology) and use of expanded vocabulary in meaningful context.	Academic Support Program	Tier 1	Monitor	08/26/2019	06/11/2020	\$0	Directors, School Improvement Team (Reading), Homeroom Teachers
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Screen all students and identify students performing below grade level on the NWEA MAP Math	All students take NWEA MAP and AIMS Web Math screening assessments. Teachers and Mathematics Coach identify students performing below grade level in math.	Academic Support Program, Teacher Collaboration, Technology	Tier 1	Monitor	08/26/2019	06/11/2020	\$29000	Directors, Math School Improvement Committee, all homeroom teachers, Mathematics Coach
Morning Meetings	The counselor and classroom teachers will implement morning meetings to demonstrate, practice or model positive behaviors.	Behavioral Support Program	Tier 1	Implement	08/26/2019	06/11/2020	\$35000	School Directors, School Counselor

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Screen all students and identify students performing below grade level on the NWEA MAP Math	All students take NWEA MAP and AIMS Web Math screening assessments. Teachers and Mathematics Coach identify students performing below grade level in math.	Academic Support Program, Teacher Collaboration, Technology	Tier 1	Monitor	08/26/2019	06/11/2020	\$5000	Directors, Math School Improvement Committee, all homeroom teachers, Mathematics Coach

Summer Tutoring	Students who are identified as at risk readers will be invited to participate in a summer tutoring program in which they will receive additional reading instruction.	Academic Support Program	Tier 3	Monitor	08/26/2019	06/11/2020	\$10000	Directors, ELA School Improvement Team, All teachers
Reading Consultant	The Reading Consultant will assist staff in identification of struggling readers across the grade levels. Reading Consultant will provide staff with ongoing professional development and strategies to utilize in the classroom with individual students based upon student need. Consultant will provide pull out program and service students identified as most at risk by our Response to Intervention team.	Academic Support Program, Teacher Collaboration	Tier 3	Monitor	08/26/2019	06/11/2020	\$43000	Directors, ELA School Improvement Team, All teachers, Reading Consultant

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Claim-Evidence-Reasoning	Teachers will use informational text to allow instruction on claim-evidence-reasoning.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/11/2020	\$0	Directors, All homeroom teachers, Science School Improvement Team
Peer Revision	Teachers will provide at least three opportunities per year for students to evaluate students writing samples. Students will justify their reasons for revision and editing in the following areas: conventions, spelling, usage, organization, style and voice.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/11/2020	\$0	Directors, All homeroom teachers, Writing School Improvement Team.
Instructional Time	Teachers will increase Science Instructional time in the K-5th grades. Four Science instruction sessions are to be taught every week. These sessions will include informational reading, informational writing, and inquiry based instruction. Teachers will implement PLTW units into their Science Instruction.	Direct Instruction	Tier 1	Implement	08/26/2019	06/11/2020	\$0	Directors, Science School Improvement Team, All K-4 homeroom teachers.

Multiple Sources	Students will read informational text on a computer and cite sources using the informational text. Citing will be done in a written response. K-8 students will receive instruction on how to identify and cite evidence to support a written response.	Direct Instruction, Technology	Tier 1	Implement	08/26/2019	06/11/2020	\$0	Directors, Writing School Improvement Team, All Teachers
Analyzing maps, Charts and Graphs	Homeroom teachers will provide students with a mapping, chart/graph analysis lesson in which students will be asked to collect data, analyze, and interpret information.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/11/2020	\$0	Homeroom Teachers, Directors, Social Studies School Improvement Team
Students will learn to write and identify Authors Purpose.	Students will learn how to identify author's purpose in various genres of writing and learn to write for specific purposes. Students will produce writing pieces that meet the criteria for each purpose that authors write according to CCSS.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/11/2020	\$0	Directors, Writing School Improvement Committee, all teachers
Writing Stamina	Students will compose written responses resembling M-Step written responses at least once per quarter. Students will practice keyboarding skills to compose written responses using computers.	Direct Instruction, Technology	Tier 1	Implement	08/26/2019	06/11/2020	\$0	Directors, Writing School Improvement Team, All Homeroom Teachers.
Professional Development	All staff will receive training in phonics instruction focused on Literacy Essential #4 and #5. Teachers will be given time to work with the Reading Consultant. Teaching teams will share best practices in phonics instruction.	Direct Instruction, Professional Learning	Tier 1	Monitor	08/26/2019	06/11/2020	\$0	Directors, ELA School Improvement Team, All teachers
Individual/Small Group Counseling	Any student who needs social or emotional support can request to meet with the school counselor, individually or in a small group setting.	Behavioral Support Program	Tier 1	Implement	08/26/2019	06/11/2020	\$0	School Directors, School Counselor
Character Ed Classroom Lessons	When specific Character Education issues arise in specific classrooms the school counselor will go into the classroom and work with the teacher and all students.	Behavioral Support Program	Tier 1	Monitor	08/26/2019	06/11/2020	\$0	School Directors, School Counselor, Classroom Teachers

Parent Education	Reading Consultant will assist staff in meeting with parents of at risk readers to develop plans to help students improve. Reading Consultant will provide parents with strategies on how to work with the individual student. Reading Consultant will bring in presenters to work with parents and students to provide them with reading strategies and parent education.	Parent Involvement	Tier 3	Implement	08/26/2019	06/11/2020	\$0	Directors, ELA School Improvement Team, All teachers and Reading Consultant
Number Corner	Manipulatives, Number Corner, will be used by the K-5 teachers to demonstrate number concepts.	Materials, Direct Instruction, Technology	Tier 1	Monitor	08/26/2019	06/11/2020	\$0	Directors, All K-2 teachers, Mathematics School Improvement Team, Mathematics Coach
Analyzing Non-Fiction Text	Teachers will use text mapping to make meaning of informational text, to identify author's purpose and important vocabulary.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/11/2020	\$0	Directors, Social Studies School Improvement Committee and all Teachers