



School Improvement Plan

Washington Elementary School

Marysville Public 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

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

Title I Targeted Assistance Diagnostic

Introduction

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

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

How was the comprehensive needs assessment conducted?

All staff participated in the process of conducting a needs assessment under the direction of the building leadership team. The school improvement team consists of four teachers and the building principal and met weekly to collect and review data to compile the needs assessment including perception, student achievement, demographic and program/process data.

PROCESS DATA - Process data is reviewed each year using measurable rubrics to collect feedback and input from all stakeholders. There is a District MTSS committee, that includes administrative and teaching staff from all five buildings as well as district administration from central office. This team completes MTSS assessment protocols that review all school improvement initiatives. This information is shared out at the building level through the building MTSS/leadership team members during our monthly 90 minute Professional Learning Community meetings. The parent organization group is also provided an opportunity to share in the review of our programs at monthly meetings. Community stakeholders are informed and offered opportunities for feedback at various meetings such as Rotary, School Board and communications via social media platforms.

DEMOGRAPHIC DATA:

Demographic data is reviewed annually by the school leadership team using MiSchooldata.org. Decisions for school improvement are determined based on the data findings.

ACADEMIC DATA:

Achievement data is collected throughout the year using various assessment measures (ie. Universal District Benchmark Assessments, DRA's, State Assessments, and district formative assessments). This data is reviewed with the building leadership team, school improvement teams, and building grade level teams. The results are shared with all stakeholders using a variety of communication methods such as newsletters, report cards, progress reports, data binders, parent/teacher conferences, and parent organization group meetings.

PERCEPTION DATA- Surveys of parents, students, and staff are done on-line with questions including but not limited to: school safety, academics, and school culture. This data is collected minimally one time a year to gather information and feedback about our school. In addition perception data is collected after various school programs, events, and meetings.

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

We use multiple processes to identify and support children who are failing or most at risk of failing throughout the school year.

1. DATA ANALYSIS MEETING: The building principal and Literacy Coach meet with grade level teams monthly to identify students at risk
SY 2019-2020

of failing in ALL FOUR CORE ACADEMICS AREAS based on screening and progress monitoring data, placement data, M-STEP data, and formative and summative district assessments. The team uses the data and determines appropriate interventions in ALL FOUR CORE ACADEMIC AREAS to meet student needs.

2. Monthly Building Intervention Team Meeting: Monthly BIT meetings are held as a Tier 2 support process. Classroom teacher, building principal, teacher consultant, and school social worker are involved with analyzing student learning data and developing an intervention plan based on the data in ALL FOUR CORE ACADEMIC AREAS along with behavior data.

3. Grade level Planning Meetings: Classroom teachers meet regularly to determine additional instructional needs based on data in ALL FOUR CORE ACADEMIC AREAS. Data sources include: formative assessments, classroom observations and progress monitoring.

SERVICES FOR ELIGIBLE STUDENTS:

Services are provided in the FOUR CORE ACADEMICS AREAS for our identified Title I students based on the above stated identification process. Services include direct small group instruction during the school day (intervention block). All services are embedded within the building School Improvement plan.

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

Assessments used to determine eligibility for Title I programs and services are directed, systematic and timely. Assessment results are analyzed and students demonstrating the greatest need are selected to participate in Title I services. Each assessment is aligned to the curriculum and school improvement goals.

They include:

Identified District Benchmark Assessments (K-5)
DRA (K-2 and as needed 3-5)
Standards based assessments (K-5)
M-STEP data (3-5)
Classroom assessments (K-5)
Corrective Reading assessments (3-5)
Title I Targeted Assistance Diagnostic
MLPP Letter and sound identification (K)
Formative writing assessments using common rubric (K-5)
Reading Recovery Assessments (1st grade)

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

Kindergarten through 5th grade students utilize district screening and entrance assessments for identification to be eligible for Title I

services. District GSRP students are identified through state and federal criteria which includes at risk and economically disadvantaged.

We use a Kindergarten screener that was developed by our district, every incoming kindergarten student is tested and observed by a team of teachers. Students in K-2nd grade that fall below the grade level scores in our district benchmark assessment as well as other points of data will be brought to our Building Intervention Team to determine an individualized set of interventions to be used by the classroom teacher as well as Individualized Reading Improvement Plans are written for K-3 students and revisited 3 times a year.

Component 2: Services to Eligible Students

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

All students receive high quality core instruction. Title I provides intervention and re-teaching for students that do not meet established criteria in the 4 CORE ACADEMIC AREAS. Highly qualified paraprofessionals and an intervention specialist provide these services and continue to monitor progress for identified students Title I students receive the following supports:

- small group instruction within the school day
- Intervention Block with push in assistance from Title I staff
- Math interventions
- Reading Recovery for 1st graders
- Lexia Core 5
- Corrective Reading 3-5th grade

Component 3: Incorporated Into Existing School Program Planning

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

Data from multiple sources is utilized in the school improvement planning process. Data collected from Title I programs is also utilized to inform School Improvement strategies. All students receive high quality core instruction incorporating School Improvement strategies. Additional strategies to address the specific needs of identified students are included in each goal area.

The principal and members of the leadership team meets and reviews the School Improvement plan and provides feedback and support.

Component 4: Instructional Strategies

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

Instructional strategies to support eligible students during the school day:

-intervention block and differentiated small group instruction which includes activities, but not limited to, guided reading, five big literacy components, vocabulary review in all core academic areas, math facts and vocabulary, reteaching of concepts for math, social studies and science, and other online programs

-Teachers send home grade level appropriate summer skill packets that include a variety of learning activities including but not limited to, sight word review, math fact review, content books at student reading level for science and social studies, writing activities and a list of online websites for all four academic areas. Parents are also given the opportunity to purchase summer workbooks for support however any students in financial need workbooks are provided books at no charge.

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

All students including all eligible Title I students receive differentiated instruction in the 4 CORE AREAS. This best practice strategy is implemented utilizing strategic and intensive instructional groups. Teachers provide a workshop format that supports the primary reading series Open Court Reading and EL education materials during intervention block to deliver this form of instruction in the area of ELA. For math, teachers all utilized small group and individualized instruction for all students. They work on reteaching of math strategies, concepts and fact review. In Science and social studies, the teachers have content specific leveled readers to support (Newsela) the understanding of various science and social studies concepts. Vocabulary review is also integrated for science and social studies in small group instruction. In addition, to ensure quality instruction, all staff receive ongoing training in the above mentioned instructional programs through common planning, district provided professional development days and access to RESA consultants.

Allington, Richard. (2008). What Really Matters in Response to Intervention: Research-based Design. New York, NY: Pearson.

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

All students receive instruction in the 4 CORE AREAS. Identified Title I students receive additional instruction to provide catch up growth in the 4 CORE AREAS. This instruction occurs 4 days per week up to 30 minutes per day and does not occur during direct instruction with the regular classroom teacher. All Title I students are progress monitored weekly within the specific intervention program and monthly with our district determined assessment tool to ensure that the interventions and services are making a difference and accelerating their learning. All students utilize Lexia Core 5 which provides literacy instruction per their level above and below grade level.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

Supplemental instruction occurs in a variety of formats that do not interfere with the normal daily instruction. During the school day, extended learning opportunities are offered during intervention block, which does not take place during core instructional times. In addition, parents receive supplemental materials to support learning at home as well as opportunities to attend Parent Informational nights to receive specific support and training in the four core academic areas to extend their learning in the home.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

The Building Intervention Team meetings are attended by the classroom teacher, building principal, the elementary Teacher Consultant, Building Literacy Coach and school social worker. During these meetings, decisions are made regarding placement and programs and additional services needed to increase student learning. This process is also used for students with limited English proficiency. At times, the school utilizes the local RESA world language consultant to provide training and resources to staff, students and parents of limited English proficiency families. The Title I instructional specialist also meets with grade level teachers during common planning time and PLC meetings to discuss data and determine additional instructional needs for students, including students with limited English proficiency..

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

- ECSE transition process including parent meetings and student visitations to the building as well as multiple student visits in the spring to the future kindergarten placement classroom
- Kindergarten Orientation meeting which provides parents information regarding Kindergarten instructional program and access to resources to support children from preschool to kindergarten
- Communication with local pre-school regarding special school events
- Open house prior to the start of school for students and families to visit the classroom and meet the teachers
- the district has partnered with the local RESA to offer a Great Start Readiness Program (GSRP) for children that are four years of age, this program includes home visits twice a year to support families with a transition plan

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All paraprofessionals meet the requirements for Highly Qualified status in the event they are utilized for Title I programming if paraprofessionals are utilized for Title I programing in our school.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All instructional staff is highly qualified and meet requirements for highly qualified status	

Component 7: High Quality and Ongoing Professional Development/Learning

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

Staff receive ongoing Professional development throughout the school year in a variety of best practice instructional strategies. Staff has received and will continue to receive training in the following:

- Staff will continue to receive ongoing training in the implementation of Eureka Math (K-5), Open Court (K-3), and EL education (4-5) programs including training on the intervention strategies for students performing below grade level, in addition, staff have received training on how to best utilize the online resources that provide supplemental support.
- Staff attend various training from RESA consultants to support all student including eligible Title I students in the content areas of science and social studies. Training includes strategies to differentiate instruction to meet the individual needs of students (project based learning, online resources, etc.).
- Staff attend various training provided by the district and RESA consultant to support all students including eligible Title I students. training include Socratic circles, vocabulary instruction and comprehensions strategies in addition, staff collaboratively share online resources to support reading and writing instruction. Newsela, Raz kids, Moodle, Lexia Core 5, Accelerated Reader etc.

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

Parents receive professional development in all four core academic areas throughout the year. Trainings include parent information nights where parents have opportunities to participate in an instructional environment. They also receive training on how to utilize home supports, this training is provided by district staff. classroom volunteer opportunities are also provided to parents to run centers with training provided by the classroom teacher. School communications including newsletters, district/classroom websites and home/school support materials also list a variety of instructional strategies that include online resources to support parents and students at home.

Pupil services personnel and other staff receive training throughout the year on an as needed basis to ensure instructional fidelity. This training includes best practice instructional strategies in all four core academic areas and is provided by classroom teachers and the building principal.

A professional development plan and calendar are attached under the additional information section of the school improvement plan.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	The professional development plan will provide evidence of sustained and ongoing professional development for staff, support pupil service personnel and parents.	Washington PD plan

Component 8: Strategies to Increase Parental Involvement

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

Parents are involved in the design of the Title I programming to a limited extent. Input in the overall School Improvement Plan, including strategies for at-risk students, is obtained through the Parent Advisory Committee/STP and the Annual Title I parent meeting. The parent organization helps staff plan and implement various parent involvement activities throughout the year.

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

Parents are involved in the implementation of the Title I program by acting as classroom volunteers and providing additional support at home as suggested by classroom teachers and the building principal. They support extended day learning opportunities by providing transportation to/from the programs.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	-Annual Title I parent meeting feedback. -Individual parent conferences and feedback with Literacy Coach -Parent perception surveys -Informal feedback from parent volunteers and parent organizations	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

Assistance is provided to parents to understand academic standards and assessments through report card attachments which explain in simple terms the assessments given for each standard. Parents are informed on how to assist at home and monitor progress through classroom newsletters, individual meetings with the classroom teacher and/or Literacy Coach, as well as a school-wide family reading night. Information on working with children on homework and academic skills included in classroom and school newsletters.

All materials are made available to parents in a language they can understand. Materials and training are provided in a variety of formats, that include, but are not limited to:

- Annual Title I Parent meeting
- Monthly parent group (STP) meetings
- Parent Advisory Committee
- Parent representative on district SEDPAC

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- Family curriculum nights
- Open house
- Parent/Teacher conferences
- Classroom volunteer opportunities
- Transitional orientations (Kindergarten and middle school)

Training for all teaching staff regarding parent involvement and the importance of such was provided. Strategies for increasing parent involvement are included in each school improvement area. See parent involvement policy attached under the additional information section.

5. Describe how the parent involvement activities are evaluated.

Parents complete program surveys as well as perception surveys for the overall Title I program. Input is also gathered at the annual Title I parent meeting and at STP meetings.

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

Our parent compact was developed with input from all stakeholders. It contains commitments by students, staff and parents. The student commitments are those that support our school-wide Positive Behavior Intervention Support plan. The staff and parent commitments were generated by the stakeholders through meetings and discussions.

A committee of staff members reviewed sample compacts and gathered input from stakeholders to develop a draft compact. The draft compact was shared with the parent organization gain further input. The draft was shared with staff to gain consensus.

This compact is included on our school website and distributed during our Fall Open House prior to the first day of school.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	We have a Title I parent compact that was collectively developed and agreed upon by parents, staff and students. It is reviewed annually by all stakeholders.	Parent Teacher Compact

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

Standards based report cards in layman terms, avoiding educational jargon, are sent home quarterly. They include a parent attachment explaining each assessment and the standard it correlates with. Report cards

include an area for parent comments/questions and signature.

Progress reports (grades 3-5) are sent home mid-quarter with areas for parents to respond and ask questions if needed.

M-STEP parent reports are sent home annually and are written in parent friendly language.

Parent/teacher conferences are held annually for all students. Additional individual meetings are held as needed to communicate student progress.

Resources are available to ensure that parents receive and information in a language they understand, including interpreters if needed.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	The school has a Title I parent involvement policy that was collectively developed by staff and parents. The policy is shared with all stakeholders at the beginning of each school year and is reviewed and revised annually.	Washington Parent Involvement

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

The parent compact is distributed at open house prior to the start of school and distributed and shared again at parent teacher conferences in November.

Component 9: Coordination of Title I and Other Resources

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

Title I, Part A Interventions and instructional support provided by the building Literacy Coach. In addition to quality core instruction, identified Title I students receive research based intervention and support.

Title II, Part A

Data driven professional development related to goals and strategies. Professional development for all staff to enhance core instruction for Title I eligible students.

The school develops community resources to help support the eligible Title I students including:

Individual teachers requesting and training parent volunteers for specific activities, School Fire Liaison, coordination with local organizations for student support (Rotary, Lion's club, etc), Foster Grandparents, Lunch Buddies.

The district values the coordination with local learning organizations to enhance programming at all levels.

We collaborate with many agencies, including, but not limited to:

- Public library
- Student teachers from various universities
- Baker College and Saginaw Valley student observations
- Port Huron Museum
- Local art studios
- Michigan Arts and Humanities Council

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

The school provides the following programs to support coordination and integration of Federal, State and Local programs. Below is a list of programs and grade levels they are offered to:

- Free and reduced breakfast and lunch program (all qualifying K-5 students)
- Anti-Bullying program provided by School Social Worker in all K-5 classrooms

Component 10: Ongoing Review of Student Progress

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

Progress of participating students is reviewed on a regular basis utilizing a variety of assessment tools, including, but not limited to:

- BIT meetings
- District benchmark and progress monitoring assessments
- Corrective Reading and Reading Recovery assessments
- DRA
- Standards based math assessments and weekly math checkpoints
- Science and Social Studies standards based unit assessments

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

Staff, building principal, curriculum director and classroom teachers review the targeted assistance program throughout the year. Staff meet monthly as a grade level to review classroom and individual student data to ensure programs meet the needs of students. Through the BIT process programs and interventions are monitored monthly and revisions are made on data findings. The Literacy Coach and building principal meet annually to revise programs and services based on student data (state and local) as well as feedback from all stakeholders.

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

Training is provided to all teachers based on needs identified through student achievement data and teacher surveys. Staff who may provide extended day/year programs will receive additional training based on the needs of the students they will instruct.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

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

The school meets with all stakeholders at least annually to evaluate implementation of targeted assistance programs. Data is collected through individual meetings, surveys and informal feedback from the stakeholders. In addition, student progress data is reviewed to ensure program deliver and implementation are effective.

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

All stakeholders will review this plan annually. The process begins with the comprehensive needs assessment, which is completed by the Building Leadership Team with support of various stakeholders. Perception, demographic, academic and process data is analyzed. Assessment data, including state, national and locally developed assessments, will be compared to identified goals. Goals and strategies will be adjusted based upon findings.

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

Local Data is collected monthly on student progress with the district benchmark/progress monitor assessment and weekly with specific program assessments to determine program effectiveness. Preliminary state data is utilized to review program effectiveness with all identified students and then decisions are made on any necessary revisions or additions needed to programs.

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

Staff, classroom teachers and building principal, meet at least 3 times a year to review progress of students and overall program fidelity.

2019-20 Plan for School Improvement Plan

Overview

Plan Name

2019-20 Plan for 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.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Washington Elementary will be proficient in English Language Arts across the curriculum.	Objectives: 3 Strategies: 9 Activities: 37	Academic	\$0
2	All students at Washington Elementary will be proficient in math.	Objectives: 2 Strategies: 6 Activities: 26	Academic	\$0
3	All students at Washington Elementary will be proficient in Science.	Objectives: 2 Strategies: 4 Activities: 13	Academic	\$0
4	All students at Washington Elementary will be proficient in Social Studies.	Objectives: 2 Strategies: 4 Activities: 12	Academic	\$0
5	All Marysville Public Schools students and parents will have opportunities to learn about career development.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: All students at Washington Elementary will be proficient in English Language Arts across the curriculum.

Measurable Objective 1:

60% of All Students will demonstrate a proficiency in reading in English Language Arts by 06/30/2020 as measured by the state assessment.

Strategy 1:

Classroom Instruction That Works - Best Practice - All K-5 and special education teachers will implement strategies from Classroom Instruction That Works on a daily basis to instruct students in order to increase literacy proficiency across the curriculum.

Category: English/Language Arts

Research Cited: Classroom Instruction That Works: Researched based strategies for Increasing Student Achievement (Dean, Hubbell, Pietler, and Stone, & Marzano, 2013)

Tier: Tier 1

Activity - Teacher Training - CITW	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing job embedded training for all staff in Classroom Instruction That Works focusing on research based strategies that have the most positive effect on student learning.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	building principals, curriculum director, technology specialist, literacy coach and special education supervisor
Activity - Curriculum Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Training will be provided to all staff in curriculum assessment, instruction and alignment related to common core standards in ELA	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	Principal and selected K-5 and special education staff, literacy coach and RESA consultants
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Activity - Training materials - CITW	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 and special education teachers will be provided materials to support ongoing implementation of Classroom Instruction That Works strategies.	Materials	Tier 1	Implement	09/03/2019	06/30/2020	\$0	General Fund	Building Principal, curriculum director, literacy coach,

Activity - Monitoring Best Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will monitor the effective implementation of best practice instruction through lesson plan reviews, classroom walkthroughs/observations, and conversations with students and staff.	Walkthrough	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	No Funding Required	Building Principal and literacy coach

(shared) Strategy 2:

Multi-Tiered Systems of Supports - Classroom teachers will provide Tier 1 support through various research based instructional strategies, including differentiated instruction. This will include whole group, small group and individual one to one instruction, conferencing, centers/stations and the use of technology.

Category: Learning Support Systems

Research Cited: Professional Learning Communities at Work (DuFour, et al, 1998)

Power Standards (Ainsworth, 2003)

Whatever It Takes (DuFour, 2004)

Response to Intervention (MASSE, 2007)

Tier: Tier 1

Activity - Data Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provide ongoing training and support as needed in the use of a data management system to input and analyze student data to inform instruction.	Professional Learning	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Title II Part A	Building Principals, general and special education staff, curriculum director, data consultants and literacy coach
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Activity - Teacher Training on benchmark assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training and support to staff as needed to administer and analyze district benchmark assessments, as well as plan appropriate interventions and supports	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	Building Principals, general and special education staff, curriculum director, instructional support staff, literacy coach

Activity - Benchmark Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom and special education teachers will administer and analyze benchmark district assessments to determine student proficiency levels and inform instruction.	Teacher Collaboration	Tier 1	Implement	09/03/2019	06/30/2020	\$0	General Fund	Building principal, K-5 and special education staff, instructional support staff, and literacy coach

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will participate in Professional Learning Communities during common grade level planning time and other collaborative; such as building intervention teams (BIT). These meetings will allow staff to analyze student data, plan instruction and implement research-based best practices to increase student achievement. Student plans are reviewed approximately every 6-8 weeks.	Professional Learning	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Title II Part A	Building Principals, general and special education staff, curriculum director, data consultants, literacy coach, and instructional support staff
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Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 classroom and special education teachers will administer and utilize progress monitoring tools including but not limited to Lexia CORE 5, DnA, and other formative assessments to monitor progress and plan instruction to increase student achievement.	Teacher Collaboration, Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	Building Principals, general and special education staff, literacy coach, curriculum director and instructional support staff

Activity - Intensive Intervention Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff, including a literacy coach, will provide additional, explicit small group instruction to identified students using Corrective Reading and Reading Recovery Program.	Academic Support Program	Tier 3	Implement	09/03/2019	06/30/2020	\$0	Title I Part A, Section 31a	Building Principal, general education staff, Literacy Coach, curriculum director, instructional support staff

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Activity - Academic Support Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials will be provided to differentiate instruction for Tier 2 (Lexia Core 5 and Accelerated Reader) and Tier 3 (corrective reading) students.	Materials, Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Title I Part A, Section 31a, General Fund	Building Principal, general and special education staff, literacy coach, curriculum director and instructional support staff (title I)

Activity - Intervention Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide differentiated individualized instruction, four days a week for 30 minutes. This will include small group, computer assisted instruction and one to one instruction in order to meet identified student needs across the curriculum.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	K-5 general education staff, principal, instructional support staff, and literacy coach

Activity - Monitoring MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will monitor the effective implementation of a multi-tiered system of support through lesson plan reviews, classroom walkthroughs/observations, and conversations with students and staff.	Walkthrough	Tier 1	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	Building Principal and literacy coach

(shared) Strategy 3:

Parent Involvement - Staff will provide families with information on how to support their child within all academic areas.

Category: School Culture

Research Cited: Epstein, J. & Associates. (2009). School, Family and Community Partnerships Your Handbook for Action. Thousand Oaks, CA: Corwin Press.

Tier: Tier 1

Activity - Staff Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provide training to all teachers on how to strengthen relationships with parents to create a partnership between home and school.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	Building Principals, general and special education staff, instructional support staff and curriculum director
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Activity - Parent Information Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide extended day learning opportunities to inform parents on best practice strategies to support learning in the home.	Parent Involvement	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Other	Building Principals, general and special education staff, curriculum director, literacy coach and instructional support staff

Activity - School/Home Support Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will provide parents with materials and resources to support grade level expectations.	Parent Involvement	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Section 31a, General Fund, Title I Part A	Building Principals, general and special education staff, curriculum director, literacy coach and instructional support staff

Activity - Title I Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The parents of identified Title I students will receive additional materials to support learning at home through Title I funds.	Parent Involvement	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Title I Part A, Other, Section 31a	Building Principal, general education staff, literacy coach, instructional support staff
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(shared) Strategy 4:

Special Education Programs - General Education and Special Education staff will collaborate to increase the amount of time special education students receive academic support using direct, small group instruction in order to increase student learning.

Category: Learning Support Systems

Research Cited: Thomas, G. & Loxley, A. (2007). Deconstructing Special Education and Constructing Inclusion. New York, NY: Open University Press.

Conderman, G. & et al. (2009). Purposeful Co-Teaching: Real cases and Effective Strategies. Thousand Oaks, CA: Corwin Press.

Tier: Tier 3

Activity - Inclusion Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training and support for general education staff on how to incorporate students with special needs into the general education curriculum and instruction	Professional Learning	Tier 3	Implement	09/03/2019	06/30/2020	\$0	Title II Part A, Special Education	Building Principal, general and special education staff, special education supervisor and curriculum director

Activity - Special Education Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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General and Special education staff will ensure special education students will participate in the general education classroom during daily instruction, in addition to the services provided by the resource room teacher.	Direct Instruction	Tier 3	Monitor	09/03/2019	06/30/2020	\$0	No Funding Required	Building Principal, general and special education staff, Special Education supervisor, and curriculum director
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(shared) Strategy 5:

Technology - Staff will create blended learning environments through the use of available technologies; to increase student engagement, provide immediate feedback, monitor student learning and offer differentiated opportunities to demonstrate learning.

Category: Technology

Research Cited: Christensen, C. & et al. (2011). Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns. New York, NY: McGraw Hill.

Tier: Tier 1

Activity - Staff Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided opportunities to attend various technology workshops to enhance classroom instruction and share information learned using a variety of electronic platforms.	Professional Learning	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Title II Part A	Building Principal, general and special education staff, curriculum director, literacy coach

Activity - Online Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have access to a variety of online resources, which could include, but is not limited to, Lexia, Accelerated Reader, OER, and Imagine Learning; to increase academic competency across the curriculum.	Technology	Tier 1	Implement	09/03/2019	06/30/2020	\$0	General Fund	Building Principal, general and special education staff, and curriculum director

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Activity - Title I Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will utilize a variety of online academic resources including computer based programs focused on improving specific academic skills for identified Title I students.	Technology	Tier 3		09/03/2019	06/30/2020	\$0	Section 31a, Title I Part A	Building Principal, Title I staff, and curriculum director

Activity - Technology Intergration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will develop lessons and activities that allow students to utilize technology to demonstrate learning outcomes.	Technology	Tier 1	Implement	09/03/2019	06/30/2020	\$0	General Fund	Building principals, general and special education staff, technology instructional support staff

Activity - Monitoring Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will monitor the effective implementation of integrated technology through lesson plan reviews, classroom walkthroughs/observations, and conversations with students and staff.	Walkthrough	Tier 1	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	Building principal

Strategy 6:

Culture/Climate - Staff will promote positive relationships to create a supportive learning environment through the implementation of a positive behavior intervention supports.

Category: School Culture

Research Cited: Sprague, J. & Golly, A. (2005). Best Behavior: Building a Positive Behavior Supports in Schools. Dallas, TX: Cambium Learning Group.

Sprick, R. (2009). CHAMPS: A Proactive and Positive Approach to Classroom Management. Eugene, OR: Pacific Northwest Publishing, Inc.

Tier: Tier 1

Activity - Positive Behavior Intervention Support Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Training will be provided as needed to implement a comprehensive positive behavior intervention support plan to include bullying prevention activities to include and not limited to Leader In Me.	Behavioral Support Program	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	Building Principal, general and special education staff, curriculum director, Leader and Me Consultants
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Activity - PBIS Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rewards will be used to provide positive reinforcement to students demonstrating proper behavior.	Behavioral Support Program	Tier 1	Implement	09/03/2019	06/30/2020	\$0	General Fund, Other	Building principal, General and Special Education Staff, and School Social Worker

Activity - PBIS/Leader in Me Training Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training materials and on-line resources for implementation of Leader in Me Program.	Behavioral Support Program, Career Preparation /Orientation	Tier 1	Implement	08/14/2019	06/30/2020	\$0	Other, Title II Part A	Building Principals, General and Special Education Staff, Instructional Support Staff, State and Federal Program Director

Activity - PBIS /Leader in Me Program Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provide teacher resources and student materials to implement the Leader in Me program.	Behavioral Support Program, Career Preparation /Orientation	Tier 1	Implement	08/14/2019	06/30/2020	\$0	Title II Part A, Other	Building Principal, General and Special Education Staff, Instructional Support Staff, Curriculum Director, State and Federal Program Director
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Strategy 7:

Open Court Reading/Open Educational Resources - All teachers will utilize Open Court Reading Program and/or Open Educational Resources as their core reading program to instruct students to increase literacy proficiency across the curriculum.

Category: English/Language Arts

Research Cited: <http://www.mheducation.com/prek-12/explore/open-court.html>

eleducation.org

Tier: Tier 1

Activity - Teacher Training-Open Court/OER	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On going, job embedded training for all staff in the Open Court Program and/or Open Education Resources focusing on research based strategies that have the most positive effect on student learning.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	Building principal, All teaching staff and special education staff, curriculum director, open court consultants , OER consultants and literacy coach

Activity - Teacher Training Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan
Washington Elementary School

All teaching staff will be provided with materials to support on-going implementation of Open Court Reading/Open Education Resources.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	building principal, all teachers, curriculum director, Open Court consultants , OER consultants and Literacy Coach
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Activity - Text Dependent Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize a variety of resources including graphic organizers from their ELA instructional program to model and teach writing across the curriculum.	Direct Instruction	Tier 1	Implement	09/03/2019	06/30/2020	\$0	General Fund	Classroom teachers, Building Principal, Literacy Coach, Curriculum Director

Measurable Objective 2:

5% of Third, Fourth and Fifth grade Bottom 30% students will demonstrate a proficiency in writing in English Language Arts by 06/30/2020 as measured by the state assessment.

Strategy 1:

OCR - Open Educational Resources Writing Instruction - Teachers will utilize Open Court Reading Program (K-3) and Open Educational Resources (4-5) as their core writing curriculum to instruct students in order to increase student writing proficiency across the curriculum.

Category: English/Language Arts

Research Cited: Danoff, B., Harris, K. R. & Graham S. (1990). Incorporating strategy instruction within the writing process in the regular classroom: Effects on the writing of students with and without learning disabilities. Journal of Reading Behavior, 25(3), 295-322

The Art of Writing (Caulkins, 1994) Open Educational Resources www.oercommons.org Handbook of differentiated instruction using the multiple intelligences

(Campbell, 2007) Classroom Instruction That Works (Marzano, et al, 2001)

Classroom Instruction that Works (Marzano, et al, 2001)

Handbook of differentiated instruction using the multiple intelligences (Campbell, 2007)

Tier: Tier 1

Activity - Writing Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will be trained on the instructional delivery of Open Educational Resource and Open Court Reading to support writing instruction and increase writing proficiency across the curriculum.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	Principal, Literacy Coach, K-5 and special education teaching staff, program staff and consultants
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Activity - Collaborative Scoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 classroom and special education teachers will collaboratively score student writing and analyze results to plan writing instruction throughout the school year to increase student learning across the curriculum.	Teacher Collaboration	Tier 1	Implement	09/03/2019	06/30/2020	\$0	General Fund	Principal and K-5 and special education teaching staff, program staff, consultants and Literacy Coach

Activity - Monitoring Implementation of Writing Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will monitor the effective implementation of writing instruction (write well) through lesson plan reviews, classroom walkthroughs/observations, and conversations with students and staff.	Walkthrough	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	No Funding Required	Building Principal and Literacy Coach

(shared) Strategy 2:

Multi-Tiered Systems of Supports - Classroom teachers will provide Tier 1 support through various research based instructional strategies, including differentiated instruction. This will include whole group, small group and individual one to one instruction, conferencing, centers/stations and the use of technology.

Category: Learning Support Systems

Research Cited: Professional Learning Communities at Work (DuFour, et al, 1998)

Power Standards (Ainsworth, 2003)

Whatever It Takes (DuFour, 2004)

Response to Intervention (MASSE, 2007)

Tier: Tier 1

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Activity - Data Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide ongoing training and support as needed in the use of a data management system to input and analyze student data to inform instruction.	Professional Learning	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Title II Part A	Building Principals, general and special education staff, curriculum director, data consultants and literacy coach
Activity - Teacher Training on benchmark assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training and support to staff as needed to administer and analyze district benchmark assessments, as well as plan appropriate interventions and supports	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	Building Principals, general and special education staff, curriculum director, instructional support staff, literacy coach
Activity - Benchmark Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom and special education teachers will administer and analyze benchmark district assessments to determine student proficiency levels and inform instruction.	Teacher Collaboration	Tier 1	Implement	09/03/2019	06/30/2020	\$0	General Fund	Building principal, K-5 and special education staff, instructional support staff, and literacy coach

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Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in Professional Learning Communities during common grade level planning time and other collaborative; such as building intervention teams (BIT). These meetings will allow staff to analyze student data, plan instruction and implement research-based best practices to increase student achievement. Student plans are reviewed approximately every 6-8 weeks.	Professional Learning	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Title II Part A	Building Principals, general and special education staff, curriculum director, data consultants, literacy coach, and instructional support staff
Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 classroom and special education teachers will administer and utilize progress monitoring tools including but not limited to Lexia CORE 5, DnA, and other formative assessments to monitor progress and plan instruction to increase student achievement.	Teacher Collaboration, Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	Building Principals, general and special education staff, literacy coach, curriculum director and instructional support staff
Activity - Intensive Intervention Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff, including a literacy coach, will provide additional, explicit small group instruction to identified students using Corrective Reading and Reading Recovery Program.	Academic Support Program	Tier 3	Implement	09/03/2019	06/30/2020	\$0	Title I Part A, Section 31a	Building Principal, general education staff, Literacy Coach, curriculum director, instructional support staff
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Activity - Academic Support Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials will be provided to differentiate instruction for Tier 2 (Lexia Core 5 and Accelerated Reader) and Tier 3 (corrective reading) students.	Materials, Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Title I Part A, General Fund, Section 31a	Building Principal, general and special education staff, literacy coach, curriculum director and instructional support staff (title I)

Activity - Intervention Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide differentiated individualized instruction, four days a week for 30 minutes. This will include small group, computer assisted instruction and one to one instruction in order to meet identified student needs across the curriculum.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	K-5 general education staff, principal, instructional support staff, and literacy coach

Activity - Monitoring MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will monitor the effective implementation of a multi-tiered system of support through lesson plan reviews, classroom walkthroughs/observations, and conversations with students and staff.	Walkthrough	Tier 1	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	Building Principal and literacy coach

(shared) Strategy 3:

Special Education Programs - General Education and Special Education staff will collaborate to increase the amount of time special education students receive academic support using direct, small group instruction in order to increase student learning.

Category: Learning Support Systems

Research Cited: Thomas, G. & Loxley, A. (2007). Deconstructing Special Education and Constructing Inclusion. New York, NY: Open University Press.

Conderman, G. & et al. (2009). Purposeful Co-Teaching: Real cases and Effective Strategies. Thousand Oaks, CA: Corwin Press.

Tier: Tier 3

Activity - Inclusion Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training and support for general education staff on how to incorporate students with special needs into the general education curriculum and instruction	Professional Learning	Tier 3	Implement	09/03/2019	06/30/2020	\$0	Special Education, Title II Part A	Building Principal, general and special education staff, special education supervisor and curriculum director

Activity - Special Education Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General and Special education staff will ensure special education students will participate in the general education classroom during daily instruction, in addition to the services provided by the resource room teacher.	Direct Instruction	Tier 3	Monitor	09/03/2019	06/30/2020	\$0	No Funding Required	Building Principal, general and special education staff, Special Education supervisor, and curriculum director

(shared) Strategy 4:

Technology - Staff will create blended learning environments through the use of available technologies; to increase student engagement, provide immediate feedback, monitor student learning and offer differentiated opportunities to demonstrate learning.

Category: Technology

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Research Cited: Christensen, C. & et al. (2011). Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns. New York, NY: McGraw Hill.

Tier: Tier 1

Activity - Staff Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided opportunities to attend various technology workshops to enhance classroom instruction and share information learned using a variety of electronic platforms.	Professional Learning	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Title II Part A	Building Principal, general and special education staff, curriculum director, literacy coach
Activity - Online Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have access to a variety of online resources, which could include, but is not limited to, Lexia, Accelerated Reader, OER, and Imagine Learning; to increase academic competency across the curriculum.	Technology	Tier 1	Implement	09/03/2019	06/30/2020	\$0	General Fund	Building Principal, general and special education staff, and curriculum director
Activity - Title I Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will utilize a variety of online academic resources including computer based programs focused on improving specific academic skills for identified Title I students.	Technology	Tier 3		09/03/2019	06/30/2020	\$0	Title I Part A, Section 31a	Building Principal, Title I staff, and curriculum director
Activity - Technology Intergration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will develop lessons and activities that allow students to utilize technology to demonstrate learning outcomes.	Technology	Tier 1	Implement	09/03/2019	06/30/2020	\$0	General Fund	Building principals, general and special education staff, technology instructional support staff
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Activity - Monitoring Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will monitor the effective implementation of integrated technology through lesson plan reviews, classroom walkthroughs/observations, and conversations with students and staff.	Walkthrough	Tier 1	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	Building principal

Measurable Objective 3:

5% of Bottom 30% students will demonstrate a proficiency in reading in English Language Arts by 06/28/2019 as measured by the state assessment.

(shared) Strategy 1:

Multi-Tiered Systems of Supports - Classroom teachers will provide Tier 1 support through various research based instructional strategies, including differentiated instruction. This will include whole group, small group and individual one to one instruction, conferencing, centers/stations and the use of technology.

Category: Learning Support Systems

Research Cited: Professional Learning Communities at Work (DuFour, et al, 1998)

Power Standards (Ainsworth, 2003)

Whatever It Takes (DuFour, 2004)

Response to Intervention (MASSE, 2007)

Tier: Tier 1

Activity - Data Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provide ongoing training and support as needed in the use of a data management system to input and analyze student data to inform instruction.	Professional Learning	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Title II Part A	Building Principals, general and special education staff, curriculum director, data consultants and literacy coach
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Activity - Teacher Training on benchmark assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training and support to staff as needed to administer and analyze district benchmark assessments, as well as plan appropriate interventions and supports	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	Building Principals, general and special education staff, curriculum director, instructional support staff, literacy coach

Activity - Benchmark Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom and special education teachers will administer and analyze benchmark district assessments to determine student proficiency levels and inform instruction.	Teacher Collaboration	Tier 1	Implement	09/03/2019	06/30/2020	\$0	General Fund	Building principal, K-5 and special education staff, instructional support staff, and literacy coach

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will participate in Professional Learning Communities during common grade level planning time and other collaborative; such as building intervention teams (BIT). These meetings will allow staff to analyze student data, plan instruction and implement research-based best practices to increase student achievement. Student plans are reviewed approximately every 6-8 weeks.	Professional Learning	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Title II Part A	Building Principals, general and special education staff, curriculum director, data consultants, literacy coach, and instructional support staff
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Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 classroom and special education teachers will administer and utilize progress monitoring tools including but not limited to Lexia CORE 5, DnA, and other formative assessments to monitor progress and plan instruction to increase student achievement.	Teacher Collaboration, Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	Building Principals, general and special education staff, literacy coach, curriculum director and instructional support staff

Activity - Intensive Intervention Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff, including a literacy coach, will provide additional, explicit small group instruction to identified students using Corrective Reading and Reading Recovery Program.	Academic Support Program	Tier 3	Implement	09/03/2019	06/30/2020	\$0	Title I Part A, Section 31a	Building Principal, general education staff, Literacy Coach, curriculum director, instructional support staff

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Activity - Academic Support Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials will be provided to differentiate instruction for Tier 2 (Lexia Core 5 and Accelerated Reader) and Tier 3 (corrective reading) students.	Materials, Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Section 31a, General Fund, Title I Part A	Building Principal, general and special education staff, literacy coach, curriculum director and instructional support staff (title I)
Activity - Intervention Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide differentiated individualized instruction, four days a week for 30 minutes. This will include small group, computer assisted instruction and one to one instruction in order to meet identified student needs across the curriculum.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	K-5 general education staff, principal, instructional support staff, and literacy coach
Activity - Monitoring MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will monitor the effective implementation of a multi-tiered system of support through lesson plan reviews, classroom walkthroughs/observations, and conversations with students and staff.	Walkthrough	Tier 1	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	Building Principal and literacy coach

Strategy 2:

Extended Learning Opportunities - Staff will provide extended learning opportunities for identified Title I students in order to increase student literacy proficiency across the curriculum.

Category: Learning Support Systems

Research Cited: Fielding, L. & et al. (2007). Annual Growth For All Students, Catch Up Growth For Those Who Are Behind. Kennewick, WA: The New Foundation Press, Inc.

Tier: Tier 2

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Activity - Extended Day/Year Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will be offered opportunities to participate in extended day/year programs to increase student achievement.	Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Section 31a, Title I Part A	Building Principals, general and special education staff, curriculum director and literacy coach

Activity - School/Home Support Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide supplemental materials for home support to identified students to increase reading skills and proficiency.	Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Section 31a, Title I Part A	Building Principals, curriculum director and literacy coach

Activity - After School/Summer School Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide materials to staff and students to support extended learning programs.	Supplemental Materials	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Section 31a, Title I Part A	Building Principal, curriculum director, and literacy coach

(shared) Strategy 3:

Parent Involvement - Staff will provide families with information on how to support their child within all academic areas.

Category: School Culture

Research Cited: Epstein, J. & Associates. (2009). School, Family and Community Partnerships Your Handbook for Action. Thousand Oaks, CA: Corwin Press.

Tier: Tier 1

Activity - Staff Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Washington Elementary School

Provide training to all teachers on how to strengthen relationships with parents to create a partnership between home and school.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	Building Principals, general and special education staff, instructional support staff and curriculum director
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Activity - Parent Information Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide extended day learning opportunities to inform parents on best practice strategies to support learning in the home.	Parent Involvement	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Other	Building Principals, general and special education staff, curriculum director, literacy coach and instructional support staff

Activity - School/Home Support Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will provide parents with materials and resources to support grade level expectations.	Parent Involvement	Tier 2	Implement	09/03/2019	06/30/2020	\$0	General Fund, Title I Part A, Section 31a	Building Principals, general and special education staff, curriculum director, literacy coach and instructional support staff

Activity - Title I Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan
Washington Elementary School

The parents of identified Title I students will receive additional materials to support learning at home through Title I funds.	Parent Involvement	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Other, Title I Part A, Section 31a	Building Principal, general education staff, literacy coach, instructional support staff
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(shared) Strategy 4:

Special Education Programs - General Education and Special Education staff will collaborate to increase the amount of time special education students receive academic support using direct, small group instruction in order to increase student learning.

Category: Learning Support Systems

Research Cited: Thomas, G. & Loxley, A. (2007). Deconstructing Special Education and Constructing Inclusion. New York, NY: Open University Press.

Conderman, G. & et al. (2009). Purposeful Co-Teaching: Real cases and Effective Strategies. Thousand Oaks, CA: Corwin Press.

Tier: Tier 3

Activity - Inclusion Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training and support for general education staff on how to incorporate students with special needs into the general education curriculum and instruction	Professional Learning	Tier 3	Implement	09/03/2019	06/30/2020	\$0	Special Education, Title II Part A	Building Principal, general and special education staff, special education supervisor and curriculum director

Activity - Special Education Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan
Washington Elementary School

General and Special education staff will ensure special education students will participate in the general education classroom during daily instruction, in addition to the services provided by the resource room teacher.	Direct Instruction	Tier 3	Monitor	09/03/2019	06/30/2020	\$0	No Funding Required	Building Principal, general and special education staff, Special Education supervisor, and curriculum director
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(shared) Strategy 5:

Technology - Staff will create blended learning environments through the use of available technologies; to increase student engagement, provide immediate feedback, monitor student learning and offer differentiated opportunities to demonstrate learning.

Category: Technology

Research Cited: Christensen, C. & et al. (2011). Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns. New York, NY: McGraw Hill.

Tier: Tier 1

Activity - Staff Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided opportunities to attend various technology workshops to enhance classroom instruction and share information learned using a variety of electronic platforms.	Professional Learning	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Title II Part A	Building Principal, general and special education staff, curriculum director, literacy coach

Activity - Online Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have access to a variety of online resources, which could include, but is not limited to, Lexia, Accelerated Reader, OER, and Imagine Learning; to increase academic competency across the curriculum.	Technology	Tier 1	Implement	09/03/2019	06/30/2020	\$0	General Fund	Building Principal, general and special education staff, and curriculum director

School Improvement Plan

Washington Elementary School

Activity - Title I Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will utilize a variety of online academic resources including computer based programs focused on improving specific academic skills for identified Title I students.	Technology	Tier 3		09/03/2019	06/30/2020	\$0	Title I Part A, Section 31a	Building Principal, Title I staff, and curriculum director
Activity - Technology Intergration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will develop lessons and activities that allow students to utilize technology to demonstrate learning outcomes.	Technology	Tier 1	Implement	09/03/2019	06/30/2020	\$0	General Fund	Building principals, general and special education staff, technology instructional support staff
Activity - Monitoring Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will monitor the effective implementation of integrated technology through lesson plan reviews, classroom walkthroughs/observations, and conversations with students and staff.	Walkthrough	Tier 1	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	Building principal

Goal 2: All students at Washington Elementary will be proficient in math.**Measurable Objective 1:**

51% of All Students will demonstrate a proficiency in all areas in Mathematics by 06/30/2020 as measured by the state assessment.

Strategy 1:

Eureka - All K-5 and special education staff will utilize Eureka for their core math instruction in order to increase math proficiency for all students.

Category: Mathematics

Research Cited: <https://embarc.online/>

Tier: Tier 1

School Improvement Plan

Washington Elementary School

Activity - Math Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training will be provided to all classroom and special education teachers in the ongoing implementation of the common core math utilizing the Eureka Math Program.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	Building Principal, general and special education staff, St. Clair County RESA consultants, and curriculum director
Activity - Math Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eureka materials will be provided to classroom and special education teachers to implement the math program.	Direct Instruction	Tier 1	Implement	09/03/2019	06/30/2020	\$0	General Fund	Building Principal, general and special education staff, and Curriculum Director
Activity - Monitoring of Eureka Math Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will monitor the effective implementation of the Eureka Math program through lesson plan reviews, classroom walkthroughs/observations and conversations with students and staff.	Walkthrough	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	No Funding Required	Building Principal
Activity - Curriculum Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan
Washington Elementary School

All staff will be trained in curriculum alignment and assessment related to the Math Common Core State Standards in order to inform instruction and increase student learning.	Curriculum Development, Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	Building Principal, general and special education staff, curriculum director, RESA consultants, technology and instructional support staff
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(shared) Strategy 2:

Technology - Staff will create blended learning environments, through the use of available technologies; to increase student engagement, provide immediate feedback, monitor student learning and offer differentiated opportunities to demonstrate learning.

Category: Technology

Research Cited: Christensen, C. & et al. (2011). Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns. New York, NY: McGraw Hill.

Tier: Tier 1

Activity - Staff Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided opportunities to attend various technology professional development workshops to enhance classroom instruction in the area of math and share information learned using a variety of electronic platforms.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	Building Principal, general and special education staff, curriculum director
Activity - Online Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan
Washington Elementary School

All students will have access to a variety of online resources, which may include but is not limited to; Reflex and Imagine Math to increases academic competency across the curriculum.	Technology	Tier 1	Implement	09/03/2019	06/30/2020	\$0	General Fund	Building Principal, general and special education staff, Curriculum Director
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Activity - Title I Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will utilize a variety of online academic support resources including computer based programs focused on improving specific math skills for identified Title I students.	Academic Support Program, Technology	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Section 31a, Title I Part A	Building Principal, Title I staff, Curriculum Director

Activity - Technology Intergration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will develop lessons and activities that allow students to utilize technology to demonstrate learning outcomes.	Technology	Tier 1	Implement	09/03/2019	06/30/2020	\$0	General Fund	Building principal, general and special education staff

Activity - Monitoring Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will monitor the effective implementation of technology through lesson plan reviews, classroom walkthrough/observations, and conversations with students and staff.	Walkthrough	Tier 1	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	Building Principal

(shared) Strategy 3:

Multi-Tiered Systems of Supports - Classroom teachers will provide Tier 1 support through various research based instructional strategies, including differentiated instruction. This will include whole group, small group and individual one to one instruction, conferencing, centers/stations and the use of technology.

Category: Learning Support Systems

Research Cited: DuFour, R. & et al. (1998). Professional Learning Communities at Work. Bloomington, IN: Solution Tree

Tier: Tier 1

School Improvement Plan

Washington Elementary School

Activity - Data Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide ongoing training and support as needed in the use of data management system to input and analyze student data to inform instruction.	Professional Learning	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Title II Part A	Building Principal, general and special education staff, curriculum director, St. Clair County RESA staff and instructional support staff
Activity - Benchmark Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom and special education teachers will administer and district assessments to determine student proficiency levels and inform instruction.	Direct Instruction	Tier 1	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	Building Principal, general and special education staff, curriculum director and instructional support staff
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in Professional Learning Communities during common grade level planning time and other collaborative; such as building intervention teams. These meetings will allow staff to analyze student data, plan instruction and implement research-based best practices to increase student achievement. Student plans are reviewed approximately every 6-8 weeks.	Professional Learning	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Title II Part A	Building Principal, general and special education staff, curriculum director, RESA consultants

School Improvement Plan
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Activity - Intensive Intervention Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide additional, explicit small group instruction to identified students using instructional probes, Eureka interventions and other Tier 3 interventions.	Academic Support Program, Direct Instruction	Tier 3	Implement	09/03/2019	06/30/2020	\$0	Title I Part A	Building Principal, curriculum director, general education teacher
Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 classroom and special education teachers will administer and utilize progress monitoring tools including but not limited to DnA, and other formative assessments to monitor progress and plan instruction to increase student achievement.	Teacher Collaboration, Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	Building principal, general and special education staff, and curriculum director
Activity - Academic Support Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials will be provide to differentiate instruction for tier 2 and 3 students.	Materials, Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Section 31a, General Fund, Title II Part A	building principal, general and special ed staff, curriculum director, and instructional support staff
Activity - Intervention Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide will differentiated individualized instruction four days a week for 30 minutes. This will include small group, computer assisted instruction, and one to one instruction in order to meet identified student needs in the content area of math.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	Building principal, general and special education teachers, curriculum director

School Improvement Plan
Washington Elementary School

Activity - Monitoring of MTSS instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will monitor the effective implementation of a multi-tiered system of supports through lesson plan reviews, classroom walkthroughs/observations, and conversations with students and staff.	Walkthrough	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	No Funding Required	Building Principal

(shared) Strategy 4:

Parent Involvement - Staff will provide families with information on how to support their child in the content area of math.

Category: Mathematics

Research Cited: Epstein, J. & Associates. (2009). School, Family and Community Partnerships Your Handbook for Action. Thousand Oaks, CA: Corwin Press.

Tier: Tier 1

Activity - Staff Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training to all teachers on how to strengthen relationships with parents to create a partnership between home and school.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	Building Principal, general and special education staff, curriculum director

Activity - School/Home Support Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will provide parents with materials and resources to support grade level math expectations.	Materials, Parent Involvement	Tier 2	Implement	09/03/2019	06/30/2020	\$0	General Fund	Building Principal, classroom teachers, instructional support staff, and curriculum director

Activity - Title I Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan
Washington Elementary School

The parents of identified Title I students will receive additional materials to support learning at home through Title I funds.	Parent Involvement	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Title I Part A	Building Principal, classroom teachers, instructional support staff, and curriculum director
Activity - Parent Information Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide extended day learning opportunities for parents to teach best practice strategies that will support learning in the home.	Parent Involvement	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Other	building principal, general education staff, curriculum director and instructional support staff

(shared) Strategy 5:

Special Education - General Education and Special Education staff will collaborate to increase the amount of time special education students receive academic support using direct, small group instruction in order to increase student learning.

Category: Learning Support Systems

Research Cited: Thomas, G. & Loxley, A. (2007). Deconstructing Special Education and Constructing Inclusion. New York, NY: Open University Press. Conderman, G. & et al. (2009). Purposeful Co-Teaching: Real cases and Effective Strategies. Thousand Oaks, CA: Corwin Press.

Tier: Tier 3

Activity - Inclusion Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan
Washington Elementary School

Provide training and support for general education staff on how to incorporate students with special needs into the general education curriculum and instruction	Professional Learning	Tier 3	Implement	09/03/2019	06/30/2020	\$0	Title II Part A, Special Education	Building Principal, general and special education staff, curriculum director and special education director
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Activity - Special Education Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General and special education staff will ensure special education students will participate for a portion of the time in the general education classroom during daily instruction, in addition to the services provided by the resource room teacher.	Direct Instruction	Tier 3	Monitor	09/03/2019	06/30/2020	\$0	No Funding Required	building principal, general and special education staff, curriculum director and special education supervisor

Measurable Objective 2:

5% of Bottom 30% students will demonstrate a proficiency in all areas in Mathematics by 06/30/2020 as measured by the state assessment.

(shared) Strategy 1:

Technology - Staff will create blended learning environments, through the use of available technologies; to increase student engagement, provide immediate feedback, monitor student learning and offer differentiated opportunities to demonstrate learning.

Category: Technology

Research Cited: Christensen, C. & et al. (2011). Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns. New York, NY: McGraw Hill.

Tier: Tier 1

Activity - Staff Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Washington Elementary School

Staff will be provided opportunities to attend various technology professional development workshops to enhance classroom instruction in the area of math and share information learned using a variety of electronic platforms.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	Building Principal, general and special education staff, curriculum director
Activity - Online Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have access to a variety of online resources, which may include but is not limited to; Reflex and Imagine Math to increase academic competency across the curriculum.	Technology	Tier 1	Implement	09/03/2019	06/30/2020	\$0	General Fund	Building Principal, general and special education staff, Curriculum Director
Activity - Title I Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will utilize a variety of online academic support resources including computer based programs focused on improving specific math skills for identified Title I students.	Academic Support Program, Technology	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title I Part A, Section 31a	Building Principal, Title I staff, Curriculum Director
Activity - Technology Intergration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will develop lessons and activities that allow students to utilize technology to demonstrate learning outcomes.	Technology	Tier 1	Implement	09/03/2019	06/30/2020	\$0	General Fund	Building principal, general and special education staff
Activity - Monitoring Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will monitor the effective implementation of technology through lesson plan reviews, classroom walkthrough/observations, and conversations with students and staff.	Walkthrough	Tier 1	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	Building Principal

(shared) Strategy 2:

Multi-Tiered Systems of Supports - Classroom teachers will provide Tier 1 support through various research based instructional strategies, including differentiated instruction. This will include whole group, small group and individual one to one instruction, conferencing, centers/stations and the use of technology.

Category: Learning Support Systems

Research Cited: DuFour, R. & et al. (1998). Professional Learning Communities at Work. Bloomington, IN: Solution Tree

Tier: Tier 1

Activity - Data Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide ongoing training and support as needed in the use of data management system to input and analyze student data to inform instruction.	Professional Learning	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Title II Part A	Building Principal, general and special education staff, curriculum director, St. Clair County RESA staff and instructional support staff

Activity - Benchmark Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom and special education teachers will administer and district assessments to determine student proficiency levels and inform instruction.	Direct Instruction	Tier 1	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	Building Principal, general and special education staff, curriculum director and instructional support staff

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Washington Elementary School

Staff will participate in Professional Learning Communities during common grade level planning time and other collaborative; such as building intervention teams. These meetings will allow staff to analyze student data, plan instruction and implement research-based best practices to increase student achievement. Student plans are reviewed approximately every 6-8 weeks.	Professional Learning	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Title II Part A	Building Principal, general and special education staff, curriculum director, RESA consultants
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Activity - Intensive Intervention Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide additional, explicit small group instruction to identified students using instructional probes, Eureka interventions and other Tier 3 interventions.	Academic Support Program, Direct Instruction	Tier 3	Implement	09/03/2019	06/30/2020	\$0	Title I Part A	Building Principal, curriculum director, general education teacher

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 classroom and special education teachers will administer and utilize progress monitoring tools including but not limited to DnA, and other formative assessments to monitor progress and plan instruction to increase student achievement.	Teacher Collaboration, Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	Building principal, general and special education staff, and curriculum director

Activity - Academic Support Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials will be provide to differentiate instruction for tier 2 and 3 students.	Materials, Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	General Fund, Section 31a, Title II Part A	building principal, general and special ed staff, curriculum director, and instructional support staff

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Activity - Intervention Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide will differentiated individualized instruction four days a week for 30 minutes. This will include small group, computer assisted instruction, and one to one instruction in order to meet identified student needs in the content area of math.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	Building principal, general and special education teachers, curriculum director

Activity - Monitoring of MTSS instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will monitor the effective implementation of a multi-tiered system of supports through lesson plan reviews, classroom walkthroughs/observations, and conversations with students and staff.	Walkthrough	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	No Funding Required	Building Principal

Strategy 3:

Extended Learning Opportunities - Staff will provide extended learning opportunities for identified Title I students in order to increase student math proficiency across the curriculum.

Category: Learning Support Systems

Research Cited: ATH Fielding, L. & et al. (2007). Annual Growth For All Students, Catch Up Growth For Those Who Are Behind. Kennewick, WA: The New Foundation Press, Inc.

Tier: Tier 2

Activity - Extended Day/Year Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will be offered opportunities to participate in extended day/year programs to increase student achievement.	Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Title I Part A	Building Principal, general teaching staff, curriculum director, instructional support staff

School Improvement Plan
Washington Elementary School

Activity - School/Home Support Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide supplemental materials for home support to identified Title I students to increase math skills and proficiency.	Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Title I Part A	Building Principal, curriculum director, instructional support staff and general education teachers

Activity - After School/Summer School Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide materials to staff and students to support and extended learning programs.	Supplemental Materials	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Title I Part A, Section 31a	Building Principal, curriculum director, and instructional support staff

(shared) Strategy 4:

Parent Involvement - Staff will provide families with information on how to support their child in the content area of math.

Category: Mathematics

Research Cited: Epstein, J. & Associates. (2009). School, Family and Community Partnerships Your Handbook for Action. Thousand Oaks, CA: Corwin Press.

Tier: Tier 1

Activity - Staff Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training to all teachers on how to strengthen relationships with parents to create a partnership between home and school.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	Building Principal, general and special education staff, curriculum director

School Improvement Plan
Washington Elementary School

Activity - School/Home Support Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will provide parents with materials and resources to support grade level math expectations.	Materials, Parent Involvement	Tier 2	Implement	09/03/2019	06/30/2020	\$0	General Fund	Building Principal, classroom teachers, instructional support staff, and curriculum director
Activity - Title I Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The parents of identified Title I students will receive additional materials to support learning at home through Title I funds.	Parent Involvement	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Title I Part A	Building Principal, classroom teachers, instructional support staff, and curriculum director
Activity - Parent Information Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide extended day learning opportunities for parents to teach best practice strategies that will support learning in the home.	Parent Involvement	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Other	building principal, general education staff, curriculum director and instructional support staff

(shared) Strategy 5:

Special Education - General Education and Special Education staff will collaborate to increase the amount of time special education students receive academic support using direct, small group instruction in order to increase student learning.

Category: Learning Support Systems

Research Cited: Thomas, G. & Loxley, A. (2007). Deconstructing Special Education and Constructing Inclusion. New York, NY: Open University Press. Conderman, G.

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& et al. (2009). Purposeful Co-Teaching: Real cases and Effective Strategies. Thousand Oaks, CA: Corwin Press.

Tier: Tier 3

Activity - Inclusion Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training and support for general education staff on how to incorporate students with special needs into the general education curriculum and instruction	Professional Learning	Tier 3	Implement	09/03/2019	06/30/2020	\$0	Special Education, Title II Part A	Building Principal, general and special education staff, curriculum director and special education director

Activity - Special Education Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General and special education staff will ensure special education students will participate for a portion of the time in the general education classroom during daily instruction, in addition to the services provided by the resource room teacher.	Direct Instruction	Tier 3	Monitor	09/03/2019	06/30/2020	\$0	No Funding Required	building principal, general and special education staff, curriculum director and special education supervisor

Goal 3: All students at Washington Elementary will be proficient in Science.

Measurable Objective 1:

22% of All Students will demonstrate a proficiency in all areas in Science by 06/30/2020 as measured by the state assessment.

(shared) Strategy 1:

District Approved Science Program - All K-5 staff will utilize State Approved Science Programs and resources for their core science instruction to increase science proficiency for all students.

Category: Science

Research Cited: <https://www.nextgenscience.org/>

Tier: Tier 1

Activity - National Science Standards Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training will be provided to all classroom teachers as needed to implement the National Science Standards using a State Approved Program (STEM, OER, Next Generation Science Standards).	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	Building Principal, general education staff, curriculum director and St. Clair County RESA staff

Activity - Science materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
State Approved Science materials will be provided to classroom teachers to implement the science program.	Materials	Tier 1	Implement	09/03/2019	06/30/2020	\$0	General Fund	Building Principal, general education staff, and curriculum director

Activity - Monitoring Science Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will monitor the effective implementation of science instruction through lesson plan reviews, classroom walkthroughs/observations, and conversations with students and staff.	Walkthrough	Tier 1		09/03/2019	06/30/2020	\$0	No Funding Required	Building Principal

(shared) Strategy 2:

Multi-Tiered Systems of Supports - Classroom teachers will provide Tier 1 support through various research based instructional strategies, including differentiated instruction. This will include whole group, small group and individual one to one instruction, conferencing, centers/stations and the use of technology.

Category: Learning Support Systems

Research Cited: DuFour, R. & et al. (1998). Professional Learning Communities at Work. Bloomington, IN: Solution Tree

Tier: Tier 1

Activity - Curriculum Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Washington Elementary School

Training will be provided to all staff in curriculum alignment, assessment in the content area, and data analysis to inform instruction in the area of science.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	Building Principal, general education staff, curriculum director and St. Clair County RESA staff
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Activity - Science Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will utilize formative and summative assessments to inform instruction.	Direct Instruction	Tier 1	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	Building Principal, general education staff, curriculum director and instructional support staff

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in Professional Learning Communities regularly during common grade level planning time and other collaborative opportunities to plan instruction and investigate research based best practices.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	Building Principal, general education staff, curriculum director and academic support staff

Activity - Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will provide additional small group instruction to identified students to support vocabulary, content reading levels and comprehension in the area of science.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Title I Part A	Building Principal, curriculum director, instructional staff and general education staff
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Strategy 3:

Technology - Staff will create blended learning environments through the use of available technologies; to increase student engagement, provide immediate feedback, monitor student learning and offer differentiated opportunities to demonstrate learning.

Category: Technology

Research Cited: Christensen, C. & et al. (2011). Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns. New York, NY: McGraw Hill.

Tier: Tier 1

Activity - Technology Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend various technology workshops to enhance science instruction and share information with staff using a variety of electronic platforms.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	Building Principal, general education staff, and curriculum director

Activity - Online Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have access to a variety of Open Educational Resources and online tools to increase science competency.	Technology	Tier 1	Implement	09/03/2019	06/30/2020	\$0	General Fund	Building Principal, general education staff, curriculum director

Activity - Technology Intergration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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Staff will develop lessons and activities that allow students to utilize technology to demonstrate learning outcomes.	Technology	Tier 1	Implement	09/03/2019	06/30/2020	\$0	General Fund	Building Principal, curriculum director, general education staff
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Activity - Monitoring of Integrated Technology in Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will monitor the effective implementation of technology through lesson plan reviews, classroom walkthrough/observations, and conversations with students and staff.	Walkthrough	Tier 1	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	Building Principal

Measurable Objective 2:

5% of Bottom 30% students will demonstrate a proficiency in all areas in Science by 06/30/2020 as measured by the state assessment.

(shared) Strategy 1:

District Approved Science Program - All K-5 staff will utilize State Approved Science Programs and resources for their core science instruction to increase science proficiency for all students.

Category: Science

Research Cited: <https://www.nextgenscience.org/>

Tier: Tier 1

Activity - National Science Standards Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training will be provided to all classroom teachers as needed to implement the National Science Standards using a State Approved Program (STEM, OER, Next Generation Science Standards).	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	Building Principal, general education staff, curriculum director and St. Clair County RESA staff

Activity - Science materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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State Approved Science materials will be provided to classroom teachers to implement the science program.	Materials	Tier 1	Implement	09/03/2019	06/30/2020	\$0	General Fund	Building Principal, general education staff, and curriculum director
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Activity - Monitoring Science Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will monitor the effective implementation of science instruction through lesson plan reviews, classroom walkthroughs/observations, and conversations with students and staff.	Walkthrough	Tier 1		09/03/2019	06/30/2020	\$0	No Funding Required	Building Principal

(shared) Strategy 2:

Multi-Tiered Systems of Supports - Classroom teachers will provide Tier 1 support through various research based instructional strategies, including differentiated instruction. This will include whole group, small group and individual one to one instruction, conferencing, centers/stations and the use of technology.

Category: Learning Support Systems

Research Cited: DuFour, R. & et al. (1998). Professional Learning Communities at Work. Bloomington, IN: Solution Tree

Tier: Tier 1

Activity - Curriculum Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training will be provided to all staff in curriculum alignment, assessment in the content area, and data analysis to inform instruction in the area of science.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	Building Principal, general education staff, curriculum director and St. Clair County RESA staff

Activity - Science Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Classroom teachers will utilize formative and summative assessments to inform instruction.	Direct Instruction	Tier 1	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	Building Principal, general education staff, curriculum director and instructional support staff
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Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in Professional Learning Communities regularly during common grade level planning time and other collaborative opportunities to plan instruction and investigate research based best practices.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	Building Principal, general education staff, curriculum director and academic support staff

Activity - Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide additional small group instruction to identified students to support vocabulary, content reading levels and comprehension in the area of science.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Title I Part A	Building Principal, curriculum director, instructional staff and general education staff

Strategy 3:

Extended Learning Opportunities - Staff will provide extended learning opportunities for identified students in order to increase science proficiency.

Category: Learning Support Systems

Research Cited: ATH Fielding, L. & et al. (2007). Annual Growth For All Students, Catch Up Growth For Those Who Are Behind. Kennewick, WA: The New Foundation Press, Inc.

Tier: Tier 2

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Activity - Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will offer extended day tutoring opportunities, including before/after school and lunchtime, through small group and one to one instruction for identified students.	Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Title I Part A	Building principal, general education staff, curriculum director, curriculum director and instructional staff

Activity - Science Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide materials to implement extended day learning opportunities.	Supplemental Materials	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Section 31a, Title I Part A	Building principal, general education staff, curriculum director and instructional staff

Goal 4: All students at Washington Elementary will be proficient in Social Studies.

Measurable Objective 1:

29% of All Students will demonstrate a proficiency in all areas in Social Studies by 06/30/2020 as measured by the state assessment.

Strategy 1:

Guaranteed and Viable Curriculum - All staff will provide instruction aligned to district curriculum and time standards for the core social studies instruction to increase social studies proficiency for all students.

Category: Social Studies

Research Cited: Marzano, R. (2003). What Works in Schools. Alexandria, VA: ASCD.

Tier: Tier 1

Activity - Monitoring of Social Studies Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will implement the district social studies time standards and will be monitored by building principal through lesson plans and walk-through.	Walkthrough	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	No Funding Required	Building Principal
Activity - Social Studies standards and curriculum Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training will be provided to all classroom teachers as needed to implement the social studies curriculum and standards utilizing the district approved program and materials	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	building principal, classroom teachers, and instructional support staff

Strategy 2:

Technology - Staff will create blended learning environments through the use of available technologies; to increase student engagement, provide immediate feedback, monitor student learning and offer differentiated opportunities to demonstrate learning.

Category: Technology

Research Cited: Christensen, C. & et al. (2011). Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns. New York, NY: McGraw Hill.

Tier: Tier 1

Activity - Technology Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend various technology workshops to enhance social studies instruction and share information with staff using a variety of electronic platforms.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	Building Principal, general and special education staff, curriculum director
Activity - Online Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have access to a variety of online resources including, but not limited to Open Education Resources, to increase Social Studies proficiency.	Technology	Tier 1	Implement	09/03/2019	06/30/2020	\$0	General Fund	Building Principal, general education staff, curriculum director

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Activity - Technology Intergration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will develop lessons and activities that allow students to utilize technology to demonstrate learning outcomes.	Technology	Tier 1	Implement	09/03/2019	06/30/2020	\$0	General Fund	Building Principal, general and special education staff, curriculum director

Activity - Monitoring of Integrated Technology in Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will monitor the effective implementation of technology through lesson plan reviews, classroom walkthrough/observations, and conversations with students and staff.	Walkthrough	Tier 1	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	Building Principal

(shared) Strategy 3:

Multi-Tiered Systems of Supports - All K-5 classroom teachers will monitor student learning to differentiate instruction based on student needs through a variety of instructional deliveries including whole group, small group and one to one instruction to increase student learning.

Category: Learning Support Systems

Research Cited: DuFour, R. & et al. (1998). Professional Learning Communities at Work. Bloomington, IN: Solution Tree

Tier: Tier 1

Activity - Curriculum Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training will be provided to all staff in curriculum alignment, assessment in the content area, and data analysis to inform instruction.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	Building principal, general education staff, curriculum director and RESA consultants

Activity - Social Studies Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Classroom teachers will utilize formative and summative assessments to inform instruction.	Direct Instruction	Tier 1	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	Building principal, general education staff, curriculum director, instructional support staff, and RESA consultants
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Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in Professional Learning Communities regularly during common grade level planning time and other collaborative opportunities to plan instruction and investigate research based best practices.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	Building Principal, general education staff, curriculum director, instructional support staff and RESA consultants

Activity - Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide additional small group instruction to identified students to support vocabulary, content reading levels and reading comprehension in the content area of social studies.	Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Section 31a, Title I Part A	Building principal, general and special education staff, curriculum director and instructional support staff

Measurable Objective 2:

5% of Bottom 30% students will demonstrate a proficiency in all areas in Social Studies by 06/30/2020 as measured by the state assessment.

(shared) Strategy 1:

Multi-Tiered Systems of Supports - All K-5 classroom teachers will monitor student learning to differentiate instruction based on student needs through a variety of

instructional deliveries including whole group, small group and one to one instruction to increase student learning.

Category: Learning Support Systems

Research Cited: DuFour, R. & et al. (1998). Professional Learning Communities at Work. Bloomington, IN: Solution Tree

Tier: Tier 1

Activity - Curriculum Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training will be provided to all staff in curriculum alignment, assessment in the content area, and data analysis to inform instruction.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	Building principal, general education staff, curriculum director and RESA consultants
Activity - Social Studies Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will utilize formative and summative assessments to inform instruction.	Direct Instruction	Tier 1	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	Building principal, general education staff, curriculum director, instructional support staff, and RESA consultants
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will participate in Professional Learning Communities regularly during common grade level planning time and other collaborative opportunities to plan instruction and investigate research based best practices.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title II Part A	Building Principal, general education staff, curriculum director, instructional support staff and RESA consultants
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Activity - Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide additional small group instruction to identified students to support vocabulary, content reading levels and reading comprehension in the content area of social studies.	Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Title I Part A, Section 31a	Building principal, general and special education staff, curriculum director and instructional support staff

Strategy 2:

Extended Learning Opportunities - Staff will provide extended learning opportunities for identified Title I students in order to increase student social studies proficiency.

Category:

Research Cited: ATH Fielding, L. & et al. (2007). Annual Growth For All Students, Catch Up Growth For Those Who Are Behind. Kennewick, WA: The New Foundation Press, Inc.

Tier:

Activity - Academic Support Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will offer extended day tutoring opportunities, including before/after school and lunchtime, through small group and 1:1 instruction to identified students.	Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Section 31a, Title I Part A	Building principals, general education staff, instructional support staff and curriculum director
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Activity - Social Studies Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide materials to implement extended day learning opportunities.	Supplemental Materials	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Section 31a, Title I Part A	Building Principal, curriculum director, general education staff and instructional support staff

Goal 5: All Marysville Public Schools students and parents will have opportunities to learn about career development.

Measurable Objective 1:

achieve college and career readiness by providing students and parents with career development awareness, exploration, and/or preparation activities by 06/30/2020 as measured by as measured by local data collected by each building regarding implementation of the career development model..

Strategy 1:

Career Development Model - K-12 staff at Marysville Public Schools will implement a staff created career development model with instructional lessons to provide career awareness, exploration, and/or preparation. A monthly career development calendar of activities has been created for staff to follow to implement the activities for students and parents

Category: Career and College Ready

Research Cited: Research: Michigan Department of Education Career Development Model, December 2018.

https://www.michigan.gov/documents/mde/MI_Career_Development_Model_-_Dec._18_2018_641266_7.pdf

Tier: Tier 1

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Activity - Career Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>K-6 - Staff in grades K-6 will follow the district career development calendar to implement instructional lessons for students and parent regarding career awareness. The model follows activities from the following targets and objectives:</p> <p>Grades K-3 Target 1: Career Zones - Introduce students and parents to Michigan's six career zones.</p> <p>Target 2: Contextualized Academics - Introduce career zones through academic subject matter.</p> <p>Target 3: Career Awareness - Engage students in career awareness activities.</p> <p>Target 4: Out of School Time/Family Engagement - Engage students and families in Out of School Activities to Support Career Awareness.</p> <p>Grades 4-6 Target 1: Career Zones - Continue to introduce students and parents to Michigan's six career zones.</p> <p>Target 2: Contextualized Academics - Continue to introduce career zones through academic subject matter.</p> <p>Target 3: Career Awareness - Engage students in career awareness activities.</p> <p>Target 4: Out of School Time/Family Engagement - Engage students and families in Out of School Activities to Support Career Awareness.</p>	Career Preparation /Orientation	Tier 1	Implement	09/03/2019	06/30/2020	\$0	General Fund	K-5 teaching staff, Building Principal, Curriculum Director

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring of Integrated Technology in Social Studies	Administration will monitor the effective implementation of technology through lesson plan reviews, classroom walkthrough/observations, and conversations with students and staff.	Walkthrough	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building Principal
Monitoring of Social Studies Instruction	Staff will implement the district social studies time standards and will be monitored by building principal through lesson plans and walk-through.	Walkthrough	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Building Principal
Benchmark Assessment	Classroom and special education teachers will administer and district assessments to determine student proficiency levels and inform instruction.	Direct Instruction	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building Principal, general and special education staff, curriculum director and instructional support staff
Intervention Block	Staff will provide will differentiated individualized instruction four days a week for 30 minutes. This will include small group, computer assisted instruction, and one to one instruction in order to meet identified student needs in the content area of math.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building principal, general and special education teachers, curriculum director
Monitoring Implementation of Writing Instruction	Administration will monitor the effective implementation of writing instruction (write well) through lesson plan reviews, classroom walkthroughs/observations, and conversations with students and staff.	Walkthrough	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Building Principal and Literacy Coach

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Social Studies Assessment	Classroom teachers will utilize formative and summative assessments to inform instruction.	Direct Instruction	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building principal, general education staff, curriculum director, instructional support staff, and RESA consultants
Monitoring of Integrated Technology in Science	Administration will monitor the effective implementation of technology through lesson plan reviews, classroom walkthrough/observations, and conversations with students and staff.	Walkthrough	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building Principal
Special Education Involvement	General and special education staff will ensure special education students will participate for a portion of the time in the general education classroom during daily instruction, in addition to the services provided by the resource room teacher.	Direct Instruction	Tier 3	Monitor	09/03/2019	06/30/2020	\$0	building principal, general and special education staff, curriculum director and special education supervisor
Monitoring Technology	Administration will monitor the effective implementation of technology through lesson plan reviews, classroom walkthrough/observations, and conversations with students and staff.	Walkthrough	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building Principal
Monitoring of MTSS instruction	Administration will monitor the effective implementation of a multi-tiered system of supports through lesson plan reviews, classroom walkthroughs/observations, and conversations with students and staff.	Walkthrough	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Building Principal
Monitoring Technology Integration	Administration will monitor the effective implementation of integrated technology through lesson plan reviews, classroom walkthroughs/observations, and conversations with students and staff.	Walkthrough	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building principal

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Progress Monitoring	K-5 classroom and special education teachers will administer and utilize progress monitoring tools including but not limited to Lexia CORE 5, DnA, and other formative assessments to monitor progress and plan instruction to increase student achievement.	Teacher Collaboration, Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building Principals, general and special education staff, literacy coach, curriculum director and instructional support staff
Monitoring Best Practice	Administration will monitor the effective implementation of best practice instruction through lesson plan reviews, classroom walkthroughs/observations, and conversations with students and staff.	Walkthrough	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Building Principal and literacy coach
Progress Monitoring	K-5 classroom and special education teachers will administer and utilize progress monitoring tools including but not limited to DnA, and other formative assessments to monitor progress and plan instruction to increase student achievement.	Teacher Collaboration, Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building principal, general and special education staff, and curriculum director
Intervention Block	Staff will provide differentiated individualized instruction, four days a week for 30 minutes. This will include small group, computer assisted instruction and one to one instruction in order to meet identified student needs across the curriculum.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/03/2019	06/30/2020	\$0	K-5 general education staff, principal, instructional support staff, and literacy coach
Monitoring of Eureka Math Program	Administration will monitor the effective implementation of the Eureka Math program through lesson plan reviews, classroom walkthroughs/observations and conversations with students and staff.	Walkthrough	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Building Principal
Monitoring MTSS	Administration will monitor the effective implementation of a multi-tiered system of support through lesson plan reviews, classroom walkthroughs/observations, and conversations with students and staff.	Walkthrough	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building Principal and literacy coach

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Science Assessments	Classroom teachers will utilize formative and summative assessments to inform instruction.	Direct Instruction	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building Principal, general education staff, curriculum director and instructional support staff
Special Education Involvement	General and Special education staff will ensure special education students will participate in the general education classroom during daily instruction, in addition to the services provided by the resource room teacher.	Direct Instruction	Tier 3	Monitor	09/03/2019	06/30/2020	\$0	Building Principal, general and special education staff, Special Education supervisor, and curriculum director
Monitoring Science Instruction	Administration will monitor the effective implementation of science instruction through lesson plan reviews, classroom walkthroughs/observations, and conversations with students and staff.	Walkthrough	Tier 1		09/03/2019	06/30/2020	\$0	Building Principal

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Training	Training will be provided to all staff in curriculum assessment, instruction and alignment related to common core standards in ELA	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Principal and selected K-5 and special education staff, literacy coach and RESA consultants

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Curriculum Training	Training will be provided to all staff in curriculum alignment, assessment in the content area, and data analysis to inform instruction.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building principal, general education staff, curriculum director and RESA consultants
Professional Learning Communities	Staff will participate in Professional Learning Communities regularly during common grade level planning time and other collaborative opportunities to plan instruction and investigate research based best practices.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building Principal, general education staff, curriculum director, instructional support staff and RESA consultants
Curriculum Training	Training will be provided to all staff in curriculum alignment, assessment in the content area, and data analysis to inform instruction in the area of science.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building Principal, general education staff, curriculum director and St. Clair County RESA staff
Teacher Training Materials	All teaching staff will be provided with materials to support on-going implementation of Open Court Reading/Open Education Resources.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	building principal, all teachers, curriculum director, Open Court consultants, OER consultants and Literacy Coach

School Improvement Plan

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Staff Training	Provide training to all teachers on how to strengthen relationships with parents to create a partnership between home and school.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building Principals, general and special education staff, instructional support staff and curriculum director
Teacher Training - CITW	Ongoing job embedded training for all staff in Classroom Instruction That Works focusing on research based strategies that have the most positive effect on student learning.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	building principals, curriculum director, technology specialist, literacy coach and special education supervisor
Inclusion Training	Provide training and support for general education staff on how to incorporate students with special needs into the general education curriculum and instruction	Professional Learning	Tier 3	Implement	09/03/2019	06/30/2020	\$0	Building Principal, general and special education staff, special education supervisor and curriculum director
PBIS/Leader in Me Training Materials	Provide training materials and on-line resources for implementation of Leader in Me Program.	Behavioral Support Program, Career Preparation /Orientation	Tier 1	Implement	08/14/2019	06/30/2020	\$0	Building Principals, General and Special Education Staff, Instructional Support Staff, State and Federal Program Director

School Improvement Plan
Washington Elementary School

Staff Training	Provide training to all teachers on how to strengthen relationships with parents to create a partnership between home and school.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building Principal, general and special education staff, curriculum director
Data Training	Provide ongoing training and support as needed in the use of data management system to input and analyze student data to inform instruction.	Professional Learning	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Building Principal, general and special education staff, curriculum director, St. Clair County RESA staff and instructional support staff
Academic Support Materials	Materials will be provide to differentiate instruction for tier 2 and 3 students.	Materials, Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	building principal, general and special ed staff, curriculum director, and instructional support staff
Staff Training	Staff will be provided opportunities to attend various technology workshops to enhance classroom instruction and share information learned using a variety of electronic platforms.	Professional Learning	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Building Principal, general and special education staff, curriculum director, literacy coach

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Staff Training	Staff will be provided opportunities to attend various technology professional development workshops to enhance classroom instruction in the area of math and share information learned using a variety of electronic platforms.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building Principal, general and special education staff, curriculum director
Social Studies standards and curriculum Training	Training will be provided to all classroom teachers as needed to implement the social studies curriculum and standards utilizing the district approved program and materials	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	building principal, classroom teachers, and instructional support staff
Teacher Training-Open Court/OER	On going, job embedded training for all staff in the Open Court Program and/or Open Education Resources focusing on research based strategies that have the most positive effect on student learning.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building principal, All teaching staff and special education staff, curriculum director, open court consultants , OER consultants and literacy coach
Professional Learning Communities	Staff will participate in Professional Learning Communities regularly during common grade level planning time and other collaborative opportunities to plan instruction and investigate research based best practices.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building Principal, general education staff, curriculum director and academic support staff

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Inclusion Training	Provide training and support for general education staff on how to incorporate students with special needs into the general education curriculum and instruction	Professional Learning	Tier 3	Implement	09/03/2019	06/30/2020	\$0	Building Principal, general and special education staff, curriculum director and special education director
Writing Training	Staff will be trained on the instructional delivery of Open Educational Resource and Open Court Reading to support writing instruction and increase writing proficiency across the curriculum.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Principal, Literacy Coach, K-5 and special education teaching staff, program staff and consultants
Data Training	Provide ongoing training and support as needed in the use of a data management system to input and analyze student data to inform instruction.	Professional Learning	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Building Principals, general and special education staff, curriculum director, data consultants and literacy coach
Curriculum Training	All staff will be trained in curriculum alignment and assessment related to the Math Common Core State Standards in order to inform instruction and increase student learning.	Curriculum Development, Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building Principal, general and special education staff, curriculum director, RESA consultants, technology and instructional support staff

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Washington Elementary School

Technology Training	Staff will attend various technology workshops to enhance social studies instruction and share information with staff using a variety of electronic platforms.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building Principal, general and special education staff, curriculum director
Teacher Training on benchmark assessments	Provide training and support to staff as needed to administer and analyze district benchmark assessments, as well as plan appropriate interventions and supports	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building Principals, general and special education staff, curriculum director, instructional support staff, literacy coach
Positive Behavior Intervention Support Training	Training will be provided as needed to implement a comprehensive positive behavior intervention support plan to include bullying prevention activities to include and not limited to Leader In Me.	Behavioral Support Program	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building Principal, general and special education staff, curriculum director, Leader and Me Consultants
Professional Learning Communities	Staff will participate in Professional Learning Communities during common grade level planning time and other collaborative; such as building intervention teams (BIT). These meetings will allow staff to analyze student data, plan instruction and implement research-based best practices to increase student achievement. Student plans are reviewed approximately every 6-8 weeks.	Professional Learning	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Building Principals, general and special education staff, curriculum director, data consultants, literacy coach, and instructional support staff

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Professional Learning Communities	Staff will participate in Professional Learning Communities during common grade level planning time and other collaborative; such as building intervention teams. These meetings will allow staff to analyze student data, plan instruction and implement research-based best practices to increase student achievement. Student plans are reviewed approximately every 6-8 weeks.	Professional Learning	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Building Principal, general and special education staff, curriculum director, RESA consultants
Technology Training	Staff will attend various technology workshops to enhance science instruction and share information with staff using a variety of electronic platforms.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building Principal, general education staff, and curriculum director
National Science Standards Training	Training will be provided to all classroom teachers as needed to implement the National Science Standards using a State Approved Program (STEM, OER, Next Generation Science Standards).	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building Principal, general education staff, curriculum director and St. Clair County RESA staff
Math Training	Training will be provided to all classroom and special education teachers in the ongoing implementation of the common core math utilizing the Eureka Math Program.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building Principal, general and special education staff, St. Clair County RESA consultants , and curriculum director

School Improvement Plan
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PBIS /Leader in Me Program Materials	Provide teacher resources and student materials to implement the Leader in Me program.	Behavioral Support Program, Career Preparation /Orientation	Tier 1	Implement	08/14/2019	06/30/2020	\$0	Building Principal, General and Special Education Staff, Instructional Support Staff, Curriculum Director, State and Federal Program Director
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Social Studies Materials	Provide materials to implement extended day learning opportunities.	Supplemental Materials	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building Principal, curriculum director, general education staff and instructional support staff
Title I Support	The parents of identified Title I students will receive additional materials to support learning at home through Title I funds.	Parent Involvement	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building Principal, general education staff, literacy coach, instructional support staff

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Academic Support Materials	Materials will be provided to differentiate instruction for Tier 2 (Lexia Core 5 and Accelerated Reader) and Tier 3 (corrective reading) students.	Materials, Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building Principal, general and special education staff, literacy coach, curriculum director and instructional support staff (title I)
School/Home Support Materials	Staff will provide supplemental materials for home support to identified students to increase reading skills and proficiency.	Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building Principals, curriculum director and literacy coach
Academic Support	Staff will provide additional small group instruction to identified students to support vocabulary, content reading levels and reading comprehension in the content area of social studies.	Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building principal, general and special education staff, curriculum director and instructional support staff
Title I Support	Title I staff will utilize a variety of online academic resources including computer based programs focused on improving specific academic skills for identified Title I students.	Technology	Tier 3		09/03/2019	06/30/2020	\$0	Building Principal, Title I staff, and curriculum director
Extended Day/Year Programs	Identified students will be offered opportunities to participate in extended day/year programs to increase student achievement.	Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building Principals, general and special education staff, curriculum director and literacy coach

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After School/Summer School Materials	Provide materials to staff and students to support and extended learning programs.	Supplemental Materials	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building Principal, curriculum director, and instructional support staff
Science Materials	Provide materials to implement extended day learning opportunities.	Supplemental Materials	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building principal, general education staff, curriculum director and instructional staff
Intensive Intervention Support	Staff, including a literacy coach, will provide additional, explicit small group instruction to identified students using Corrective Reading and Reading Recovery Program.	Academic Support Program	Tier 3	Implement	09/03/2019	06/30/2020	\$0	Building Principal, general education staff, Literacy Coach, curriculum director, instructional support staff
Title I Support	Title I staff will utilize a variety of online academic support resources including computer based programs focused on improving specific math skills for identified Title I students.	Academic Support Program, Technology	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building Principal, Title I staff, Curriculum Director
Academic Support Materials	Materials will be provide to differentiate instruction for tier 2 and 3 students.	Materials, Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	building principal, general and special ed staff, curriculum director, and instructional support staff

School Improvement Plan

Washington Elementary School

School/Home Support Materials	Classroom teachers will provide parents with materials and resources to support grade level expectations.	Parent Involvement	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building Principals, general and special education staff, curriculum director, literacy coach and instructional support staff
After School/Summer School Materials	Provide materials to staff and students to support extended learning programs.	Supplemental Materials	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building Principal, curriculum director, and literacy coach
Academic Support Programs	Staff will offer extended day tutoring opportunities, including before/after school and lunchtime, through small group and 1:1 instruction to identified students.	Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building principals, general education staff, instructional support staff and curriculum director

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PBIS Materials	Rewards will be used to provide positive reinforcement to students demonstrating proper behavior.	Behavioral Support Program	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building principal, General and Special Education Staff, and School Social Worker

School Improvement Plan
Washington Elementary School

Title I Support	The parents of identified Title I students will receive additional materials to support learning at home through Title I funds.	Parent Involvement	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building Principal, general education staff, literacy coach, instructional support staff
Parent Information Night	Provide extended day learning opportunities to inform parents on best practice strategies to support learning in the home.	Parent Involvement	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building Principals, general and special education staff, curriculum director, literacy coach and instructional support staff
Parent Information Night	Provide extended day learning opportunities for parents to teach best practice strategies that will support learning in the home.	Parent Involvement	Tier 1	Implement	09/03/2019	06/30/2020	\$0	building principal, general education staff, curriculum director and instructional support staff
PBIS /Leader in Me Program Materials	Provide teacher resources and student materials to implement the Leader in Me program.	Behavioral Support Program, Career Preparation /Orientation	Tier 1	Implement	08/14/2019	06/30/2020	\$0	Building Principal, General and Special Education Staff, Instructional Support Staff, Curriculum Director, State and Federal Program Director

School Improvement Plan

Washington Elementary School

PBIS/Leader in Me Training Materials	Provide training materials and on-line resources for implementation of Leader in Me Program.	Behavioral Support Program, Career Preparation /Orientation	Tier 1	Implement	08/14/2019	06/30/2020	\$0	Building Principals, General and Special Education Staff, Instructional Support Staff, State and Federal Program Director
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Support Materials	Materials will be provide to differentiate instruction for tier 2 and 3 students.	Materials, Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	building principal, general and special ed staff, curriculum director, and instructional support staff

School Improvement Plan
Washington Elementary School

Career Readiness	<p>K-6 - Staff in grades K-6 will follow the district career development calendar to implement instructional lessons for students and parent regarding career awareness. The model follows activities from the following targets and objectives:</p> <p>Grades K-3 Target 1: Career Zones - Introduce students and parents to Michigan's six career zones.</p> <p>Target 2: Contextualized Academics - Introduce career zones through academic subject matter.</p> <p>Target 3: Career Awareness - Engage students in career awareness activities.</p> <p>Target 4: Out of School Time/Family Engagement - Engage students and families in Out of School Activities to Support Career Awareness.</p> <p>Grades 4-6 Target 1: Career Zones - Continue to introduce students and parents to Michigan's six career zones.</p> <p>Target 2: Contextualized Academics - Continue to introduce career zones through academic subject matter.</p> <p>Target 3: Career Awareness - Engage students in career awareness activities.</p> <p>Target 4: Out of School Time/Family Engagement - Engage students and families in Out of School Activities to Support Career Awareness.</p>	Career Preparation /Orientation	Tier 1	Implement	09/03/2019	06/30/2020	\$0	K-5 teaching staff, Building Principal, Curriculum Director
Online Resources	All students will have access to a variety of online resources including, but not limited to Open Education Resources, to increase Social Studies proficiency.	Technology	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building Principal, general education staff, curriculum director
Online Resources	All students will have access to a variety of online resources, which may include but is not limited to; Reflex and Imagine Math to increases academic competency across the curriculum.	Technology	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building Principal, general and special education staff, Curriculum Director

School Improvement Plan

Washington Elementary School

Training materials - CITW	All K-5 and special education teachers will be provided materials to support ongoing implementation of Classroom Instruction That Works strategies.	Materials	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building Principal, curriculum director, literacy coach,
Science materials	State Approved Science materials will be provided to classroom teachers to implement the science program.	Materials	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building Principal, general education staff, and curriculum director
Technology Intergration	Staff will develop lessons and activities that allow students to utilize technology to demonstrate learning outcomes.	Technology	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building Principal, curriculum director, general education staff
Benchmark Assessments	Classroom and special education teachers will administer and analyze benchmark district assessments to determine student proficiency levels and inform instruction.	Teacher Collaboration	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building principal, K-5 and special education staff, instructional support staff, and literacy coach
Math Materials	Eureka materials will be provided to classroom and special education teachers to implement the math program.	Direct Instruction	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building Principal, general and special education staff, and Curriculum Director
Technology Intergration	Staff will develop lessons and activities that allow students to utilize technology to demonstrate learning outcomes.	Technology	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building Principal, general and special education staff, curriculum director

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Washington Elementary School

Academic Support Materials	Materials will be provided to differentiate instruction for Tier 2 (Lexia Core 5 and Accelerated Reader) and Tier 3 (corrective reading) students.	Materials, Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building Principal, general and special education staff, literacy coach, curriculum director and instructional support staff (title I)
School/Home Support Materials	Classroom teachers will provide parents with materials and resources to support grade level expectations.	Parent Involvement	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building Principals, general and special education staff, curriculum director, literacy coach and instructional support staff
Collaborative Scoring	K-5 classroom and special education teachers will collaboratively score student writing and analyze results to plan writing instruction throughout the school year to increase student learning across the curriculum.	Teacher Collaboration	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Principal and K-5 and special education teaching staff, program staff, consultants and Literacy Coach
Technology Intergration	Staff will develop lessons and activities that allow students to utilize technology to demonstrate learning outcomes.	Technology	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building principals, general and special education staff, technology instructional support staff

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Washington Elementary School

School/Home Support Materials	Classroom teachers will provide parents with materials and resources to support grade level math expectations.	Materials, Parent Involvement	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building Principal, classroom teachers, instructional support staff, and curriculum director
Online Resources	All students will have access to a variety of Open Educational Resources and online tools to increase science competency.	Technology	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building Principal, general education staff, curriculum director
Text Dependent Analysis	Teachers will utilize a variety of resources including graphic organizers from their ELA instructional program to model and teach writing across the curriculum.	Direct Instruction	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Classroom teachers, Building Principal, Literacy Coach, Curriculum Director
Online Resources	All students will have access to a variety of online resources, which could include, but is not limited to, Lexia, Accelerated Reader, OER, and Imagine Learning; to increase academic competency across the curriculum.	Technology	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building Principal, general and special education staff, and curriculum director
PBIS Materials	Rewards will be used to provide positive reinforcement to students demonstrating proper behavior.	Behavioral Support Program	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building principal, General and Special Education Staff, and School Social Worker
Technology Intergration	Staff will develop lessons and activities that allow students to utilize technology to demonstrate learning outcomes.	Technology	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building principal, general and special education staff

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Science Materials	Provide materials to implement extended day learning opportunities.	Supplemental Materials	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building principal, general education staff, curriculum director and instructional staff
Academic Support	Staff will offer extended day tutoring opportunities, including before/after school and lunchtime, through small group and one to one instruction for identified students.	Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building principal, general education staff, curriculum director, curriculum director and instructional staff
Academic Support	Staff will provide additional small group instruction to identified students to support vocabulary, content reading levels and reading comprehension in the content area of social studies.	Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building principal, general and special education staff, curriculum director and instructional support staff
Academic Support	Staff will provide additional small group instruction to identified students to support vocabulary, content reading levels and comprehension in the area of science.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building Principal, curriculum director, instructional staff and general education staff

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School/Home Support Materials	Classroom teachers will provide parents with materials and resources to support grade level expectations.	Parent Involvement	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building Principals, general and special education staff, curriculum director, literacy coach and instructional support staff
Title I Support	The parents of identified Title I students will receive additional materials to support learning at home through Title I funds.	Parent Involvement	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building Principal, general education staff, literacy coach, instructional support staff
Social Studies Materials	Provide materials to implement extended day learning opportunities.	Supplemental Materials	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building Principal, curriculum director, general education staff and instructional support staff
Extended Day/Year Programs	Identified students will be offered opportunities to participate in extended day/year programs to increase student achievement.	Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building Principal, general teaching staff, curriculum director, instructional support staff
After School/Summer School Materials	Provide materials to staff and students to support and extended learning programs.	Supplemental Materials	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building Principal, curriculum director, and instructional support staff

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Intensive Intervention Support	Staff, including a literacy coach, will provide additional, explicit small group instruction to identified students using Corrective Reading and Reading Recovery Program.	Academic Support Program	Tier 3	Implement	09/03/2019	06/30/2020	\$0	Building Principal, general education staff, Literacy Coach, curriculum director, instructional support staff
School/Home Support Materials	Staff will provide supplemental materials for home support to identified Title I students to increase math skills and proficiency.	Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building Principal, curriculum director, instructional support staff and general education teachers
Intensive Intervention Support	Staff will provide additional, explicit small group instruction to identified students using instructional probes, Eureka interventions and other Tier 3 interventions.	Academic Support Program, Direct Instruction	Tier 3	Implement	09/03/2019	06/30/2020	\$0	Building Principal, curriculum director, general education teacher
School/Home Support Materials	Staff will provide supplemental materials for home support to identified students to increase reading skills and proficiency.	Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building Principals, curriculum director and literacy coach
After School/Summer School Materials	Provide materials to staff and students to support extended learning programs.	Supplemental Materials	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building Principal, curriculum director, and literacy coach
Title I Support	The parents of identified Title I students will receive additional materials to support learning at home through Title I funds.	Parent Involvement	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building Principal, classroom teachers, instructional support staff, and curriculum director

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Academic Support Programs	Staff will offer extended day tutoring opportunities, including before/after school and lunchtime, through small group and 1:1 instruction to identified students.	Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building principals, general education staff, instructional support staff and curriculum director
Title I Support	Title I staff will utilize a variety of online academic resources including computer based programs focused on improving specific academic skills for identified Title I students.	Technology	Tier 3		09/03/2019	06/30/2020	\$0	Building Principal, Title I staff, and curriculum director
Academic Support Materials	Materials will be provided to differentiate instruction for Tier 2 (Lexia Core 5 and Accelerated Reader) and Tier 3 (corrective reading) students.	Materials, Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building Principal, general and special education staff, literacy coach, curriculum director and instructional support staff (title I)
Title I Support	Title I staff will utilize a variety of online academic support resources including computer based programs focused on improving specific math skills for identified Title I students.	Academic Support Program, Technology	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Building Principal, Title I staff, Curriculum Director
Extended Day/Year Programs	Identified students will be offered opportunities to participate in extended day/year programs to increase student achievement.	Academic Support Program	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Building Principals, general and special education staff, curriculum director and literacy coach

Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

Washington Elementary School

Inclusion Training	Provide training and support for general education staff on how to incorporate students with special needs into the general education curriculum and instruction	Professional Learning	Tier 3	Implement	09/03/2019	06/30/2020	\$0	Building Principal, general and special education staff, curriculum director and special education director
Inclusion Training	Provide training and support for general education staff on how to incorporate students with special needs into the general education curriculum and instruction	Professional Learning	Tier 3	Implement	09/03/2019	06/30/2020	\$0	Building Principal, general and special education staff, special education supervisor and curriculum director