School Improvement Plan

Central Elementary School
Portage Public Schools

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PORTAGE, MI 49002-5402
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Central Elementary School Improvement Plan 2017-18
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 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.
## Improvement Plan Assurance

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<tbody>
<tr>
<td>1.</td>
<td>Which option was chosen for Goals and Plans?</td>
<td>Goals and Plans in ASSIST</td>
<td>See Goals and Plans in ASSIST</td>
<td></td>
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Title I Targeted Assistance Diagnostic
Introduction

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

1. How was the comprehensive needs assessment process conducted?

Central Elementary utilizes an MTSS process that allows for the early identification of students who are not achieving grade level benchmarks. This process incorporates frequent monitoring of student progress to assist teams in making decisions about instructional goals. This student response data is also used to help make educational decisions, including professional development, curriculum, and individual student intervention decisions. Data from M-Step, DIBELS, and District benchmark measures are disaggregated using the District Data Analyzer. Further information is gleaned from STAR, and teacher input. Students who are lowest academically receive reading services in addition to their classroom's researched based core reading program. We are in the process of implementing Title 1 math services which will service students in need of intensive and strategic interventions. Our social studies and science curriculum require a strong base in reading. We believe that a strong reading foundation will ensure mastery in those areas. At this time, we do not currently offer specific interventions in science and social studies but do differentiate to meet each child's needs.

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

The district uses a rank order system that examines student performance data on DIBELS, M-Step, STAR Math, and classroom based assessments. Data Days are held twice each year to review student performance and to assemble intervention groups for students most at-risk. Weekly meetings and PLC's take place through out the year.

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.

Data from M-Step, DIBELS, and District benchmark measures are disaggregated using the District Data Analyzer. Further information is gleaned from STAR, and teacher input. Students who are lowest academically receive reading services in addition to their classroom's researched based core reading program. We are in the process of implementing Title 1 math services which will service students in need of intensive and strategic interventions. Our social studies and science curriculum require a strong base in reading. Special education services are also offered in all four core areas determined through a Response to Intervention Model. These services are an integral component for improving the skills of struggling students. Based on the building's needs as outlined in the SIP, these intervention services focus primarily on literacy skills and support the district's core academic curriculum. The district designed a needs-assessment plan for each building to be used in determining services for students. The form used for scoring criteria includes the assessment instruments used at specific grade levels. This form was developed by the Title I instructional staff for consistency across the District. Central Elementary completed a beginning, middle, and end-of-the-year formal screening to evaluate the progress of every student in the school. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Assessment and Standardized Tests for Assessment of Reading (STAR) were used to determine which students scored "intensive" (significantly below grade level) in reading. Students' reading scores on the M-Step and Houghton Mifflin Assessments were also part of the scoring criteria. All students were ranked by their classroom teachers for "needs rating input". Once all elements of the scoring criteria were completed for each student, a composite score was calculated for students and those with the lowest score/highest
needs were organized in "rank order." This rank order determined which students received a Tier Two intervention. Once eligible students were determined, a more "in-depth" diagnostic assessment may have been used to place students in appropriate skill groups for efficient and effective instruction (i.e. Read Well Placement Test, Corrective Reading Placement Test, Read Naturally Placement Test, Horizons Placement, Rewards, quick phonics screener, or observation). In addition to the core classroom instruction, students receiving a Tier Two intervention would meet with a small group typically four to five times a week for 30-45 minute sessions. the group size usually ranged from two to four students.

The staff at Central Elementary worked as a team to evaluate the effectiveness of the Tier Two interventions. Three formal grade level meetings are held each year for collaboration among classroom, teachers, principal, and reading staff. In addition, Title 1 staff meet frequently to adjust interventions, refine instruction, add additional time slots or tiers, and/or change group size. Data from the following evaluation tools was used in our decision making process.

- DIBELS Progress Monitoring (weekly)
- Post unit testing in Read Well Program
- Post testing in SOAR Program
- Post testing in Rewards
- Pre and Post testing in Read Naturally Program
- Pre and Post testing in Corrective Reading Program
- Running Records (quarterly)

If insufficient progress was noted for an individual, the student's intervention was changed or the grouping of the children was changed. If those adjustments were not successful, the student may have been referred to a building TEAM meeting. The TEAM includes these possible staff members: the principal, school psychologist, reading specialist, Title 1 teacher, classroom teacher, speech/language teacher, special education teacher, and parents. A possible outcome of this meeting could lead to an additional intervention time slot referred to as MTSS Tier III. This typically includes an additional 30 minute reading intervention working one-to-one with an adult. Another outcome could be an evaluation for special education services. If sufficient progress was noted for an individual, the student was exited from the intervention and would receive all instruction from the regular education classroom. While we do not currently offer Title 1 services in science and social studies, we believe that the skills developed in reading and math will transfer to these areas. There may be plans at some point in the future to include science and social studies.

The services provided by the Title 1 Targeted Assistance Program are an integral component for improving the skills of struggling students. Based on the building's needs as outlined in the SIP, these intervention services focus primarily on literacy and writing, supporting the district core academic curriculum. All Title 1 and At-Risk services worked within the building school improvement plan framework and this response to intervention model. Both the Title 1 coordinator and the building Title 1 teacher are represented as members on the school improvement/MiBLSi leadership team. Central's school improvement goal for reading includes those students targeted for assistance.

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.

For students entering Kindergarten each fall district professional staff, use the DIAL4 to determine placement for Young Fives or Kindergarten. A PET referral may be made following the completed screening tool. The students most intensive receive services in
Language for Learning, Rode to the Code, Read Well, Sound Partners, individually or in small group settings. Weekly progress monitoring is completed using DIBELS to ensure student success and/or progress is being made.
Component 2: Services to Eligible Students

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

Title I services at Central Elementary are generally a pull-out model, with push-in services provided for assistance with core instruction. However, we do have a before school Read Naturally group that ten students participate in. The instructional time is in addition to their regular classroom reading, writing or math instruction and is not taken from core instructional time. Title 1 time is a strong allocation of staff and intervention services with the primary focus on literacy skills in grades kindergarten through fifth grade. The groups are monitored and adjusted regularly throughout the year both at informal grade level meetings, as well as formal meetings such as TEAM meetings and IEPs. However, we do have a before school Read Naturally group that ten students participate in. All students receive supplemental reading services for 4-5 days for 30 minutes. In class guided reading groups continue so students receiving Title1 also receive core instruction.

Instructional materials used:

READING
- Read Well K
- Read Well 1
- Read Well Plus
- Read Well 2 Fluency Foundations
- Read Well 2
- Road to the Code
- Sound Partners
- SRA Decoding Strategies
- SRA Decoding Strategies
- REWARDS
- Read Naturally
- 6 Minute Solution
- Focus
- SOAR to Success
- SRA Language for Learning
- Corrective Math
- PALS Math
- Connecting Math Concepts
- I learn Math
- Symphony Math
- Science and Social Studies are differentiated within the classroom
1. How is program planning for eligible students incorporated into the existing school improvement planning process?

Using our M-Step data to examine gaps in student achievement, we placed an emphasis on interventions and accommodations for Title 1 students in our school improvement plan. Our school improvement team, met, and designed our school improvement plan to implement services for students at-risk. In addition to being embedded into the building School Improvement Plan Title I coordinates services with our building reading specialist who provides one to one and small group instruction. Title I also coordinates with special education. All three take part in our student assistance meetings as well as meeting with teachers periodically to assess student progress and make adjustments where necessary.
Component 4: Instructional Strategies

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

Title I services at Central Elementary will push in during a blocked WIN (what I need) time. We have a before school program for Read Naturally. The instructional time is in addition to their regular classroom reading, writing or math instruction and is not taken from core instructional time. Title I services are provided through professional staff using research based interventions with the primary focus on literacy and math skills in grades kindergarten through fifth grade. The groups are monitored and adjusted regularly throughout the year both at informal grade level meetings, as well as formal meetings such as TEAM meetings and IEPs. We have researched programs and instructional strategies recommended through the National RTI Center and the University of Oregon. We use programs and strategies recommended by these sources.

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 Central Elementary students have a fair, equal and significant opportunity to obtain a high quality education and reach proficiency on state standards. All of our reading programs and supplements are based on research on the five big ideas of reading; phonemic awareness, alphabetic principal, fluency with text, vocabulary, and comprehension as outlined by the National Reading Panel in No Child Left Behind and Reading First legislation. Every program we use connects to one of the five big ideas of reading and has been researched through the Florida Center for Reading and the University of Oregon clearing house. Professional development is given to insure the programs are taught and assessed with fidelity. Central offers extended learning time via a before school Read Naturally program and i-learn for mathematics. Title I summer school is offered by the district. All services are supplemental to the core reading and math programs. No student is pulled for services during core instruction time. Additional tiers of interventions are offered depending on student need. Math Programs are direct instruction based which is a research based strategy for effectiveness. We also use technology enhanced programs to differentiate and motivate. All math programs are supplemental. Students are not pulled from core instruction. Additional push-in services are provided for Title I students in core instruction. Science and Social Studies are differentiated within the classroom core; which is a research based strategy for reaching all students.

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

Using our rank order sheet, DIBELS Progress Monitoring tools, STAR Math, and classroom assessments established through the Engage NY and Houghton Mifflin Reading Series are used and analyzed to determine success.

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

Central Elementary has established a block schedule, where core instruction is preserved. Students receive 90 minutes of ELA and 60-90
minutes of math instruction where all students participate in the core classroom, grade K-5. Title schedule is established through collaboration and careful PLC planning with all grade levels. Students receiving Title I services get supplemental instruction in addition to the core instruction provided in the general education setting. The schedule is established in the beginning of the school year.
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?

Title I teachers meet to discuss data of students with each other and the rest of the team. These meetings occur two times per year. Weekly grade level PLC meetings occur at grade levels. The team that meets during the year includes the principal, Title I teachers, grade level teachers, reading specialist, and ancillary staff.

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.

Central Elementary has a relationship with several area preschools, including in district. Our kindergarten screening is advertised at the preschools and set up with the incoming students. Input from the preschool is used in the placement process of our incoming kindergartners.
Component 6: Instruction by Highly Qualified Staff

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<tbody>
<tr>
<td>1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.</td>
<td>Yes</td>
<td>Yes, all Title I paraprofessionals meet the NCLB requirements for highly qualified.</td>
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<tr>
<td>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.</td>
<td>Yes</td>
<td>All Central Elementary professional teaching staff are highly qualified, meeting NCLB requirements.</td>
<td></td>
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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?

Training has been provided in the new reading series, Houghton Mifflin Journeys. For math, building staff have received training in Common Core State Standards through district and county teams, STAR Math instruction, Number Worlds, and professional learning communities.

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?

Title I Family Nights were provided for reading strategies and additional supports for students receiving Title 1 services.

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<tr>
<td>3. Your school's professional development/learning plan or calendar is complete.</td>
<td></td>
<td>Yes</td>
<td>Along with district provided professional development, Central Elementary has weekly building leadership team meetings that include our Title 1 professional staff as well as weekly PLC meetings. Our district also sponsors two data days that are attended by our building leadership team and Title 1 staff.</td>
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Component 8: Strategies to Increase Parental Involvement

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

A school compact is covered with each child and their family in the building that highlights the supplemental supports from Title I before receiving services. Parents have the opportunity to contact the school if they have any questions. Title I personnel are also available during conferences to respond to any questions and concerns. When a student exits the program, a letter is sent home informing the parent that their child is no longer receiving Title I services.

Central hosted a fall meeting for all Title I parents and subsequent events throughout the year. Parents were informed of the Title I program, interventions, and services. Once again given the Title I brochure if they did not receive it at the beginning of the year. All programs were on display for families. Time was allotted at the end for a question and answer session.

Homework book bags are sent home with kindergarten-third graders. A reading log is included in the bag for parents to sign when the homework is completed. In addition to the homework bags, these students will be able to take home a book every Friday to read over the weekend and return to school on Monday. Student Progress Reports go home at the end of each month. These reports include a print out of their DIBELS progress monitoring graph, as well as a summary of any in-program tests that the student takes. Read Naturally reports were also printed out and sent home for the parents to see. Parents are trained on how to read and interpret this data when they have their first parent meeting in the fall.

Parent survey is sent home at the end of each year to gather illicit feedback, concerning the program and communication from the Title 1 program. The results are used by the School Improvement Team to enhance our existing program and tailor our goals, strategies, and objectives.

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

A school compact is covered with each child and their family in the building that highlights the supplemental supports from Title I before receiving services. Parents have the opportunity to contact the school if they have any questions. Title I personnel are also available during conferences to respond to any questions and concerns. When a student exits the program, a letter is sent home informing the parent that their child is no longer receiving Title I services.

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Parent survey is sent home at the end of each year to gather illicit feedback, concerning the program and communication from the Title 1 program. The results are used by the School Improvement Team to enhance our existing program and tailor our goals, strategies, and objectives.

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

The District Advisory Council has parent and teacher representatives for Central Elementary. We also have a District Curriculum Council again with representation from our teaching faculty and families. Our school improvement team uses feedback from all stakeholders. Our building website has a Title I section, complete with district Title information and specific materials tailored for Central Elementary. Parents have access to this information throughout the school year. During Family Title I Nights, attendance and survey information will be collected to provide a reflection on parent involvement with our program.

5. Describe how the parent involvement activities are evaluated.

Parent survey is sent home at the end of each year to gather illicit feedback, concerning the program and communication from the Title 1 program. The results are used by the School Improvement Team to enhance our existing program and tailor our goals, strategies, and objectives.

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

The process we used was to have four (Title 1) parents from our school improvement committee along with the title teacher, reading specialist, and principal look at the compact and modify it to meet the needs of our building. We outlined the responsibilities for agreement by teachers, parents, students, and administration. This process is reviewed annually.
8. How does the school provide individual student academic assessment results in a language parents can understand?

Student Progress Reports go home at the end of each month. These reports include a print out of their DIBELS progress monitoring graph, as well as a summary of any in-program tests that the student takes. Read Naturally, ilearn, and symphony reports were also printed out and sent home for the parents to see. Teachers also explain data to parents at parent-teacher conferences. Title 1 teaching faculty are also available throughout the school year to explain and assist student performance data.

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

We explain and distribute the parent compact at Open House in September. It is required of our school that the compact is also discussed at the first parent-teacher conference in the fall (November) by all teachers. There is a Title 1 parent meeting before that time in the fall where Title families can discuss the compact as well.

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<tr>
<td>9. Does the school have a Title I Parental Involvement Policy/Plan?</td>
<td>Yes</td>
<td>See Attached</td>
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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 coordinates with special education services. Other resources include MiBLSi support, district purchased DIBELS materials, and KRESA professional development. The district commits to provide a quality, researched based core reading program taught and assessed with fidelity. We also coordinate with Community Mental Health, Portage Public Safety, Head Start, Community Preschools, First Reformed Church, and Kid's Hope. In addition we offer reading and math summer school.

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 improvement team and the professional faculty at Central Elementary are rooted in the framework of MiBLSi. Our team has integrated supports from the community in our strategies and objectives for the health and well being of our children. Some outside agency supports include Kids Hope USA, First Reformed Church, the Kalamazoo Mobile Dentist, Kalamazoo County Community Mental Health, Portage Public Safety, summer school opportunities for math and reading with Portage Public Schools, as well as summer reading program with the Portage Public Library.
Component 10: Ongoing Review of Student Progress

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

The staff at Central Elementary worked as a team to evaluate the effectiveness of the Tier 1, 2, and 3 interventions. Grade levels held weekly PLC meetings, and the building held two data review days during the year. Interventions are logged on student records both in the formal file and in the Title I room. Title I teachers met with building administrator every 4-6 weeks and meetings were held weekly with all Title 1 staff. Information was collected, shared, analyzed, and student placement change based upon data collected.

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.

If insufficient progress was noted for an individual, the student’s intervention was changed or the grouping of the children was changed. If those adjustments were not successful, the student may have been referred to a building TEAM meeting. The TEAM includes these possible staff members: the principal, school psychologist, reading specialist, Title I teacher, classroom teacher, speech/language teacher, school counselor, special education teacher, and parents. A possible outcome of this meeting could lead to an additional intervention time slot referred to as MTSS Tier 3. This typically included an additional 30 minute reading intervention or working one-on-one with an adult. Another outcome could be an evaluation for special education services. If sufficient progress was noted for an individual, the student was exited from the intervention and would receive all instruction from the regular education classroom.

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.

During the year ongoing professional development is used to examine student progress and determine the best intervention service. The district has established a problem solving guide to determine referral for special education services, or to adjust intervention following our Multi-Tiered System of Supports. Data reviews are held in the district following benchmark data collection. Title I teams meet to examine student progress weekly, and following biweekly progress monitoring.
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.

Central Elementary uses a school program evaluation tool annually to evaluate a research based program used in our targeted assistance program. The Title I teachers evaluate the program annually with administrative assistance. Yearly powerpoints are put together to evaluate and log historical data collected.

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.

M-Step guides our decision making process and we consider existing gap statements. Results are shared and instruction is differentiated to meet the needs and focus on correction areas. We also select an intervention to evaluate throughout the year and monitor students entering and exiting our Title I targeted assistance program. We then make instructional changes for interventions, grouping, and staffing needs. The information collected from state annual assessments also guides our building schedule. Other data collected includes DIBELS, Skyward, Curriculum based assessments, and STAR math.

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.

Through the collection of data we monitor the progress of all students in our school program. The data collected includes; DIBELS, STAR Math, M-Step, and curriculum based assessments. We examine our gaps to ensure that any discrepancy is decreasing throughout the year, as students move through a series of interventions.

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.

We have quarterly district Title I meetings, three district data review days, and weekly Title I meetings in -house. The information is collected and shared at the end of the year and reviewed to make changes to the Title I program, school improvement plan, and building Title 1 design.
Central Elementary School Improvement Plan
2017-18
Overview

Plan Name

Central Elementary School Improvement Plan 2017-18

Plan Description

2017-2018 Goals
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.

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
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| 1 | All students will be proficient in math.                                  | Objectives: 1
Strategies: 1
Activities: 3                                        | Academic                                           | $1500         |
| 2 | All students will be proficient in writing.                               | Objectives: 1
Strategies: 1
Activities: 3                                        | Academic                                           | $0            |
| 3 | All Students will be proficient in reading.                               | Objectives: 1
Strategies: 1
Activities: 4                                        | Academic                                           | $2500         |
| 4 | All students will learn, understand and demonstrate the school-wide behavioral expectations. | Objectives: 1
Strategies: 1
Activities: 5                                        | Organizational                                     | $5000         |
Goal 1: All students will be proficient in math.

Measurable Objective 1: 
85% of All Students will demonstrate a proficiency STAR Math (M-Step Benchmark) in Mathematics by 06/16/2017 as measured by STAR Math Universal Screener.

Strategy 1: 
MTSS Process - Working as a collaborative grade-level PLC, we will review the STAR screener information to implement math interventions, in conjunction with MTSS support. MTSS Supports include; push-in classroom support, research based math programs, and grade level consultation.

Category: Mathematics
Research Cited: STAR Math™ Key Research Support
## Measurable Objective 1:

80% of All Students will demonstrate student proficiency (pass rate) in writing on the Curriculum Based Measures administered fall, winter, and spring in English Language Arts by 06/15/2018 as measured by national norms.
Strategy 1:
John Collins Writing Format/Six Traits of Writing - All classroom teachers will utilize the John Collins Writing program as a core component of their daily ELA instruction. Classroom teachers will create a 20-30 minutes block, outside of their daily ELA block of time for writing. Compositions will contain three focus correction areas, representing a variance of all Six Traits of Writing integrated into the Common Core. Compositions will be housed in student monitored writing folders. All building teaching professionals will facilitate quarterly folder reviews at grade levels. Information will be shared during school improvement meetings and professional learning communities.

Category: English/Language Arts
Research Cited: 6+1 Trait® Writing Research

Evidence on the importance of writing

Writing skills are important for an increasing number of jobs (National Commission on Writing 2004; Executive Office of the President 2009). Poor writing skills are a barrier to hiring and promotion for many individuals, and remediation of problems with writing imposes significant operational and training costs on public and private organizations (Casner-Lotto, Rosenblum, & Wright, 2009; National Commission on Writing, 2004, 2005). Writing is also important for the development of reading skills (Graham & Hebert, 2010) and can improve learning in other academic content areas (Bangert-Drowns, Hurley, & Wilkinson, 2004). In response to the perceived neglect of writing in United States education, the National Commission on Writing proposed a set of recommendations for making writing a central element in school reform efforts (National Commission on Writing, 2006).

Experimental research on the impact of 6+1 Trait® Writing

An Investigation of the Impact of the 6+1 Trait® Writing Model on Grade 5 Student Writing Achievement [external link]
A scientific study conducted in 74 Oregon elementary schools showed that the 6+1 Trait Writing® Model caused a statistically significant increase in student writing scores during the year in which it was studied (2010). The REL Northwest study examined first-year implementation of the model, in which teachers were provided with additional writing instruction and assessment strategies that were intended to complement whatever writing curricula and strategies were already in use at their schools. The two-year randomized controlled trial involved 102 teachers and 2,230 students in the treatment condition and 94 teachers and 1,931 students in the control condition (Coe, Hanita, Nishioka, & Smiley, 2011).

Studies about classroom strategies for writing

A growing body of research has shed light on classroom strategies and practices that improve the quality of student writing. For example, a 2007 meta-analysis of research on writing instruction in grades 4–12 found support for 11 “elements of effective adolescent writing instruction” (Graham & Perin, 2007a, 2007b). These recommended practices, synthesized from the findings of experimental studies, include having students analyze models of good writing; explicitly teaching students strategies for planning, revising, and editing their work; involving students in the collaborative use of these writing strategies; and assigning specific goals for each
writing project. The recent IES practice guide on Teaching Elementary School Students to be Effective Writers (Graham et al., 2012) recommends students have daily writing experiences, learn to use the writing process for a variety of writing purposes, and become a part of a community of writers that includes teachers. Finally, the use of classroom-based writing assessments is supported by a recent meta-analysis that investigated the effectiveness of formative writing assessment in improving students’ writing (Graham, Harris, & Hebert, 2011). The 6 + 1 Trait® Writing Model of Instruction & Assessment reflects these research findings and facilitates the implementation of the recommended practices.

Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - In-house Folder Reviews</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>During School Improvement Meetings, grade level teachers will bring three student folders per classroom. Grade level folders will be assessed quarterly with the John Collins Writing Folder rubric.</td>
<td>Teacher Collaboration, Curriculum Development</td>
<td>Tier 1</td>
<td>Evaluate</td>
<td>09/05/2017</td>
<td>06/15/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All Classroom Teachers, Administration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Writing Instructional Support</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing chairs will model the John Collins’ Writing method at staff meetings. Teachers will meet during PLC to share and discuss writing expectations for CBM’s.</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>09/05/2017</td>
<td>06/15/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All Classroom Teachers and Administration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Progress Monitoring</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly progress monitoring for all students using folder reviews</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>09/05/2017</td>
<td>06/15/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Professional Staff</td>
</tr>
</tbody>
</table>

**Goal 3: All Students will be proficient in reading.**

**Measurable Objective 1:**
85% of All Students will demonstrate student proficiency (pass rate) on DIBELS universal screener composite score in English Language Arts by 06/15/2018 as measured by DIBELS next assessment.
Strategy 1:
Intervention Review Cycle - Working as a collaborative grade-level PLC, we will review the DIBELS Benchmark, Progress Monitoring Data, and Houghton Mifflin core curriculum assessments to implement reading interventions, in conjunction with the MTSS team. MTSS supports include; push-in classroom support, research based reading programs, and grade level consultation. Building professionals will participate in building review cycles and district data review days.

Category: English/Language Arts
Research Cited: Multi-tiered System of Supports (MTSS)

The Michigan Department of Education (MDE) defines Multi-tiered System of Supports (MTSS) as an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of ALL learners. In short, an MTSS framework is designed to ensure that each and every student that walks into a classroom will have his or her individual needs met through high-quality instruction. In addition, the integration of an MTSS framework within the Michigan Continuous School Improvement Process is an essential component for improving academic achievement for all learners. The MDE is striving to improve achievement for all learners through the strategic support of Michigan districts and schools.

Experience has demonstrated that in order to increase achievement, successful systems plan their improvement efforts collaboratively. Developing one common plan for improvement streamlines the school and district's efforts and resources, and maximizes improvement for all learners. The Michigan Continuous School Improvement Process serves as a comprehensive process to organize the work through data analysis, goal setting, planning, implementing, monitoring, and evaluating. By strategically embedding an MTSS framework into the district and school improvement plan, a school system sets itself up for continuity and alignment in the implementation of a research-based system of MTSS. When working together, the Michigan Continuous School Improvement Process and the MTSS framework enhance and strengthen each other for the benefit of all learners.

Essential Elements

MDE has defined MTSS and included eleven essential elements to help clarify the definition. In order to be an effective and efficient system, all eleven elements must be present. To further simplify the eleven elements they have been combined together to form 5 cluster areas. Each cluster area and the elements it comprises are below:

Instruction & Intervention
Data and Assessment
Family Engagement
Evidence-based practices
### Problem Solving

**Tier: Tier 2**

<table>
<thead>
<tr>
<th>Activity - Professional Learning Communities</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>All building professionals will meet weekly, according to grade level common planning time. MTSS team will meet with grade level teams on a 6 week cycle to review individual student data from Houghton Mifflin core curriculum classroom assessments, and DIBELS progress monitoring to implement reading interventions. The results will be used to plan and/or modify differentiated instruction.</td>
<td>Teacher Collaboration, Professional Learning</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/05/2017</td>
<td>06/15/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All building professionals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Supplemental Instruction and Multi-Tiered System of Support</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will use the differentiated instruction component of the Houghton Mifflin core reading program to provide Tier 1 support in the classroom. Based on identification of students in grade level PLC data reviews, MTSS team will provide Tier 2 and Tier 3 intervention support.</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>09/05/2017</td>
<td>06/15/2018</td>
<td>$1500</td>
<td>Title II Part A</td>
<td>All building professionals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Daily 5</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to implement the Daily 5 structure of small group differentiated instruction.</td>
<td>Academic Support Program</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/05/2017</td>
<td>06/15/2018</td>
<td>$500</td>
<td>Title II Part A</td>
<td>All building professionals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Literacy Coaching</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Specialist will provide coaching and modeling of researched based reading strategies for classroom teachers.</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/05/2017</td>
<td>06/15/2018</td>
<td>$500</td>
<td>Title II Part A</td>
<td>Professional Staff</td>
</tr>
</tbody>
</table>

### Goal 4: All students will learn, understand and demonstrate the school-wide behavioral expectations.

**Measurable Objective 1:**
collaborate to create a peaceful learning community by 06/15/2018 as measured by Office Discipline Referrals, Check in Check out data, and Opportunity Room data.
**Strategy 1:**

Positive Behavior Supports - At the beginning of the year three expectations will be taught (I will respect myself, I will respect others, and I will respect my school) in all areas of the school setting. Throughout the year, students will receive Comet cards for demonstrating the school-wide expectations. Classrooms will set goals to support recognition of receiving Comet cards. Classrooms choose their reward to celebrate as their goals are met. Students who do not demonstrate building expectations may receive an Office Discipline Referral (ODR) resulting in a major or minor offense as defined by the PBIS rubric. Consequences will be determined by the building rubric.

Category: School Culture  
Research Cited: MiBLSi

**Tier: Tier 1**

<table>
<thead>
<tr>
<th>Activity - Check in-Check out</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are invited by classroom teacher following a Tier 1 intervention to participate in the Check in-Check out support system. Students are presented with daily/weekly goals and then receive frequent feedback on meeting the goals throughout the day. The feedback system is connected to the school wide behavior expectations. Basic features of the Check-in/Check-out program include: Students are identified and receive support daily, students check-in and check-out daily with an adult mentor at school, regular feedback and reinforcement from mentors is provided, student goals are communicated home daily, and daily performance data are used to evaluate progress. (<a href="http://www.MiBLSi.org">www.MiBLSi.org</a>)</td>
<td>Behavioral Support Program</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/05/2017</td>
<td>06/15/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Teachers and Mentors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Monthly BLT Meetings</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building leadership team will meet monthly to review Skyward discipline data, Opportunity Room referrals, Check In/Check Out procedures and data.</td>
<td>Behavioral Support Program</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>09/05/2017</td>
<td>06/15/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>SIP Behavior Team and MTSS Building Leadership Team</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Opportunity Room</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>
Students are referred to the Opportunity Room by Office Discipline Referrals or teacher recommendation. The Opportunity Room operates two days per week outside of school hours, one morning and one afternoon per week. Students are assigned following parent contact and availability. Students complete a Think Sheet to reflect on their behavior which initiated the referral to the Opportunity Room. Students complete this time with the guidance of a trained adult.

<table>
<thead>
<tr>
<th>Activity - Scheduled Review of School Wide Expectations</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>The BLT will determine a schedule by which the entire school will review the school wide expectations. This schedule will be retaught prior to the months with the most ODR's which are November, December, February and March. During these times select parts of the behavior matrix will be retaught by classroom teachers, reviewed on morning announcements, and at least one school wide reteaching of the expectation lesson plans.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/05/2017</td>
<td>06/15/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Principal and all staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - School Wide Social Skill Curriculum</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>The BLT will review Eight Keys of Excellence and The Leader in Me to address our top three areas of concern based on ODR data. A timeline will be developed for access to materials, training for staff to teach material and established time in the curriculum/school day to teach the materials. This material will be taught at all grades and will further support our three expectations.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/05/2017</td>
<td>06/15/2018</td>
<td>$5000</td>
<td>Title II Part A</td>
<td>Principal and all staff</td>
</tr>
</tbody>
</table>
## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source.

### Title I Part A

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTSS Math Intervention</td>
<td>Building professionals will identify students scoring below grade level using the district math universal screener; intervention programs include SRA Corrective Math, SRA Connecting Math, Number Worlds, Symphony Math, IXL, Front Row Ed, and Khan Academy.</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>09/05/2017</td>
<td>06/15/2018</td>
<td>$1500</td>
<td>Title 1 Teacher, Title 1 Support Staff, and Classroom Teachers</td>
</tr>
</tbody>
</table>

### No Funding Required

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning Communities</td>
<td>Differentiated Instruction based on individual student performance data.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Evaluate</td>
<td>09/05/2017</td>
<td>06/15/2018</td>
<td>$0</td>
<td>All building professionals</td>
</tr>
<tr>
<td>Check in-Check out</td>
<td>Students are invited by classroom teacher following a Tier 1 intervention to participate in the Check in-Check out support system. Students are presented with daily/weekly goals and then receive frequent feedback on meeting the goals throughout the day. The feedback system is connected to the school wide behavior expectations. Basic features of the Check-in/Check-out program include: Students are identified and receive support daily, students check-in and check-out daily with an adult mentor at school, regular feedback and reinforcement from mentors is provided, student goals are communicated home daily, and daily performance data are used to evaluate progress. (<a href="http://www.MiBLSi.org">www.MiBLSi.org</a>)</td>
<td>Behavioral Support Program</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/05/2017</td>
<td>06/15/2018</td>
<td>$0</td>
<td>Teachers and Mentors</td>
</tr>
<tr>
<td><strong>Monthly BLT Meetings</strong></td>
<td>Building leadership team will meet monthly to review Skyward discipline data, Opportunity Room referrals, Check In/Check Out procedures and data.</td>
<td>Behavioral Support Program</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>09/05/2017</td>
<td>06/15/2018</td>
<td>$0</td>
<td>SIP Behavior Team and MTSS Building Leadership Team</td>
</tr>
<tr>
<td>--------------------------</td>
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</tr>
</tbody>
</table>

| **In-house Folder Reviews** | During School Improvement Meetings, grade level teachers will bring three student folders per classroom. Grade level folders will be assessed quarterly with the John Collins Writing Folder rubric. | Teacher Collaboration, Curriculum Development | Tier 1 | Evaluate | 09/05/2017 | 06/15/2018 | $0 | All Classroom Teachers, Administrators |

| **Writing Instructional Support** | Writing chairs will model the John Collins Writing method at staff meetings. Teachers will meet during PLC to share and discuss writing expectations for CBM’s. | Academic Support Program | Tier 2 | Monitor | 09/05/2017 | 06/15/2018 | $0 | All Classroom Teachers and Administrators |

| **Professional Learning Communities** | All building professionals will meet weekly, according to grade level common planning time. MTSS team will meet with grade level teams on a 6 week cycle to review individual student data from Houghton Mifflin core curriculum classroom assessments, and DIBELS progress monitoring to implement reading interventions. The results will be used to plan and/or modify differentiated instruction. | Teacher Collaboration, Professional Learning | Tier 1 | Monitor | 09/05/2017 | 06/15/2018 | $0 | All building professionals |

| **Opportunity Room** | Students are referred to the Opportunity Room by Office Discipline Referrals or teacher recommendation. The Opportunity Room operates two days per week outside of school hours, one morning and one afternoon per week. Students are assigned following parent contact and availability. Students complete a Think Sheet to reflect on their behavior which initiated the referral to the Opportunity Room. Students complete this time with the guidance of a trained adult. | Behavioral Support Program | Tier 2 | Monitor | 09/05/2017 | 06/15/2018 | $0 | All Building Team members and Opportunity Room Volunteers |

| **Math Intervention Cycle Review** | Our MTSS team will do a cycle review of student interventions using progress monitoring data. | Academic Support Program, Direct Instruction | Tier 3 | Implement | 09/05/2017 | 06/15/2018 | $0 | Principal, building professionals |

| **Progress Monitoring** | Monthly progress monitoring for all students using folder reviews | Academic Support Program | Tier 2 | Monitor | 09/05/2017 | 06/15/2018 | $0 | Professional Staff |
The BLT will determine a schedule by which the entire school will review the school wide expectations. This schedule will be retaught prior to the months with the most ODR's which are November, December, February and March. During these times select parts of the behavior matrix will be retaught by classroom teachers, reviewed on morning announcements, and at least one school wide reteaching of the expectation lesson plans.

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily 5</td>
<td>Continue to implement the Daily 5 structure of small group differentiated instruction.</td>
<td>Academic Support Program</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/05/2017</td>
<td>06/15/2018</td>
<td>$500</td>
<td>All building professionals</td>
</tr>
<tr>
<td>School Wide Social Skill Curriculum</td>
<td>The BLT will review Eight Keys of Excellence and The Leader in Me to address our top three areas of concern based on ODR data. A timeline will be developed for access to materials, training for staff to teach material and established time in the curriculum/school day to teach the materials. This material will be taught at all grades and will further support our three expectations.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/05/2017</td>
<td>06/15/2018</td>
<td>$5000</td>
<td>Principal and all staff</td>
</tr>
<tr>
<td>Supplemental Instruction and Multi-Tiered System of Support</td>
<td>Teachers will use the differentiated instruction component of the Houghton Mifflin core reading program to provide Tier 1 support in the classroom. Based on identification of students in grade level PLC data reviews, MTSS team will provide Tier 2 and Tier 3 intervention support.</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>09/05/2017</td>
<td>06/15/2018</td>
<td>$1500</td>
<td>All building professionals</td>
</tr>
<tr>
<td>Literacy Coaching</td>
<td>Reading Specialist will provide coaching and modeling of researched based reading strategies for classroom teachers.</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/05/2017</td>
<td>06/15/2018</td>
<td>$500</td>
<td>Professional Staff</td>
</tr>
</tbody>
</table>