

Central Elementary SI Plan for 2019-20

Kenowa Hills Central Elementary School

Kenowa Hills Public Schools

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Overview

Plan Name

Central Elementary SI Plan for 2019-20

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 Central Elementary will score at or above grade level national norms in state testing and NWEA MAP in mathematics.	Objectives: 4 Strategies: 5 Activities: 7	Academic	\$0
2	All students at Central Elementary School will become proficient readers and writers in ELA.	Objectives: 5 Strategies: 5 Activities: 7	Academic	\$0
3	All students at Central Elementary will become proficient in Science	Objectives: 2 Strategies: 3 Activities: 5	Academic	\$0
4	All students at Central Elementary will become proficient in Social Studies	Objectives: 2 Strategies: 3 Activities: 5	Academic	\$0
5	80% of students and staff will experience and implement personal learning in a competency based environment through our pillars of academics and wellness.	Objectives: 4 Strategies: 6 Activities: 6	Organizational	\$0
6	All students will be aware of the Michigan's Six Career Zones.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All students at Central Elementary will score at or above grade level national norms in state testing and NWEA MAP in mathematics.

Measurable Objective 1:

85% of Kindergarten and First grade students will demonstrate a proficiency at or above grade level and national norms on the NWEA MAP, in Mathematics by 06/05/2020 as measured by NWEA MAP Math Test.

(shared) Strategy 1:

Guaranteed and Viable Curriculum - A GVC (Guaranteed and Viable Curriculum) is one that guarantees equal opportunity for learning for all students. It guarantees adequate time for teachers to teach content and for students to learn it. A GVC is one that guarantees that the curriculum being taught is the curriculum being assessed. It is viable when Opportunity to Learn (adequate time) is ensured to teach all determined essential content.

Category: Mathematics

Research Cited: Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum
Schmoker, M. (2005). Here and now: Improving teaching and learning. In R. DuFour, R. Eaker, & R. DuFour (Eds). On common ground: The power of professional learning communities (pp. 135-153). Bloomington, IN: Solution Tree.

“Implementing a strategy of common, rigorous standards with differentiated resources and instruction can create excellence and equity for all students.” (Childress, Doyle, & Thomas, 2009, p. 133, emphasis added).

Tier: Tier 1

Activity - Instructional & Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Framework of the Gradual Release of Responsibility in Reading and Math Number Talks Weekly Lessons using Standards, Learning Targets, and Success Criteria Expected Number of Required Minutes Taught, and increase Time on Task to include flexible grouping, Personal Mastery (CBE) implementation, iPads, and internet programs Implementing Personal Mastery System. Students will have clearly defined (In student language) standards aligned with the CCSS. There will be common assessments for all teachers in a grade level and rubrics for assessments of academics and behavior. Basic Facts Practice/Math Operations Differentiated Instruction Implement the Common Core Standards with common assessments to ensure a GVC	Direct Instruction, Curriculum Development, Technology	Tier 1	Implement	08/27/2019	06/05/2020	\$0	No Funding Required	Teaching staff & administration

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Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Grade Level and Curriculum/Canvas Meetings Staff Meetings Learning Labs	Teacher Collaboration, Technology	Tier 1	Implement	08/27/2019	06/05/2020	\$0	No Funding Required	Teaching Staff, Coaches, & Administration

(shared) Strategy 2:

Parent and Family Engagement - Parent Involvement including a curriculum Open House, curriculum posted in newsletters and on District website, parent letters sent home at the beginning and throughout each area of study, teacher newsletters/websites/weeblys including current math instruction, math homework.

Category: Learning Support Systems

Research Cited: What Research Says About Parent Involvement in Children's Education (PDF, 252 KB, 4pp) - Highlights the relationship between parent involvement and academic achievement and references Joyce L. Epstein's six types of parent involvement. (Michigan Department of Education, 2002)

A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement (PDF, 1.19 MB, 241pp) A. T. Henderson & K. L. Mapp. (Southwest Educational Development Laboratory, 2002) Report Conclusion. (PDF, 87 KB, 5pp)

Summary of Research on Parent Engagement - Lists the benefits of parent engagement. The full report, A New Generation of Evidence: The Family is Critical to Student Achievement, covers 66 studies, reviews, reports, analyses, and books. Offers concrete reasons "why" and "how" educators should involve parents in their student's education. (Center for Law and Education, 1996)

Tier: Tier 1

Activity - Parent and Family Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Involvement including a curriculum Open House, math standards posted in newsletters and on District website, parent letters sent home at the beginning of each area of study, teacher newsletters/websites/weeblys including current math instruction, math homework.	Technology , Parent Involvement	Tier 1	Implement	08/27/2018	06/07/2019	\$0	General Fund	Teaching staff and administrators.

(shared) Strategy 3:

Multi-Tiered System of Supports - Learning Interventionists will spend time weekly with 1-3 students needing additional support to master the math standard as shown by the MAP math tests. In looking at our CNA data, we have a gap in our subgroup of economically disadvantaged so our MTSS strategies, Interventionists, coaches, and activities etc are addressing this gap.

Category: Learning Support Systems

Research Cited: Tournaki, N. (2003). The differential effects of teaching addition through strategy instruction versus drill and practice to students with and without learning disabilities. Journal of Learning Disabilities, 36(5), 449–458.

Fuchs, L. S., Fuchs, D., Craddock, C., Hollenbeck, K. N., & Hamlett, C. L. (2008). Effects of small-group tutoring with and without validated classroom instruction on at-

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risk students' math problem solving: Are two tiers of prevention better than one? Journal of Educational Psychology, 100(3), 491–509.

Jitendra, A. K., Griffin, C. C., McGoey, K., Gardill, M. C., Bhat, P., & Riley, T. (1998). Effects of mathematical word problem solving by students at risk or with mild disabilities. The Journal of Educational Research, 91(6), 345–355.

Tier: Tier 2

Activity - Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coaches (.5 Intervention and .5 Coaching)-Tiers 1 & 2 Flexible Grouping-Title 1-students will be flexibly grouped for additional Tier 2 staff support based on skills deficits identified by the MAP test. Groups are scheduled every day for ½ to ¾ of an hour additional support from Title 1 staff. Summer School After School Tutoring	Academic Support Program, Technology	Tier 2	Implement	08/27/2019	06/05/2020	\$0	Title I Part A	Interventionists, After School Tutors, Administration, & Coaches

Activity - Policy & Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Child Study Team Expected Number of Required Minutes Taught, and increase Time on Task to include flexible grouping, Personal Mastery implementation, iPads, and 1-1 chromebooks 2-5 and 1-1 iPads for KK-1. Other tech integration can be Compass, Accelerated Reader, Discovery Streaming, Keyboarding, Google Docs, Think Central Math.	Policy and Process, Technology	Tier 2	Implement	08/27/2019	06/05/2020	\$0	No Funding Required	Teachers, Itinerants, Coaches, & Administration

Measurable Objective 2:

85% of Second, Third, Fourth and Fifth grade students will demonstrate a proficiency scoring at or above grade level national norms for state testing and NWEA MAP in Mathematics by 06/05/2020 as measured by NWEA MAP & state testing test scores.

(shared) Strategy 1:

Guaranteed and Viable Curriculum - A GVC (Guaranteed and Viable Curriculum) is one that guarantees equal opportunity for learning for all students. It guarantees adequate time for teachers to teach content and for students to learn it. A GVC is one that guarantees that the curriculum being taught is the curriculum being assessed. It is viable when Opportunity to Learn (adequate time) is ensured to teach all determined essential content.

Category: Mathematics

Research Cited: Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum
Schmoker, M. (2005). Here and now: Improving teaching and learning. In R. DuFour, R. Eaker, & R. DuFour (Eds). On common ground: The power of professional learning communities (pp. 135-153). Bloomington, IN: Solution Tree.

“Implementing a strategy of common, rigorous standards with differentiated resources and instruction can create excellence and equity for all students.” (Childress, Doyle, & Thomas, 2009, p. 133, emphasis added).

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Tier: Tier 1

Activity - Instructional & Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Framework of the Gradual Release of Responsibility in Reading and Math Number Talks Weekly Lessons using Standards, Learning Targets, and Success Criteria Expected Number of Required Minutes Taught, and increase Time on Task to include flexible grouping, Personal Mastery (CBE) implementation, iPads, and internet programs Implementing Personal Mastery System. Students will have clearly defined (In student language) standards aligned with the CCSS. There will be common assessments for all teachers in a grade level and rubrics for assessments of academics and behavior. Basic Facts Practice/Math Operations Differentiated Instruction Implement the Common Core Standards with common assessments to ensure a GVC	Direct Instruction, Curriculum Development, Technology	Tier 1	Implement	08/27/2019	06/05/2020	\$0	No Funding Required	Teaching staff & administration

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Grade Level and Curriculum/Canvas Meetings Staff Meetings Learning Labs	Teacher Collaboration, Technology	Tier 1	Implement	08/27/2019	06/05/2020	\$0	No Funding Required	Teaching Staff, Coaches, & Administration

(shared) Strategy 2:

Parent and Family Engagement - Parent Involvement including a curriculum Open House, curriculum posted in newsletters and on District website, parent letters sent home at the beginning and throughout each area of study, teacher newsletters/websites/weeblys including current math instruction, math homework.

Category: Learning Support Systems

Research Cited: What Research Says About Parent Involvement in Children's Education (PDF, 252 KB, 4pp) - Highlights the relationship between parent involvement and academic achievement and references Joyce L. Epstein's six types of parent involvement. (Michigan Department of Education, 2002)

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Tier: Tier 1

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Activity - Parent and Family Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Involvement including a curriculum Open House, math standards posted in newsletters and on District website, parent letters sent home at the beginning of each area of study, teacher newsletters/websites/weeblys including current math instruction, math homework.	Technology , Parent Involvement	Tier 1	Implement	08/27/2018	06/07/2019	\$0	General Fund	Teaching staff and administrators.

(shared) Strategy 3:

Multi-Tiered System of Supports - Learning Interventionists will spend time weekly with 1-3 students needing additional support to master the math standard as shown by the MAP math tests. In looking at our CNA data, we have a gap in our subgroup of economically disadvantaged so our MTSS strategies, Interventionists, coaches, and activities etc are addressing this gap.

Category: Learning Support Systems

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Fuchs, L. S., Fuchs, D., Craddock, C., Hollenbeck, K. N., & Hamlett, C. L. (2008). Effects of small-group tutoring with and without validated classroom instruction on at-risk students' math problem solving: Are two tiers of prevention better than one? *Journal of Educational Psychology*, 100(3), 491–509.

Jitendra, A. K., Griffin, C. C., McGoey, K., Gardill, M. C., Bhat, P., & Riley, T. (1998). Effects of mathematical word problem solving by students at risk or with mild disabilities. *The Journal of Educational Research*, 91(6), 345–355.

Tier: Tier 2

Activity - Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coaches (.5 Intervention and .5 Coaching)-Tiers 1 & 2 Flexible Grouping-Title 1-students will be flexibly grouped for additional Tier 2 staff support based on skills deficits identified by the MAP test. Groups are scheduled every day for ½ to ¾ of an hour additional support from Title 1 staff. Summer School After School Tutoring	Academic Support Program, Technology	Tier 2	Implement	08/27/2019	06/05/2020	\$0	Title I Part A	Interventionists, After School Tutors, Administration, & Coaches

Activity - Policy & Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Child Study Team Expected Number of Required Minutes Taught, and increase Time on Task to include flexible grouping, Personal Mastery implementation, iPads, and 1-1 chromebooks 2-5 and 1-1 iPads for KK-1. Other tech integration can be Compass, Accelerated Reader, Discovery Streaming, Keyboarding, Google Docs, Think Central Math.	Policy and Process, Technology	Tier 2	Implement	08/27/2019	06/05/2020	\$0	No Funding Required	Teachers, Itinerants, Coaches, & Administration
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Measurable Objective 3:

85% of Economically Disadvantaged students will demonstrate a proficiency by closing the achievement gap for NWEA MAP Math test and the state test. in Mathematics by 06/07/2019 as measured by the MAP math test.

(shared) Strategy 1:

Guaranteed and Viable Curriculum - A GVC (Guaranteed and Viable Curriculum) is one that guarantees equal opportunity for learning for all students. It guarantees adequate time for teachers to teach content and for students to learn it. A GVC is one that guarantees that the curriculum being taught is the curriculum being assessed. It is viable when Opportunity to Learn (adequate time) is ensured to teach all determined essential content.

Category: Mathematics

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“Implementing a strategy of common, rigorous standards with differentiated resources and instruction can create excellence and equity for all students.” (Childress, Doyle, & Thomas, 2009, p. 133, emphasis added).

Tier: Tier 1

Activity - Instructional & Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Framework of the Gradual Release of Responsibility in Reading and Math Number Talks Weekly Lessons using Standards, Learning Targets, and Success Criteria Expected Number of Required Minutes Taught, and increase Time on Task to include flexible grouping, Personal Mastery (CBE) implementation, iPads, and internet programs Implementing Personal Mastery System. Students will have clearly defined (In student language) standards aligned with the CCSS. There will be common assessments for all teachers in a grade level and rubrics for assessments of academics and behavior. Basic Facts Practice/Math Operations Differentiated Instruction Implement the Common Core Standards with common assessments to ensure a GVC	Direct Instruction, Curriculum Development, Technology	Tier 1	Implement	08/27/2019	06/05/2020	\$0	No Funding Required	Teaching staff & administration

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Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Grade Level and Curriculum/Canvas Meetings Staff Meetings Learning Labs	Teacher Collaboration, Technology	Tier 1	Implement	08/27/2019	06/05/2020	\$0	No Funding Required	Teaching Staff, Coaches, & Administration

(shared) Strategy 2:

Parent and Family Engagement - Parent Involvement including a curriculum Open House, curriculum posted in newsletters and on District website, parent letters sent home at the beginning and throughout each area of study, teacher newsletters/websites/weeblys including current math instruction, math homework.

Category: Learning Support Systems

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Summary of Research on Parent Engagement - Lists the benefits of parent engagement. The full report, A New Generation of Evidence: The Family is Critical to Student Achievement, covers 66 studies, reviews, reports, analyses, and books. Offers concrete reasons "why" and "how" educators should involve parents in their student's education. (Center for Law and Education, 1996)

Tier: Tier 1

Activity - Parent and Family Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Involvement including a curriculum Open House, math standards posted in newsletters and on District website, parent letters sent home at the beginning of each area of study, teacher newsletters/websites/weeblys including current math instruction, math homework.	Technology , Parent Involvement	Tier 1	Implement	08/27/2018	06/07/2019	\$0	General Fund	Teaching staff and administrators.

(shared) Strategy 3:

Multi-Tiered System of Supports - Learning Interventionists will spend time weekly with 1-3 students needing additional support to master the math standard as shown by the MAP math tests. In looking at our CNA data, we have a gap in our subgroup of economically disadvantaged so our MTSS strategies, Interventionists, coaches, and activities etc are addressing this gap.

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Jitendra, A. K., Griffin, C. C., McGoey, K., Gardill, M. C., Bhat, P., & Riley, T. (1998). Effects of mathematical word problem solving by students at risk or with mild disabilities. The Journal of Educational Research, 91(6), 345–355.

Tier: Tier 2

Activity - Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coaches (.5 Intervention and .5 Coaching)-Tiers 1 & 2 Flexible Grouping-Title 1-students will be flexibly grouped for additional Tier 2 staff support based on skills deficits identified by the MAP test. Groups are scheduled every day for ½ to ¾ of an hour additional support from Title 1 staff. Summer School After School Tutoring	Academic Support Program, Technology	Tier 2	Implement	08/27/2019	06/05/2020	\$0	Title I Part A	Interventionists, After School Tutors, Administration, & Coaches

Activity - Policy & Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Child Study Team Expected Number of Required Minutes Taught, and increase Time on Task to include flexible grouping, Personal Mastery implementation, iPads, and 1-1 chromebooks 2-5 and 1-1 iPads for KK-1. Other tech integration can be Compass, Accelerated Reader, Discovery Streaming, Keyboarding, Google Docs, Think Central Math.	Policy and Process, Technology	Tier 2	Implement	08/27/2019	06/05/2020	\$0	No Funding Required	Teachers, Itinerants, Coaches, & Administration

Measurable Objective 4:

80% of All Students will increase student growth by scoring at or above state and national norms on NWEA MAP and state assessments in Mathematics by 06/05/2020 as measured by NWEA MAP and MStep.

Strategy 1:

Gradual Release of Responsibility - The gradual release of responsibility model or GRR model is an instructional model of teaching which is a designed method of pedagogy framed around a process devolving responsibility within the learning process from the teacher to the eventual independence of the learner. There are four main interactive components called Focus Lesson, Guided Instruction, Collaborative Learning and Independent Work. The gradual release of responsibility model of instruction has been documented as an effective approach for improving achievement.

Category: Mathematics

Research Cited: •Fisher, D. and N. Frey, "Implementing a Schoolwide Literacy Framework: Improving Achievement in an Urban Elementary School," The Reading Teacher, 61, 2007, pp. 32-45. •Fisher, Douglas, and Nancy Frey. Better learning through structured teaching: A framework for the gradual release of responsibility. ASCD, 2013. •Van de Pol, Janneke, Monique Volman, and Jos Beishuizen. "Scaffolding in teacher–student interaction: A decade of research." Educational Psychology Review 22.3 (2010): 271-296. •Brown and Lara, 2011 Brown, L. & Lara, V. (2011. Oct. 9). Professional Development Module on Collaborative Learning. El Paso Community College, Texas; USA. Retrieved 5 Nov. 2011

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Tier: Tier 1

Activity - Collaborative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction. 2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3. Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Academic Support Program, Teacher Collaboration	Tier 2	Implement	08/27/2018	06/07/2019	\$0	General Fund	All classroom teachers and administrators Coaches Interventionists

Strategy 2:

Personal Mastery - "The time for competency education has come. It is vitally important for our country to move away from the restrictions of a time-based system. The reasons are many: To ensure that all students succeed in building college and career readiness, consistent with the Common Core of world class knowledge and skills; To build the capacity of districts, schools and educators to respond more rapidly to the needs of students and engage in continuous improvement; To take advantage of the extraordinary technological advances in online learning for personalization, allowing students to learn at their own pace, any time and everywhere. To provide greater flexibility for students that would otherwise not graduate from high school because they have to work or care for their families. In 2011, 100 innovators in competency education came together for the first time. At that meeting, participants fine-tuned a working definition of high quality competency education:

- Students advance upon mastery.
- Competencies include explicit, measurable, transferable learning standards that empower students.
- Assessment is meaningful and a positive learning experience for students.
- Students receive timely, differentiated support based on their individual learning needs.
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions."

Category: Mathematics

Research Cited: Research Cited: Maximizing Competency Education and Blended Learning: Insights from Experts, CompetencyWorks Issue Brief (March 2015) by Susan Patrick and Chris Sturgis. •A K–12 Federal Policy Framework for Competency Education: Building Capacity for Systems Change by Maria Worthen and Lillian Pace, February 2014. •Delorenzo, Richard A., and Wendy Battino. Delivering on the promise: The education revolution. Solution Tree Press, 2013. Bramante, Fred & Colby, Rose, Off the Clock: Moving Education from Time to Competency, Corwin, 2012.

Tier: Tier 1

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will engage in several tech activities to build the competencies of all staff members. 1-1 chromebooks 2-5 and 1-1 iPads for KK-1. Other tech integration can be Compass, Accelerated Reader, Discovery Streaming, Keyboarding, Google Docs, Think Central Math will also be utilized.	Technology	Tier 1	Implement	08/27/2019	06/05/2020	\$0	General Fund	All teachers
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Goal 2: All students at Central Elementary School will become proficient readers and writers in ELA.

Measurable Objective 1:

85% of First, Second, Third and Fourth grade students will demonstrate a proficiency in comprehension by scoring at or above the National and State levels on the NWEA MAP and state testing in English Language Arts by 06/05/2020 as measured by NWEA MAP reading and tests as well as our state assessment..

(shared) Strategy 1:

Guaranteed & Viable Curriculum - A GVC (Guaranteed and Viable Curriculum) is one that guarantees equal opportunity for learning for all students. It guarantees adequate time for teachers to teach content and for students to learn it. A GVC is one that guarantees that the curriculum being taught is the curriculum being assessed. It is viable when Opportunity to Learn (adequate time) is ensured to teach all determined essential content.

Category: English/Language Arts

Research Cited: Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum
Schmoker, M. (2005). Here and now: Improving teaching and learning. In R. DuFour, R. Eaker, & R. DuFour (Eds). On common ground: The power of professional learning communities (pp. 135-153). Bloomington, IN: Solution Tree.

“Implementing a strategy of common, rigorous standards with differentiated resources and instruction can create excellence and equity for all students.” (Childress, Doyle, & Thomas, 2009, p. 133, emphasis added).

Tier: Tier 1

Activity - Instructional & Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of MAISA with fidelity Instructional Framework of the Workshop Model in Reading and Math Implementing Personal Mastery System. Students will have clearly defined (In student language) standards aligned with the CCSS. There will be common assessments for all teachers in a grade level and rubrics for assessments of academics and behavior. Differentiated Instruction Implement the Common Core Standards with common assessments to ensure a GVC	Direct Instruction, Curriculum Development, Technology	Tier 1	Implement	08/27/2019	06/05/2020	\$0	No Funding Required	Certified Staff & Administration

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Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Grade Level and Curriculum/Empower Meetings Staff Meetings Learning Labs	Teacher Collaboration, Technology	Tier 1	Implement	08/27/2019	06/05/2020	\$0	No Funding Required	Teaches, Coaches, & Administration

(shared) Strategy 2:

Multi-Tiered System of Supports - Learning Interventionists will spend time weekly with 1-3 students needing additional support to master the reading standard as shown by the NWEA MAP reading and math tests. (Tier 2)

Category: English/Language Arts

Research Cited: Fuchs, D., & Fuchs, L. (2006). Introduction to response to intervention: What, why, and how valid is it? Reading Research Quarterly, 41(1), 93-99.

Gresham, F. (2007). Evolution of the response-to-intervention concept: Empirical foundations and recent developments. In S. B. Jimerson, MK; VanDerHeyden, AM(Ed.), Handbook of response to intervention: The science and practice of assessment and intervention (pp. 10–24): Springer.

<http://www.rti4success.org>

Tier: Tier 2

Activity - Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coaches (.5 Intervention and .5 Coaching)-Tiers 1 & 2 Flexible Grouping-Title 1-students will be flexibly grouped for additional Tier 2 staff support based on skills deficits identified by the MAP test. Groups are scheduled every day for ½ to ¾ of an hour additional support from Title 1 staff. Summer School After School Tutoring	Academic Support Program, Technology	Tier 2	Implement	08/27/2019	06/05/2020	\$0	No Funding Required	Teachers & Administration

Activity - Policy & Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expected Number of Required Minutes Taught, and increase Time on Task to include flexible grouping, J2X implementation, iPads, and internet programs Child Study Team	Policy and Process, Technology	Tier 2	Implement	09/02/2019	06/05/2020	\$0	No Funding Required	Interventionists, Itinerants, Administration, Teachers

(shared) Strategy 3:

Literacy Parent Involvement - Parents are informed of writing curriculum at Curriculum Night/Open House, conferences, and newsletters. Writing assignments are communicated in newsletters and on teacher websites. The Common Core writing curriculum and MAISA are posted on the KHPS website.

Category: English/Language Arts

Research Cited: Parent Involvement in Education - Research brief addressing such questions as Is parent involvement a valuable resource for schools struggling to provide state-of-the-art instruction with diminishing funds? Does it instill pride and interest in schooling? K. Cotton & K. R. Wikelund (Northwest Regional Education Lab, 2001).

What Research Says About Parent Involvement in Children's Education (PDF, 252 KB, 4pp) - Highlights the relationship between parent involvement and academic achievement and references Joyce L. Epstein's six types of parent involvement. (Michigan Department of Education, 2002)

A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement (PDF, 1.19 MB, 241pp) A. T. Henderson & K. L. Mapp. (Southwest Educational Development Laboratory, 2002) Report Conclusion. (PDF, 87 KB, 5pp).

Summary of Research on Parent Engagement - Lists the benefits of parent engagement. The full report, A New Generation of Evidence: The Family is Critical to Student Achievement, covers 66 studies, reviews, reports, analyses, and books. Offers concrete reasons "why" and "how" educators should involve parents in their student's education. (Center for Law and Education, 1996)

Tier: Tier 1

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Involvement including a curriculum Open House, reading standards posted in newsletters and on District website, parent letters sent home at the beginning of each area of study, teacher newsletters/websites/weeblys including current reading instruction, and reading homework. Parent volunteers to help our students with literacy activities Watch DOGS to help our students with literacy activities	Technology , Parent Involvement	Tier 1	Implement	08/27/2019	06/05/2020	\$0	No Funding Required	Teachers & Administration

Measurable Objective 2:

85% of Fifth grade students will demonstrate a proficiency on the NWEA MAP test in Reading and Writing by scoring at or above the national and state norms on NWEA MAP and state assessments. in English Language Arts by 06/09/2017 as measured by NWEA MAP scores and state testing scores in May..

(shared) Strategy 1:

Guaranteed & Viable Curriculum - A GVC (Guaranteed and Viable Curriculum) is one that guarantees equal opportunity for learning for all students. It guarantees adequate time for teachers to teach content and for students to learn it. A GVC is one that guarantees that the curriculum being taught is the curriculum being assessed. It is viable when Opportunity to Learn (adequate time) is ensured to teach all determined essential content.

Category: English/Language Arts

Research Cited: Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum

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Schmoker, M. (2005). Here and now: Improving teaching and learning. In R. DuFour, R. Eaker, & R. DuFour (Eds). On common ground: The power of professional learning communities (pp. 135-153). Bloomington, IN: Solution Tree.

“Implementing a strategy of common, rigorous standards with differentiated resources and instruction can create excellence and equity for all students.” (Childress, Doyle, & Thomas, 2009, p. 133, emphasis added).

Tier: Tier 1

Activity - Instructional & Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of MAISA with fidelity Instructional Framework of the Workshop Model in Reading and Math Implementing Personal Mastery System. Students will have clearly defined (In student language) standards aligned with the CCSS. There will be common assessments for all teachers in a grade level and rubrics for assessments of academics and behavior. Differentiated Instruction Implement the Common Core Standards with common assessments to ensure a GVC	Direct Instruction, Curriculum Development, Technology	Tier 1	Implement	08/27/2019	06/05/2020	\$0	No Funding Required	Certified Staff & Administration

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Grade Level and Curriculum/Empower Meetings Staff Meetings Learning Labs	Teacher Collaboration, Technology	Tier 1	Implement	08/27/2019	06/05/2020	\$0	No Funding Required	Teaches, Coaches, & Administration

(shared) Strategy 2:

Multi-Tiered System of Supports - Learning Interventionists will spend time weekly with 1-3 students needing additional support to master the reading standard as shown by the NWEA MAP reading and math tests. (Tier 2)

Category: English/Language Arts

Research Cited: Fuchs, D., & Fuchs, L. (2006). Introduction to response to intervention: What, why, and how valid is it? Reading Research Quarterly, 41(1), 93-99.

Gresham, F. (2007). Evolution of the response-to-intervention concept: Empirical foundations and recent developments. In S. B. Jimerson, MK; VanDerHeyden, AM(Ed.), Handbook of response to intervention: The science and practice of assessment and intervention (pp. 10–24): Springer.

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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
Literacy Coaches (.5 Intervention and .5 Coaching)-Tiers 1 & 2 Flexible Grouping-Title 1-students will be flexibly grouped for additional Tier 2 staff support based on skills deficits identified by the MAP test. Groups are scheduled every day for ½ to ¾ of an hour additional support from Title 1 staff. Summer School After School Tutoring	Academic Support Program, Technology	Tier 2	Implement	08/27/2019	06/05/2020	\$0	No Funding Required	Teachers & Administration
Activity - Policy & Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expected Number of Required Minutes Taught, and increase Time on Task to include flexible grouping, J2X implementation, iPads, and internet programs Child Study Team	Policy and Process, Technology	Tier 2	Implement	09/02/2019	06/05/2020	\$0	No Funding Required	Interventionists, Itinerants, Administration, Teachers

(shared) Strategy 3:

Literacy Parent Involvement - Parents are informed of writing curriculum at Curriculum Night/Open House, conferences, and newsletters. Writing assignments are communicated in newsletters and on teacher websites. The Common Core writing curriculum and MAISA are posted on the KHPS website.

Category: English/Language Arts

Research Cited: Parent Involvement in Education - Research brief addressing such questions as Is parent involvement a valuable resource for schools struggling to provide state-of-the-art instruction with diminishing funds? Does it instill pride and interest in schooling? K. Cotton & K. R. Wikelund (Northwest Regional Education Lab, 2001).

What Research Says About Parent Involvement in Children's Education (PDF, 252 KB, 4pp) - Highlights the relationship between parent involvement and academic achievement and references Joyce L. Epstein's six types of parent involvement. (Michigan Department of Education, 2002)

A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement (PDF, 1.19 MB, 241pp) A. T. Henderson & K. L. Mapp. (Southwest Educational Development Laboratory, 2002) Report Conclusion. (PDF, 87 KB, 5pp).

Summary of Research on Parent Engagement - Lists the benefits of parent engagement. The full report, A New Generation of Evidence: The Family is Critical to Student Achievement, covers 66 studies, reviews, reports, analyses, and books. Offers concrete reasons "why" and "how" educators should involve parents in their student's education. (Center for Law and Education, 1996)

Tier: Tier 1

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Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Involvement including a curriculum Open House, reading standards posted in newsletters and on District website, parent letters sent home at the beginning of each area of study, teacher newsletters/websites/weeblys including current reading instruction, and reading homework. Parent volunteers to help our students with literacy activities Watch DOGS to help our students with literacy activities	Technology , Parent Involvement	Tier 1	Implement	08/27/2019	06/05/2020	\$0	No Funding Required	Teachers & Administration

Measurable Objective 3:

85% of Economically Disadvantaged students will demonstrate a proficiency and close the gap in Reading and Writing scores on the NWEA MAP and state assessment tests in English Language Arts by 06/05/2020 as measured by NWEA MAP and state tests..

(shared) Strategy 1:

Guaranteed & Viable Curriculum - A GVC (Guaranteed and Viable Curriculum) is one that guarantees equal opportunity for learning for all students. It guarantees adequate time for teachers to teach content and for students to learn it. A GVC is one that guarantees that the curriculum being taught is the curriculum being assessed. It is viable when Opportunity to Learn (adequate time) is ensured to teach all determined essential content.

Category: English/Language Arts

Research Cited: Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum
Schmoker, M. (2005). Here and now: Improving teaching and learning. In R. DuFour, R. Eaker, & R. DuFour (Eds). On common ground: The power of professional learning communities (pp. 135-153). Bloomington, IN: Solution Tree.

“Implementing a strategy of common, rigorous standards with differentiated resources and instruction can create excellence and equity for all students.” (Childress, Doyle, & Thomas, 2009, p. 133, emphasis added).

Tier: Tier 1

Activity - Instructional & Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of MAISA with fidelity Instructional Framework of the Workshop Model in Reading and Math Implementing Personal Mastery System. Students will have clearly defined (In student language) standards aligned with the CCSS. There will be common assessments for all teachers in a grade level and rubrics for assessments of academics and behavior. Differentiated Instruction Implement the Common Core Standards with common assessments to ensure a GVC	Direct Instruction, Curriculum Development, Technology	Tier 1	Implement	08/27/2019	06/05/2020	\$0	No Funding Required	Certified Staff & Administration

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Grade Level and Curriculum/Empower Meetings Staff Meetings Learning Labs	Teacher Collaborati on, Technology	Tier 1	Implement	08/27/2019	06/05/2020	\$0	No Funding Required	Teaches, Coaches, & Administration
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(shared) Strategy 2:

Multi-Tiered System of Supports - Learning Interventionists will spend time weekly with 1-3 students needing additional support to master the reading standard as shown by the NWEA MAP reading and math tests. (Tier 2)

Category: English/Language Arts

Research Cited: Fuchs, D., & Fuchs, L. (2006). Introduction to response to intervention: What, why, and how valid is it? Reading Research Quarterly, 41(1), 93-99.

Gresham, F. (2007). Evolution of the response-to-intervention concept: Empirical foundations and recent developments. In S. B. Jimerson, MK; VanDerHeyden, AM(Ed.), Handbook of response to intervention: The science and practice of assessment and intervention (pp. 10–24): Springer.

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Tier: Tier 2

Activity - Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coaches (.5 Intervention and .5 Coaching)-Tiers 1 & 2 Flexible Grouping-Title 1-students will be flexibly grouped for additional Tier 2 staff support based on skills deficits identified by the MAP test. Groups are scheduled every day for ½ to ¾ of an hour additional support from Title 1 staff. Summer School After School Tutoring	Academic Support Program, Technology	Tier 2	Implement	08/27/2019	06/05/2020	\$0	No Funding Required	Teachers & Administration

Activity - Policy & Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expected Number of Required Minutes Taught, and increase Time on Task to include flexible grouping, J2X implementation, iPads, and internet programs Child Study Team	Policy and Process, Technology	Tier 2	Implement	09/02/2019	06/05/2020	\$0	No Funding Required	Interventionists, Itinerants, Administration, Teachers

(shared) Strategy 3:

Literacy Parent Involvement - Parents are informed of writing curriculum at Curriculum Night/Open House, conferences, and newsletters. Writing assignments are communicated in newsletters and on teacher websites. The Common Core writing curriculum and MAISA are posted on the KHPS website.

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Category: English/Language Arts

Research Cited: Parent Involvement in Education - Research brief addressing such questions as Is parent involvement a valuable resource for schools struggling to provide state-of-the-art instruction with diminishing funds? Does it instill pride and interest in schooling? K. Cotton & K. R. Wikelund (Northwest Regional Education Lab, 2001).

What Research Says About Parent Involvement in Children's Education (PDF, 252 KB, 4pp) - Highlights the relationship between parent involvement and academic achievement and references Joyce L. Epstein's six types of parent involvement. (Michigan Department of Education, 2002)

A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement (PDF, 1.19 MB, 241pp) A. T. Henderson & K. L. Mapp. (Southwest Educational Development Laboratory, 2002) Report Conclusion. (PDF, 87 KB, 5pp).

Summary of Research on Parent Engagement - Lists the benefits of parent engagement. The full report, A New Generation of Evidence: The Family is Critical to Student Achievement, covers 66 studies, reviews, reports, analyses, and books. Offers concrete reasons "why" and "how" educators should involve parents in their student's education. (Center for Law and Education, 1996)

Tier: Tier 1

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Involvement including a curriculum Open House, reading standards posted in newsletters and on District website, parent letters sent home at the beginning of each area of study, teacher newsletters/websites/weeblys including current reading instruction, and reading homework. Parent volunteers to help our students with literacy activities Watch DOGS to help our students with literacy activities	Technology , Parent Involvement	Tier 1	Implement	08/27/2019	06/05/2020	\$0	No Funding Required	Teachers & Administration

Measurable Objective 4:

90% of Kindergarten grade students will demonstrate a proficiency and score at or above national and grade level norms on the NWEA MAP and state tests in May in English Language Arts by 06/05/2020 as measured by MAP Reading Test.

(shared) Strategy 1:

Guaranteed & Viable Curriculum - A GVC (Guaranteed and Viable Curriculum) is one that guarantees equal opportunity for learning for all students. It guarantees adequate time for teachers to teach content and for students to learn it. A GVC is one that guarantees that the curriculum being taught is the curriculum being assessed. It is viable when Opportunity to Learn (adequate time) is ensured to teach all determined essential content.

Category: English/Language Arts

Research Cited: Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum Schmoker, M. (2005). Here and now: Improving teaching and learning. In R. DuFour, R. Eaker, & R. DuFour (Eds). On common ground: The power of professional learning communities (pp. 135-153). Bloomington, IN: Solution Tree.

"Implementing a strategy of common, rigorous standards with differentiated resources and instruction can create excellence and equity for all students." (Childress,

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Doyle, & Thomas, 2009, p. 133, emphasis added).

Tier: Tier 1

Activity - Instructional & Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of MAISA with fidelity Instructional Framework of the Workshop Model in Reading and Math Implementing Personal Mastery System. Students will have clearly defined (In student language) standards aligned with the CCSS. There will be common assessments for all teachers in a grade level and rubrics for assessments of academics and behavior. Differentiated Instruction Implement the Common Core Standards with common assessments to ensure a GVC	Direct Instruction, Curriculum Development, Technology	Tier 1	Implement	08/27/2019	06/05/2020	\$0	No Funding Required	Certified Staff & Administration

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Grade Level and Curriculum/Empower Meetings Staff Meetings Learning Labs	Teacher Collaboration, Technology	Tier 1	Implement	08/27/2019	06/05/2020	\$0	No Funding Required	Teaches, Coaches, & Administration

(shared) Strategy 2:

Multi-Tiered System of Supports - Learning Interventionists will spend time weekly with 1-3 students needing additional support to master the reading standard as shown by the NWEA MAP reading and math tests. (Tier 2)

Category: English/Language Arts

Research Cited: Fuchs, D., & Fuchs, L. (2006). Introduction to response to intervention: What, why, and how valid is it? Reading Research Quarterly, 41(1), 93-99.

Gresham, F. (2007). Evolution of the response-to-intervention concept: Empirical foundations and recent developments. In S. B. Jimerson, MK; VanDerHeyden, AM(Ed.), Handbook of response to intervention: The science and practice of assessment and intervention (pp. 10–24): Springer.

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Tier: Tier 2

Activity - Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Literacy Coaches (.5 Intervention and .5 Coaching)-Tiers 1 & 2 Flexible Grouping-Title 1-students will be flexibly grouped for additional Tier 2 staff support based on skills deficits identified by the MAP test. Groups are scheduled every day for ½ to ¾ of an hour additional support from Title 1 staff. Summer School After School Tutoring	Academic Support Program, Technology	Tier 2	Implement	08/27/2019	06/05/2020	\$0	No Funding Required	Teachers & Administration
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Activity - Policy & Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expected Number of Required Minutes Taught, and increase Time on Task to include flexible grouping, J2X implementation, iPads, and internet programs Child Study Team	Policy and Process, Technology	Tier 2	Implement	09/02/2019	06/05/2020	\$0	No Funding Required	Interventionists, Itinerants, Administration, Teachers

(shared) Strategy 3:

Literacy Parent Involvement - Parents are informed of writing curriculum at Curriculum Night/Open House, conferences, and newsletters. Writing assignments are communicated in newsletters and on teacher websites. The Common Core writing curriculum and MAISA are posted on the KHPS website.

Category: English/Language Arts

Research Cited: Parent Involvement in Education - Research brief addressing such questions as Is parent involvement a valuable resource for schools struggling to provide state-of-the-art instruction with diminishing funds? Does it instill pride and interest in schooling? K. Cotton & K. R. Wikelund (Northwest Regional Education Lab, 2001).

What Research Says About Parent Involvement in Children's Education (PDF, 252 KB, 4pp) - Highlights the relationship between parent involvement and academic achievement and references Joyce L. Epstein's six types of parent involvement. (Michigan Department of Education, 2002)

A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement (PDF, 1.19 MB, 241pp) A. T. Henderson & K. L. Mapp. (Southwest Educational Development Laboratory, 2002) Report Conclusion. (PDF, 87 KB, 5pp).

Summary of Research on Parent Engagement - Lists the benefits of parent engagement. The full report, A New Generation of Evidence: The Family is Critical to Student Achievement, covers 66 studies, reviews, reports, analyses, and books. Offers concrete reasons "why" and "how" educators should involve parents in their student's education. (Center for Law and Education, 1996)

Tier: Tier 1

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Parent Involvement including a curriculum Open House, reading standards posted in newsletters and on District website, parent letters sent home at the beginning of each area of study, teacher newsletters/websites/weeblys including current reading instruction, and reading homework. Parent volunteers to help our students with literacy activities Watch DOGS to help our students with literacy activities	Technology , Parent Involvement	Tier 1	Implement	08/27/2019	06/05/2020	\$0	No Funding Required	Teachers & Administration
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Measurable Objective 5:

85% of All Students will increase student growth by scoring at or above grade level and national targets in English Language Arts by 06/05/2020 as measured by MStep and NWEA reporting.

Strategy 1:

Gradual Release of Responsibility - The gradual release of responsibility model or GRR model is an instructional model of teaching which is a designed method of pedagogy framed around a process devolving responsibility within the learning process from the teacher to the eventual independence of the learner. There are four main interactive components called Focus Lesson, Guided Instruction, Collaborative Learning and Independent Work. The gradual release of responsibility model of instruction has been documented as an effective approach for improving achievement.

Category: English/Language Arts

Research Cited: •Fisher, D. and N. Frey, "Implementing a Schoolwide Literacy Framework: Improving Achievement in an Urban Elementary School," The Reading Teacher, 61, 2007, pp. 32-45. •Fisher, Douglas, and Nancy Frey. Better learning through structured teaching: A framework for the gradual release of responsibility. ASCD, 2013. •Van de Pol, Janneke, Monique Volman, and Jos Beishuizen. "Scaffolding in teacher–student interaction: A decade of research." Educational Psychology Review 22.3 (2010): 271-296. •Brown and Lara, 2011 Brown, L. & Lara, V. (2011. Oct. 9). Professional Development Module on Collaborative Learning. El Paso Community College, Texas; USA. Retrieved 5 Nov. 2011

Tier: Tier 1

Activity - Collaborative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction.2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3.Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Academic Support Program, Teacher Collaboration	Tier 1		08/28/2017	06/08/2018	\$0	General Fund	All

Strategy 2:

Personal Mastery - "The time for competency education has come. It is vitally important for our country to move away from the restrictions of a time-based system. The reasons are many: To ensure that all students succeed in building college and career readiness, consistent with the Common Core of world class knowledge and skills;

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To build the capacity of districts, schools and educators to respond more rapidly to the needs of students and engage in continuous improvement; To take advantage of the extraordinary technological advances in online learning for personalization, allowing students to learn at their own pace, any time and everywhere. To provide greater flexibility for students that would otherwise not graduate from high school because they have to work or care for their families. In 2011, 100 innovators in competency education came together for the first time. At that meeting, participants fine-tuned a working definition of high quality competency education:

- Students advance upon mastery.
- Competencies include explicit, measurable, transferable learning standards that empower students.
- Assessment is meaningful and a positive learning experience for students.
- Students receive timely, differentiated support based on their individual learning needs.
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions."

Category: English/Language Arts

Research Cited: Research Cited: Maximizing Competency Education and Blended Learning: Insights from Experts, CompetencyWorks Issue Brief (March 2015) by Susan Patrick and Chris Sturgis. •A K–12 Federal Policy Framework for Competency Education: Building Capacity for Systems Change by Maria Worthen and Lillian Pace, February 2014. •Delorenzo, Richard A., and Wendy Battino. Delivering on the promise: The education revolution. Solution Tree Press, 2013. Bramante, Fred & Colby, Rose, Off the Clock: Moving Education from Time to Competency, Corwin, 2012.

Tier: Tier 1

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology integration through Empower training and teacher-led PD.	Academic Support Program, Curriculum Development, Professional Learning, Teacher Collaboration, Technology	Tier 1	Getting Ready	08/28/2017	06/08/2018	\$0	General Fund	Teachers

Goal 3: All students at Central Elementary will become proficient in Science

Measurable Objective 1:

85% of Fourth grade students will demonstrate a proficiency of concepts by scoring at or above grade level and national norms in state testing. in Science by 06/05/2020 as measured by MSTEP & Classroom Assessments.

(shared) Strategy 1:

Guaranteed & Viable Curriculum - Guaranteed & Viable Curriculum-A GVC (Guaranteed and Viable Curriculum) is one that guarantees equal opportunity for learning for all students. It guarantees adequate time for teachers to teach content and for students to learn it. A GVC is one that guarantees that the curriculum being taught is the curriculum being assessed. It is viable when Opportunity to Learn (adequate time) is ensured to teach all determined essential content.

Category: Science

Research Cited: Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum

Schmoker, M. (2005). Here and now: Improving teaching and learning. In R. DuFour, R. Eaker, & R. DuFour (Eds). On common ground: The power of professional learning communities (pp. 135-153). Bloomington, IN: Solution Tree.

“Implementing a strategy of common, rigorous standards with differentiated resources and instruction can create excellence and equity for all students.” (Childress, Doyle, & Thomas, 2009, p. 133, emphasis added).

Tier: Tier 1

Activity - Instructional & Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Foss Implementing Personal Mastery System. Students will have clearly defined (In student language) standards aligned with the CCSS. There will be common assessments for all teachers in a grade level and rubrics for assessments of academics and behavior. Differentiated Instruction Implement the Common Core Standards with common assessments to ensure a GVC. In looking at our CNA data, we have a gap in our subgroup of economically disadvantaged so our MTSS strategies and activities are addressing this gap.	Direct Instruction, Curriculum Development, Technology	Tier 1	Implement	08/27/2019	06/05/2020	\$0	No Funding Required	All certified staff

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Grade Level and Curriculum/Canvas Meetings Staff Meetings Learning Labs	Teacher Collaboration, Technology	Tier 1	Implement	08/01/2019	06/05/2020	\$0	No Funding Required	Teachers and Administration

(shared) Strategy 2:

Multi-Tiered System of Supports - Learning Interventionists will spend time weekly with 1-3 students needing additional support to master the science standard as shown by classroom science tests. (Tier 2)

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Category:

Research Cited: Fuchs, D., & Fuchs, L. (2006). Introduction to response to intervention: What, why, and how valid is it? Reading Research Quarterly, 41(1), 93-99.

Gresham, F. (2007). Evolution of the response-to-intervention concept: Empirical foundations and recent developments. In S. B. Jimerson, MK; VanDerHeyden, AM(Ed.), Handbook of response to intervention: The science and practice of assessment and intervention (pp. 10–24): Springer.

<http://www.rti4success.org>

Allen, L., & Evans, J. (1994). First Steps: oral language developmental continuum. Portsmouth, NH: Heinemann.

Batsche, G. (. (2006). Response to intervention. Alexandria, VA: National Association of State Directors of Special Education.

Brown-Chidsey, R., & Steege, M. W. (2005). Response to intervention: principles and strategies for effective practice. New York: The Guilford Press.

Dawson, P., & Guare, R. (2004). Executive skills in children and adolescents. New York: The Guilford Press.

McCook, J. E. (2006). The Rtl guide: developing and implementing a model in your schools. Horsham, PA: LRP Publications.

Tier: Tier 2

Activity - Policy & Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expected Number of Required Minutes Taught, and increase Time on Task to include flexible grouping, Personal Mastery implementation, iPads, and internet programs -1-1 chromebooks 2-5 and 1-1 iPads for KK-1. Other tech integration can be Compass, Accelerated Reader, Discovery Streaming, Keyboarding, Google Docs, Think Central Math Child Study Team	Policy and Process, Academic Support Program, Technology	Tier 2	Implement	08/27/2019	06/05/2020	\$0	No Funding Required	Itinerants, Administration, Teachers, and Interventionists

Activity - Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coaches (.5 Intervention and .5 Coaching)-Tiers 1 & 2 Flexible Grouping-Title 1-students will be flexibly grouped for additional Tier 2 staff support based on skills deficits identified by the MAP test. Groups are scheduled every day for ½ to ¾ of an hour additional support from Title 1 staff. (Tier 2) Summer School (Tier 2) After School Tutoring (Tier 2)	Academic Support Program, Technology	Tier 2	Implement	08/27/2019	06/05/2020	\$0	No Funding Required	Itinerants, Interventionists, Teachers, and Administration

(shared) Strategy 3:

Science Parent Involvement - Parents are informed of science curriculum at Curriculum Night/Open House, conference, and newsletters. Science assignments are communicated in newsletters and on teacher websites. The science curriculum is also posted on the KHPS website.

Category:

Research Cited: Parent Involvement in Education - Research brief addressing such questions as Is parent involvement a valuable resource for schools struggling to provide state-of-the-art instruction with diminishing funds? Does it instill pride and interest in schooling? K. Cotton & K. R. Wikelund (Northwest Regional Education Lab, 2001).

What Research Says About Parent Involvement in Children's Education (PDF, 252 KB, 4pp) - Highlights the relationship between parent involvement and academic achievement and references Joyce L. Epstein's six types of parent involvement. (Michigan Department of Education, 2002)

A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement (PDF, 1.19 MB, 241pp) A. T. Henderson & K. L. Mapp. (Southwest Educational Development Laboratory, 2002) Report Conclusion. (PDF, 87 KB, 5pp).

Summary of Research on Parent Engagement - Lists the benefits of parent engagement. The full report, A New Generation of Evidence: The Family is Critical to Student Achievement, covers 66 studies, reviews, reports, analyses, and books. Offers concrete reasons "why" and "how" educators should involve parents in their student's education. (Center for Law and Education, 1996)

Tier: Tier 1

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Involvement including a curriculum Open House, science standards posted in newsletters and on District website, parent letters sent home at the beginning of each area of study, teacher newsletters/websites/weeblys including current science instruction, and science homework. Parent volunteers to help our students with literacy activities Watch DOGS to help our students with literacy activities	Technology , Parent Involvement	Tier 1	Implement	08/27/2019	06/05/2020	\$0	No Funding Required	Teachers, Parents, and Administration

Measurable Objective 2:

A 8% increase of Fourth grade Female students will demonstrate a proficiency on classroom assessments for science in Science by 06/05/2020 as measured by 4th grade classroom assessments and 4th Grade MSTEP..

(shared) Strategy 1:

Guaranteed & Viable Curriculum - Guaranteed & Viable Curriculum-A GVC (Guaranteed and Viable Curriculum) is one that guarantees equal opportunity for learning for all students. It guarantees adequate time for teachers to teach content and for students to learn it. A GVC is one that guarantees that the curriculum being taught is the curriculum being assessed. It is viable when Opportunity to Learn (adequate time) is ensured to teach all determined essential content.

Category: Science

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Research Cited: Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum
Schmoker, M. (2005). Here and now: Improving teaching and learning. In R. DuFour, R. Eaker, & R. DuFour (Eds). On common ground: The power of professional learning communities (pp. 135-153). Bloomington, IN: Solution Tree.

“Implementing a strategy of common, rigorous standards with differentiated resources and instruction can create excellence and equity for all students.” (Childress, Doyle, & Thomas, 2009, p. 133, emphasis added).

Tier: Tier 1

Activity - Instructional & Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Foss Implementing Personal Mastery System. Students will have clearly defined (In student language) standards aligned with the CCSS. There will be common assessments for all teachers in a grade level and rubrics for assessments of academics and behavior. Differentiated Instruction Implement the Common Core Standards with common assessments to ensure a GVC. In looking at our CNA data, we have a gap in our subgroup of economically disadvantaged so our MTSS strategies and activities are addressing this gap.	Direct Instruction, Curriculum Development, Technology	Tier 1	Implement	08/27/2019	06/05/2020	\$0	No Funding Required	All certified staff

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Grade Level and Curriculum/Canvas Meetings Staff Meetings Learning Labs	Teacher Collaboration, Technology	Tier 1	Implement	08/01/2019	06/05/2020	\$0	No Funding Required	Teachers and Administration

(shared) Strategy 2:

Multi-Tiered System of Supports - Learning Interventionists will spend time weekly with 1-3 students needing additional support to master the science standard as shown by classroom science tests. (Tier 2)

Category:

Research Cited: Fuchs, D., & Fuchs, L. (2006). Introduction to response to intervention: What, why, and how valid is it? Reading Research Quarterly, 41(1), 93-99.

Gresham, F. (2007). Evolution of the response-to-intervention concept: Empirical foundations and recent developments. In S. B. Jimerson, MK; VanDerHeyden, AM(Ed.), Handbook of response to intervention: The science and practice of assessment and intervention (pp. 10–24): Springer.

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Allen, L., & Evans, J. (1994). First Steps: oral language developmental continuum. Portsmouth, NH: Heinemann.

Batsche, G. (. (2006). Response to intervention. Alexandria, VA: National Association of State Directors of Special Education.

Brown-Chidsey, R., & Steege, M. W. (2005). Response to intervention: principles and strategies for effective practice. New York: The Guilford Press.

Dawson, P., & Guare, R. (2004). Executive skills in children and adolescents. New York: The Guilford Press.

McCook, J. E. (2006). The Rtl guide: developing and implementing a model in your schools. Horsham, PA: LRP Publications.

Tier: Tier 2

Activity - Policy & Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expected Number of Required Minutes Taught, and increase Time on Task to include flexible grouping, Personal Mastery implementation, iPads, and internet programs -1-1 chromebooks 2-5 and 1-1 iPads for KK-1. Other tech integration can be Compass, Accelerated Reader, Discovery Streaming, Keyboarding, Google Docs, Think Central Math Child Study Team	Policy and Process, Academic Support Program, Technology	Tier 2	Implement	08/27/2019	06/05/2020	\$0	No Funding Required	Itinerants, Administration, Teachers, and Interventionists

Activity - Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coaches (.5 Intervention and .5 Coaching)-Tiers 1 & 2 Flexible Grouping-Title 1-students will be flexibly grouped for additional Tier 2 staff support based on skills deficits identified by the MAP test. Groups are scheduled every day for ½ to ¾ of an hour additional support from Title 1 staff. (Tier 2) Summer School (Tier 2) After School Tutoring (Tier 2)	Academic Support Program, Technology	Tier 2	Implement	08/27/2019	06/05/2020	\$0	No Funding Required	Itinerants, Interventionists, Teachers, and Administration

(shared) Strategy 3:

Science Parent Involvement - Parents are informed of science curriculum at Curriculum Night/Open House, conference, and newsletters. Science assignments are communicated in newsletters and on teacher websites. The science curriculum is also posted on the KHPS website.

Category:

Research Cited: Parent Involvement in Education - Research brief addressing such questions as Is parent involvement a valuable resource for schools struggling to provide state-of-the-art instruction with diminishing funds? Does it instill pride and interest in schooling? K. Cotton & K. R. Wikelund (Northwest Regional Education Lab, 2001).

What Research Says About Parent Involvement in Children's Education (PDF, 252 KB, 4pp) - Highlights the relationship between parent involvement and academic achievement and references Joyce L. Epstein's six types of parent involvement. (Michigan Department of Education, 2002)

A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement (PDF, 1.19 MB, 241pp) A. T. Henderson & K. L. Mapp. (Southwest Educational Development Laboratory, 2002) Report Conclusion. (PDF, 87 KB, 5pp).

Summary of Research on Parent Engagement - Lists the benefits of parent engagement. The full report, A New Generation of Evidence: The Family is Critical to Student Achievement, covers 66 studies, reviews, reports, analyses, and books. Offers concrete reasons "why" and "how" educators should involve parents in their student's education. (Center for Law and Education, 1996)

Tier: Tier 1

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Involvement including a curriculum Open House, science standards posted in newsletters and on District website, parent letters sent home at the beginning of each area of study, teacher newsletters/websites/weeblys including current science instruction, and science homework. Parent volunteers to help our students with literacy activities Watch DOGS to help our students with literacy activities	Technology , Parent Involvement	Tier 1	Implement	08/27/2019	06/05/2020	\$0	No Funding Required	Teachers, Parents, and Administration

Goal 4: All students at Central Elementary will become proficient in Social Studies

Measurable Objective 1:

85% of Fifth grade students will demonstrate a proficiency on classroom assessments for social studies and score at or above national and state level norms in MSTEP in Social Studies by 06/05/2020 as measured by the 5th grade Social Studies MSTEP & Classroom Assessments..

(shared) Strategy 1:

Guaranteed & Viable Curriculum - A GVC (Guaranteed and Viable Curriculum) is one that guarantees equal opportunity for learning for all students. It guarantees adequate time for teachers to teach content and for students to learn it. A GVC is one that guarantees that the curriculum being taught is the curriculum being assessed. It is viable when Opportunity to Learn (adequate time) is ensured to teach all determined essential content.

Category: Social Studies

Research Cited: Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum
Schmoker, M. (2005). Here and now: Improving teaching and learning. In R. DuFour, R. Eaker, & R. DuFour (Eds). On common ground: The power of professional learning communities (pp. 135-153). Bloomington, IN: Solution Tree.

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“Implementing a strategy of common, rigorous standards with differentiated resources and instruction can create excellence and equity for all students.” (Childress, Doyle, & Thomas, 2009, p. 133, emphasis added).

Tier: Tier 1

Activity - Instructional & Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementing Personal Mastery System. Students will have clearly defined (In student language) standards aligned with the CCSS. There will be common assessments for all teachers in a grade level and rubrics for assessments of academics and behavior. Implement the Common Core Standards with common assessments to ensure a GVC Differentiated Instruction/CBE	Direct Instruction, Curriculum Development, Technology	Tier 1	Implement	09/24/2019	06/05/2020	\$0	No Funding Required	Teachers & Administration

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Grade Level and Curriculum/Canvas Meetings Staff Meetings Learning Labs Literacy Coaches (.5 Intervention and .5 Coaching)-Tiers 1 & 2: In looking at our CNA data, we have a gap in our subgroup of economically disadvantaged so our MTSS strategy is addressing this gap.	Teacher Collaboration, Technology	Tier 1	Implement	08/27/2019	06/05/2020	\$0	No Funding Required	Teachers, Coaches, Administration

(shared) Strategy 2:

Multi-Tiered System of Supports - Classroom teachers will spend time weekly with 1-3 students needing additional support to master the social science standard as shown by the classroom social science tests. (Tier 2)

Category: Social Studies

Research Cited: Fuchs, D., & Fuchs, L. (2006). Introduction to response to intervention: What, why, and how valid is it? Reading Research Quarterly, 41(1), 93-99.

Gresham, F. (2007). Evolution of the response-to-intervention concept: Empirical foundations and recent developments. In S. B. Jimerson, MK; VanDerHeyden, AM(Ed.), Handbook of response to intervention: The science and practice of assessment and intervention (pp. 10–24): Springer.

<http://www.rti4success.org>

Allen, L., & Evans, J. (1994). First Steps: oral language developmental continuum. Portsmouth, NH: Heinemann.

Batsche, G. (. (2006). Response to intervention. Alexandria, VA: National Association of State Directors of Special Education.

Brown-Chidsey, R., & Steege, M. W. (2005). Response to intervention: principles and strategies for effective practice. New York: The Guilford Press.

Dawson, P., & Guare, R. (2004). Executive skills in children and adolescents. New York: The Guilford Press.

McCook, J. E. (2006). The Rtl guide: developing and implementing a model in your schools. Horsham, PA: LRP Publications.

Tier: Tier 2

Activity - Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coaches (.5 Intervention and .5 Coaching)-Tiers 1 & 2 Flexible Grouping-Title 1-students will be flexibly grouped for additional Tier 2 staff support based on skills deficits identified by the MAP test. Groups are scheduled every day for ½ to ¾ of an hour additional support from Title 1 staff. (Tier 2) Summer School (Tier 2) After School Tutoring (Title 2)	Academic Support Program, Technology	Tier 2	Implement	09/01/2019	06/01/2020	\$0	No Funding Required	Coaches, Administration, & Teachers

Activity - Policy & Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expected Number of Required Minutes Taught, and increase Time on Task to include flexible grouping, Personal Mastery implementation, iPads, and internet programs Child Study Team	Policy and Process, Technology	Tier 2	Implement	09/01/2019	06/01/2020	\$0	No Funding Required	Coaches, Teachers, & Administration

(shared) Strategy 3:

Social Studies Parent Involvement - Parents are informed of Social Studies curriculum at Curriculum Night/Open House, conference, and newsletters. Social Studies assignments are communicated in newsletters and on teacher websites. The Common Core Social Studies curriculum and MAISA articulations are posted on the KHPS website.

Category: Learning Support Systems

Research Cited: Parent Involvement in Education - Research brief addressing such questions as Is parent involvement a valuable resource for schools struggling to provide state-of-the-art instruction with diminishing funds? Does it instill pride and interest in schooling? K. Cotton & K. R. Wikelund (Northwest Regional Education Lab, 2001).

What Research Says About Parent Involvement in Children's Education (PDF, 252 KB, 4pp) - Highlights the relationship between parent involvement and academic achievement and references Joyce L. Epstein's six types of parent involvement. (Michigan Department of Education, 2002)

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A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement (PDF, 1.19 MB, 241pp) A. T. Henderson & K. L. Mapp. (Southwest Educational Development Laboratory, 2002) Report Conclusion. (PDF, 87 KB, 5pp).

Summary of Research on Parent Engagement - Lists the benefits of parent engagement. The full report, A New Generation of Evidence: The Family is Critical to Student Achievement, covers 66 studies, reviews, reports, analyses, and books. Offers concrete reasons "why" and "how" educators should involve parents in their student's education. (Center for Law and Education, 1996)

Tier: Tier 1

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Involvement including a curriculum Open House, social studies standards posted in newsletters and on District website, parent letters sent home at the beginning of each area of study, teacher newsletters/websites/weeblys including current social studies instruction, and social studies homework. Parent volunteers to help our students with social studies activities Watch DOGS to help our students with social studies activities	Technology , Parent Involvement	Tier 1	Implement	09/02/2019	06/01/2020	\$0	No Funding Required	Teachers, Parents, and Administration

Measurable Objective 2:

A 8% increase of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency on the 5th grade MSTEP and classroom assessments in Social Studies by 06/01/2020 as measured by MSTEP scores & Classroom Assessments.

(shared) Strategy 1:

Guaranteed & Viable Curriculum - A GVC (Guaranteed and Viable Curriculum) is one that guarantees equal opportunity for learning for all students. It guarantees adequate time for teachers to teach content and for students to learn it. A GVC is one that guarantees that the curriculum being taught is the curriculum being assessed. It is viable when Opportunity to Learn (adequate time) is ensured to teach all determined essential content.

Category: Social Studies

Research Cited: Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum
Schmoker, M. (2005). Here and now: Improving teaching and learning. In R. DuFour, R. Eaker, & R. DuFour (Eds). On common ground: The power of professional learning communities (pp. 135-153). Bloomington, IN: Solution Tree.

“Implementing a strategy of common, rigorous standards with differentiated resources and instruction can create excellence and equity for all students.” (Childress, Doyle, & Thomas, 2009, p. 133, emphasis added).

Tier: Tier 1

Activity - Instructional & Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Implementing Personal Mastery System. Students will have clearly defined (In student language) standards aligned with the CCSS. There will be common assessments for all teachers in a grade level and rubrics for assessments of academics and behavior. Implement the Common Core Standards with common assessments to ensure a GVC Differentiated Instruction/CBE	Direct Instruction, Curriculum Development, Technology	Tier 1	Implement	09/24/2019	06/05/2020	\$0	No Funding Required	Teachers & Administration
Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Grade Level and Curriculum/Canvas Meetings Staff Meetings Learning Labs Literacy Coaches (.5 Intervention and .5 Coaching)-Tiers 1 & 2: In looking at our CNA data, we have a gap in our subgroup of economically disadvantaged so our MTSS strategy is addressing this gap.	Teacher Collaboration, Technology	Tier 1	Implement	08/27/2019	06/05/2020	\$0	No Funding Required	Teachers, Coaches, Administration

(shared) Strategy 2:

Multi-Tiered System of Supports - Classroom teachers will spend time weekly with 1-3 students needing additional support to master the social science standard as shown by the classroom social science tests. (Tier 2)

Category: Social Studies

Research Cited: Fuchs, D., & Fuchs, L. (2006). Introduction to response to intervention: What, why, and how valid is it? *Reading Research Quarterly*, 41(1), 93-99.

Gresham, F. (2007). Evolution of the response-to-intervention concept: Empirical foundations and recent developments. In S. B. Jimerson, MK; VanDerHeyden, AM(Ed.), *Handbook of response to intervention: The science and practice of assessment and intervention* (pp. 10–24): Springer.

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Allen, L., & Evans, J. (1994). *First Steps: oral language developmental continuum*. Portsmouth, NH: Heinemann.

Batsche, G. (. (2006). *Response to intervention*. Alexandria, VA: National Association of State Directors of Special Education.

Brown-Chidsey, R., & Steege, M. W. (2005). *Response to intervention: principles and strategies for effective practice*. New York: The Guilford Press.

Dawson, P., & Guare, R. (2004). *Executive skills in children and adolescents*. New York: The Guilford Press.

McCook, J. E. (2006). *The Rtl guide: developing and implementing a model in your schools*. Horsham, PA: LRP Publications.

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Tier: Tier 2

Activity - Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coaches (.5 Intervention and .5 Coaching)-Tiers 1 & 2 Flexible Grouping-Title 1-students will be flexibly grouped for additional Tier 2 staff support based on skills deficits identified by the MAP test. Groups are scheduled every day for ½ to ¾ of an hour additional support from Title 1 staff. (Tier 2) Summer School (Tier 2) After School Tutoring (Title 2)	Academic Support Program, Technology	Tier 2	Implement	09/01/2019	06/01/2020	\$0	No Funding Required	Coaches, Administration, & Teachers

Activity - Policy & Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expected Number of Required Minutes Taught, and increase Time on Task to include flexible grouping, Personal Mastery implementation, iPads, and internet programs Child Study Team	Policy and Process, Technology	Tier 2	Implement	09/01/2019	06/01/2020	\$0	No Funding Required	Coaches, Teachers, & Administration

(shared) Strategy 3:

Social Studies Parent Involvement - Parents are informed of Social Studies curriculum at Curriculum Night/Open House, conference, and newsletters. Social Studies assignments are communicated in newsletters and on teacher websites. The Common Core Social Studies curriculum and MAISA articulations are posted on the KHPS website.

Category: Learning Support Systems

Research Cited: Parent Involvement in Education - Research brief addressing such questions as Is parent involvement a valuable resource for schools struggling to provide state-of-the-art instruction with diminishing funds? Does it instill pride and interest in schooling? K. Cotton & K. R. Wikelund (Northwest Regional Education Lab, 2001).

What Research Says About Parent Involvement in Children's Education (PDF, 252 KB, 4pp) - Highlights the relationship between parent involvement and academic achievement and references Joyce L. Epstein's six types of parent involvement. (Michigan Department of Education, 2002)

A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement (PDF, 1.19 MB, 241pp) A. T. Henderson & K. L. Mapp. (Southwest Educational Development Laboratory, 2002) Report Conclusion. (PDF, 87 KB, 5pp).

Summary of Research on Parent Engagement - Lists the benefits of parent engagement. The full report, A New Generation of Evidence: The Family is Critical to Student Achievement, covers 66 studies, reviews, reports, analyses, and books. Offers concrete reasons "why" and "how" educators should involve parents in their student's education. (Center for Law and Education, 1996)

Tier: Tier 1

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Involvement including a curriculum Open House, social studies standards posted in newsletters and on District website, parent letters sent home at the beginning of each area of study, teacher newsletters/websites/weeblys including current social studies instruction, and social studies homework. Parent volunteers to help our students with social studies activities Watch DOGS to help our students with social studies activities	Technology , Parent Involvement	Tier 1	Implement	09/02/2019	06/01/2020	\$0	No Funding Required	Teachers, Parents, and Administration

Goal 5: 80% of students and staff will experience and implement personal learning in a competency based environment through our pillars of academics and wellness.

Measurable Objective 1:

collaborate to meet the needs of all individual learners and staff (teachers) to close the achievement gap. Collaboration will focus on assessments and student grouping as well as a safe and orderly environment. by 06/01/2021 as measured by the number of students that are at proficient-closing our achievement gap..

Strategy 1:

Gradual Release of Responsibility - Monthly staff meetings as well as school improvement meetings will be offered on the collaborative learning piece of GRR. Staff members will take surveys to determine how competent and confident they feel in the areas of collaboration.

The Goal of this pillar is to grow a collaborative learning culture so that by the end of the year, an increased number of staff will feel that they have the expertise needed to competently and confidently teach using the GRR model, with a specific focus on grouping, resulting in increased student achievement.

*Ratings from beginning of the year to the end of the year on the collaborative culture in the classroom on a score of 1-4. *Data from classroom visits, ie Completed by Laura or Instructional Coaches.

Category: English/Language Arts

Research Cited: The gradual release of responsibility model or GRR model is an instructional model of teaching which is a designed method of pedagogy framed around a process devolving responsibility within the learning process from the teacher to the eventual independence of the learner. There are four main interactive components called Focus Lesson, Guided Instruction, Collaborative Learning and Independent Work. The gradual release of responsibility model of instruction has been documented as an effective approach for improving achievement. •Fisher, D. and N. Frey, "Implementing a Schoolwide Literacy Framework: Improving

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Achievement in an Urban Elementary School," The Reading Teacher, 61, 2007, pp. 32-45. •Fisher, Douglas, and Nancy Frey. Better learning through structured teaching: A framework for the gradual release of responsibility. ASCD, 2013. •Van de Pol, Janneke, Monique Volman, and Jos Beishuizen. "Scaffolding in teacher–student interaction: A decade of research." Educational Psychology Review 22.3 (2010): 271-296. •Brown and Lara, 2011 Brown, L. & Lara, V. (2011. Oct. 9). Professional Development Module on Collaborative Learning. El Paso Community College, Texas; USA. Retrieved 5 Nov. 2011

Tier: Tier 1

Activity - Small Group Instruction/Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction.2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3.Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Academic Support Program, Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/27/2019	06/04/2021	\$0	General Fund	All certified staff

Measurable Objective 2:

increase student growth by improving the wellness of our staff, our students, and our families. by 06/01/2021 as measured by individual goals for each committee in the description below. .

(shared) Strategy 1:

Safe and Orderly Environment - Family wellness: we will have one math night to promote math learning and educate parents on newer math procedures. During March is Reading Month we will enhance district and Central planned activities.

Student wellness: 80% of students will identify what practices they use to stay well and keep others well. 3 activities will be:

- HERO team
- Walking track
- Capturing Kids Hearts
- True Success

Staff wellness: The staff wellness committee will foster inclusion by providing activities and opportunities for staff members to interact and support one another that will ultimately enhance student achievement.

By April 95% of Central teaching staff and 75% of Central support staff will feel supported by the opportunities provided by the wellness committee. Our goal is that staff members will rate their support level as a 3 or higher on a 4 point scale/rubric. Additionally, we would like 100% of teaching staff to feel that student achievement has been positively impacted because of the opportunities provided by our committee.

This addresses level 1 of our Personal Mastery Action Plan.

Category: School Culture

Research Cited: A learning community in which staff, students, parents and the community perceive and describe as safe and orderly. Stakeholders have roles that are defined in the decision-making process regarding school initiatives. PLC's and stakeholder teams work together on issues regarding curriculum, assessment, instruction, and the achievement of all students (Marzano, 2012). Stakeholders are invested in the successes of the school and all play a role in helping the learning community engage in continuous improvement. •Marzano, R. J. (2003). What works in schools: Translating research into action. Alexandria, Va: Association for Supervision and Curriculum Development. What Works in Schools (ASCD, 2003) •Reeves, M. A., Kanan, L. M., & Plog, A. E. (2010). Comprehensive planning for safe learning environments: A school professional's guide to integrating physical and psychological safety. New York, NY: Routledge.

Tier: Tier 1

Activity - Parent Engagement, SOPs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
See previous description	Behavioral Support Program, Community Engagement, Parent Involvement	Tier 1	Getting Ready	09/01/2019	06/01/2021	\$0	General Fund	All certified staff, itinerants, and paraprofessionals

Measurable Objective 3:

collaborate to improve technology integration and ELOs in all classrooms (at least once) as well as our Canvas skills. by 06/01/2020 as measured by creating a tool using Canvas and utilizing technology in a new way..

Strategy 1:

Technology Integration - Each grade level team will create ELOs and grade entry using Canvas that will be used to enhance student learning. 80% of Central teaching staff will utilize technology in a new way by the end of the school year. The strategy will be implemented during staff meetings as well as our SI team meetings. We will continue the usage of 1-1 chromebooks 2-5 and 1-1 iPads for KK-1. Other tech integration is Compass, Accelerated Reader, Discovery Streaming, Keyboarding, Google Docs, & Think Central Math.

Category: Technology

Research Cited: •Marzano, R. J. (2003). What works in schools: Translating research into action. Alexandria, Va: Association for Supervision and Curriculum Development. What Works in Schools (ASCD, 2003) •DuFour, R., & Marzano, R. J. (2011). Leaders of learning: How district, school, and classroom leaders improve student achievement. Bloomington, IN: Solution Tree Press.

Tier: Tier 1

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Activity - Canvas and Tech PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will enter grades on Canvas Staff will complete at least on ELO	Technology	Tier 1	Implement	08/01/2019	06/01/2020	\$0	General Fund	All certified staff

Measurable Objective 4:

increase student growth by implementing our Personal Mastery Action Plan. by 06/01/2020 as measured by meeting the success criteria outlined on our Personal Mastery Plan..

Strategy 1:

Assessment and Small Group Instruction - Using data effectively and time

Creating flexible groups/small groups

This addresses levels 2, 3, and 4 in our personal master action plans. It indirectly impacts level 5.

Category: Career and College Ready

Research Cited: "Implementing a strategy of common, rigorous standards with differentiated resources and instruction can create excellence and equity for all students." (Childress, Doyle, & Thomas, 2009, p. 133, emphasis added)

•One of the keys to improving schools is to ensure teachers "know the learning intentions and success criteria of their lessons, know how well they are attaining these criteria for all their students, and know where to go next in light of the gap between students' current knowledge and understanding and the success criteria";this can be maximized in a safe and collaborative environment where teachers talk to each other about teaching (Hattie, 2009, p. 239).

Tier: Tier 1

Activity - Common Core Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementing the Common Core Standards with common assessments will ensure a guaranteed curriculum for all students. Pulling small groups based on current data led by one day a week flexible grouping (the entire day) as well as PD will help make this happen.	Direct Instruction	Tier 1	Getting Ready	09/24/2019	06/04/2021	\$0	No Funding Required	Teaching staff

(shared) Strategy 2:

Safe and Orderly Environment - Family wellness: we will have one math night to promote math learning and educate parents on newer math procedures. During March is Reading Month we will enhance district and Central planned activities.

Student wellness: 80% of students will identify what practices they use to stay well and keep others well. 3 activities will be:

HERO team

Walking track

Capturing Kids Hearts

True Success

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Staff wellness: The staff wellness committee will foster inclusion by providing activities and opportunities for staff members to interact and support one another that will ultimately enhance student achievement.

By April 95% of Central teaching staff and 75% of Central support staff will feel supported by the opportunities provided by the wellness committee. Our goal is that staff members will rate their support level as a 3 or higher on a 4 point scale/rubric. Additionally, we would like 100% of teaching staff to feel that student achievement has been positively impacted because of the opportunities provided by our committee.

This addresses level 1 of our Personal Mastery Action Plan.

Category: School Culture

Research Cited: A learning community in which staff, students, parents and the community perceive and describe as safe and orderly. Stakeholders have roles that are defined in the decision-making process regarding school initiatives. PLC's and stakeholder teams work together on issues regarding curriculum, assessment, instruction, and the achievement of all students (Marzano, 2012). Stakeholders are invested in the successes of the school and all play a role in helping the learning community engage in continuous improvement. •Marzano, R. J. (2003). What works in schools: Translating research into action. Alexandria, Va: Association for Supervision and Curriculum Development. What Works in Schools (ASCD, 2003) •Reeves, M. A., Kanan, L. M., & Plog, A. E. (2010). Comprehensive planning for safe learning environments: A school professional's guide to integrating physical and psychological safety. New York, NY: Routledge.

Tier: Tier 1

Activity - Parent Engagement, SOPs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
See previous description	Behavioral Support Program, Community Engagement, Parent Involvement	Tier 1	Getting Ready	09/01/2019	06/01/2021	\$0	General Fund	All certified staff, itinerants, and paraprofessionals

Strategy 3:

Effective Instructional Framework - See our personal mastery action plans.

We will focus on the GRR model and the 5D teacher evaluation rubric to focus on A1-student self-assessment and A4-teacher use of the formative assessment.

Teachers will engage in PD and flexible grouping throughout the year. In looking at our CNA data, we have a gap in our subgroup of economically disadvantaged so the MTSS strategy of small group instruction will address this gap.

Category: Other - Core Content

Research Cited: Marzano High Reliability Schools

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Tier: Tier 1

Activity - PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
5D platform Calendar invites CFV, student interviews, Ask guests to ask students about decision-making in the classroom CFV, student interviews, Ask guests to ask students about decision-making in the classroom *CFV=Classroom Follow-Up Visits (Teacher Driven or Centered/Student Centered/ Student Driven)	Academic Support Program	Tier 1	Implement	08/27/2019	06/01/2020	\$0	No Funding Required	Admin & teachers

Strategy 4:

Standards Based Reporting - Teachers will be able to cite ELOs they know and they use w/ students

Teachers will be able to enter grades in Canvas.

Level 5 of the Personal Mastery Action Plan.

Category: Other - Grading and Assessing

Research Cited: Marzano High Reliability Schools

Tier: Tier 1

Activity - PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be able to cite ELOs they know and they use w/ students Teachers will enter grades on Canvas	Technology	Tier 1	Implement	09/02/2019	06/01/2020	\$0	No Funding Required	Admin and Teachers

Goal 6: All students will be aware of the Michigan's Six Career Zones.

Measurable Objective 1:

80% of All Students will achieve college and career readiness by being able to name all six zones and give a career example within each zone by the end of 5th grade. in Career & Technical by 06/05/2020 as measured by the ability to name all six zones and give a career example within each zone by the end of 5th grade..

Strategy 1:

Introduce students and parents to Michigan’s Six Career Zones - 1. Career Awareness speakers

2. Securing grade-level reading resources
3. Career Awareness field trips (KDL, City Hall)
4. Letter to Parents introducing the Career Awareness Process
 5. STEM specials, after school STEM, 3rd grade STEM w/ KDL
 6. Junior Achievement: Graham, Weller, Eadeh, and Pikaart
 7. PBL Instruction (4th - Willink & 2nd Debri)

Category: Career and College Ready

Research Cited: ACT research has demonstrated that “students' overall risk for failure increases if they are at risk in terms of either academic readiness or academic behavior.” ... Most efforts to develop college and career readiness focus on secondary students, primarily those in high school.

Tier: Tier 1

Activity - 1. Career Awareness speakers, 2. Securing grade-level reading resources 3. Career Awareness field trip to KDL, City Hall 4. Letter to Parents introducing the Career Awareness Process . 5. PBL participation 6.Junior Achievement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Different types of career oriented people will visit Central, including, but not limited to, our fire and police department, City Hall workers, and KDL. 3 teachers will participate in Junior Achievement. Assorted field trips to City Hall, Civic Theater, and the KDL to learn about careers. 2 teachers will participate in Project Based Learning as well.	Career Preparation /Orientation	Tier 1		08/27/2019	06/05/2020	\$0	No Funding Required	Administrati on and supporting teachers

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
Parent Involvement	Parent Involvement including a curriculum Open House, social studies standards posted in newsletters and on District website, parent letters sent home at the beginning of each area of study, teacher newsletters/websites/weeblys including current social studies instruction, and social studies homework. Parent volunteers to help our students with social studies activities Watch DOGS to help our students with social studies activities	Technology , Parent Involvement	Tier 1	Implement	09/02/2019	06/01/2020	\$0	Teachers, Parents, and Administration
Academic Support	Literacy Coaches (.5 Intervention and .5 Coaching)-Tiers 1 & 2 Flexible Grouping-Title 1-students will be flexibly grouped for additional Tier 2 staff support based on skills deficits identified by the MAP test. Groups are scheduled every day for ½ to ¾ of an hour additional support from Title 1 staff. (Tier 2) Summer School (Tier 2) After School Tutoring (Title 2)	Academic Support Program, Technology	Tier 2	Implement	09/01/2019	06/01/2020	\$0	Coaches, Administration, & Teachers
Instructional & Curriculum Development	Implementing Personal Mastery System. Students will have clearly defined (In student language) standards aligned with the CCSS. There will be common assessments for all teachers in a grade level and rubrics for assessments of academics and behavior. Implement the Common Core Standards with common assessments to ensure a GVC Differentiated Instruction/CBE	Direct Instruction, Curriculum Development, Technology	Tier 1	Implement	09/24/2019	06/05/2020	\$0	Teachers & Administration
Teacher Collaboration	District Grade Level and Curriculum/Canvas Meetings Staff Meetings Learning Labs	Teacher Collaboration, Technology	Tier 1	Implement	08/01/2019	06/05/2020	\$0	Teachers and Administration
Teacher Collaboration	District Grade Level and Curriculum/Empower Meetings Staff Meetings Learning Labs	Teacher Collaboration, Technology	Tier 1	Implement	08/27/2019	06/05/2020	\$0	Teaches, Coaches, & Administration

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Academic Support	Literacy Coaches (.5 Intervention and .5 Coaching)-Tiers 1 & 2 Flexible Grouping-Title 1-students will be flexibly grouped for additional Tier 2 staff support based on skills deficits identified by the MAP test. Groups are scheduled every day for ½ to ¾ of an hour additional support from Title 1 staff. (Tier 2) Summer School (Tier 2) After School Tutoring (Tier 2)	Academic Support Program, Technology	Tier 2	Implement	08/27/2019	06/05/2020	\$0	Itinerants, Interventionists, Teachers, and Administration
Policy & Process	Expected Number of Required Minutes Taught, and increase Time on Task to include flexible grouping, Personal Mastery implementation, iPads, and internet programs -1-1 chromebooks 2-5 and 1-1 iPads for KK-1. Other tech integration can be Compass, Accelerated Reader, Discovery Streaming, Keyboarding, Google Docs, Think Central Math Child Study Team	Policy and Process, Academic Support Program, Technology	Tier 2	Implement	08/27/2019	06/05/2020	\$0	Itinerants, Administration, Teachers, and Interventionists
1. Career Awareness speakers, 2. Securing grade-level reading resources 3. Career Awareness field trip to KDL, City Hall 4. Letter to Parents introducing the Career Awareness Process . 5. PBL participation 6.Junior Achievement	Different types of career oriented people will visit Central, including, but not limited to, our fire and police department, City Hall workers, and KDL. 3 teachers will participate in Junior Achievement. Assorted field trips to City Hall, Civic Theater, and the KDL to learn about careers. 2 teachers will participate in Project Based Learning as well.	Career Preparation /Orientation	Tier 1		08/27/2019	06/05/2020	\$0	Administration and supporting teachers
Policy & Process	Expected Number of Required Minutes Taught, and increase Time on Task to include flexible grouping, J2X implementation, iPads, and internet programs Child Study Team	Policy and Process, Technology	Tier 2	Implement	09/02/2019	06/05/2020	\$0	Interventionists, Itinerants, Administration, Teachers
Parent Involvement	Parent Involvement including a curriculum Open House, science standards posted in newsletters and on District website, parent letters sent home at the beginning of each area of study, teacher newsletters/websites/weeblys including current science instruction, and science homework. Parent volunteers to help our students with literacy activities Watch DOGS to help our students with literacy activities	Technology , Parent Involvement	Tier 1	Implement	08/27/2019	06/05/2020	\$0	Teachers, Parents, and Administration
PD	Teachers will be able to cite ELOs they know and they use w/ students Teachers will enter grades on Canvas	Technology	Tier 1	Implement	09/02/2019	06/01/2020	\$0	Admin and Teachers

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Academic Support	Literacy Coaches (.5 Intervention and .5 Coaching)-Tiers 1 & 2 Flexible Grouping-Title 1-students will be flexibly grouped for additional Tier 2 staff support based on skills deficits identified by the MAP test. Groups are scheduled every day for ½ to ¾ of an hour additional support from Title 1 staff. Summer School After School Tutoring	Academic Support Program, Technology	Tier 2	Implement	08/27/2019	06/05/2020	\$0	Teachers & Administration
Parent Involvement	Parent Involvement including a curriculum Open House, reading standards posted in newsletters and on District website, parent letters sent home at the beginning of each area of study, teacher newsletters/websites/weeblys including current reading instruction, and reading homework. Parent volunteers to help our students with literacy activities Watch DOGS to help our students with literacy activities	Technology, Parent Involvement	Tier 1	Implement	08/27/2019	06/05/2020	\$0	Teachers & Administration
Instructional & Curriculum Development	Implementation of MAISA with fidelity Instructional Framework of the Workshop Model in Reading and Math Implementing Personal Mastery System. Students will have clearly defined (In student language) standards aligned with the CCSS. There will be common assessments for all teachers in a grade level and rubrics for assessments of academics and behavior. Differentiated Instruction Implement the Common Core Standards with common assessments to ensure a GVC	Direct Instruction, Curriculum Development, Technology	Tier 1	Implement	08/27/2019	06/05/2020	\$0	Certified Staff & Administration
Instructional & Curriculum Development	Foss Implementing Personal Mastery System. Students will have clearly defined (In student language) standards aligned with the CCSS. There will be common assessments for all teachers in a grade level and rubrics for assessments of academics and behavior. Differentiated Instruction Implement the Common Core Standards with common assessments to ensure a GVC. In looking at our CNA data, we have a gap in our subgroup of economically disadvantaged so our MTSS strategies and activities are addressing this gap.	Direct Instruction, Curriculum Development, Technology	Tier 1	Implement	08/27/2019	06/05/2020	\$0	All certified staff
Policy & Process	Expected Number of Required Minutes Taught, and increase Time on Task to include flexible grouping, Personal Mastery implementation, iPads, and internet programs Child Study Team	Policy and Process, Technology	Tier 2	Implement	09/01/2019	06/01/2020	\$0	Coaches, Teachers, & Administration

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Policy & Process	Child Study Team Expected Number of Required Minutes Taught, and increase Time on Task to include flexible grouping, Personal Mastery implementation, iPads, and 1-1 chromebooks 2-5 and 1-1 iPads for KK-1. Other tech integration can be Compass, Accelerated Reader, Discovery Streaming, Keyboarding, Google Docs, Think Central Math.	Policy and Process, Technology	Tier 2	Implement	08/27/2019	06/05/2020	\$0	Teachers, Itinerants, Coaches, & Administration
PD	5D platform Calendar invites CFV, student interviews, Ask guests to ask students about decision-making in the classroom CFV, student interviews, Ask guests to ask students about decision-making in the classroom *CFV=Classroom Follow-Up Visits (Teacher Driven or Centered/Student Centered/ Student Driven)	Academic Support Program	Tier 1	Implement	08/27/2019	06/01/2020	\$0	Admin & teachers
Instructional & Curriculum Development	Instructional Framework of the Gradual Release of Responsibility in Reading and Math Number Talks Weekly Lessons using Standards, Learning Targets, and Success Criteria Expected Number of Required Minutes Taught, and increase Time on Task to include flexible grouping, Personal Mastery (CBE) implementation, iPads, and internet programs Implementing Personal Mastery System. Students will have clearly defined (In student language) standards aligned with the CCSS. There will be common assessments for all teachers in a grade level and rubrics for assessments of academics and behavior. Basic Facts Practice/Math Operations Differentiated Instruction Implement the Common Core Standards with common assessments to ensure a GVC	Direct Instruction, Curriculum Development, Technology	Tier 1	Implement	08/27/2019	06/05/2020	\$0	Teaching staff & administration
Teacher Collaboration	District Grade Level and Curriculum/Canvas Meetings Staff Meetings Learning Labs	Teacher Collaboration, Technology	Tier 1	Implement	08/27/2019	06/05/2020	\$0	Teaching Staff, Coaches, & Administration

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Common Core Standards	Implementing the Common Core Standards with common assessments will ensure a guaranteed curriculum for all students. Pulling small groups based on current data led by one day a week flexible grouping (the entire day) as well as PD will help make this happen.	Direct Instruction	Tier 1	Getting Ready	09/24/2019	06/04/2021	\$0	Teaching staff
Teacher Collaboration	District Grade Level and Curriculum/Canvas Meetings Staff Meetings Learning Labs Literacy Coaches (.5 Intervention and .5 Coaching)-Tiers 1 & 2: In looking at our CNA data, we have a gap in our subgroup of economically disadvantaged so our MTSS strategy is addressing this gap.	Teacher Collaboration, Technology	Tier 1	Implement	08/27/2019	06/05/2020	\$0	Teachers, Coaches, Administrators

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Canvas and Tech PD	Staff will enter grades on Canvas Staff will complete at least on ELO	Technology	Tier 1	Implement	08/01/2019	06/01/2020	\$0	All certified staff
Parent and Family Engagement	Parent Involvement including a curriculum Open House, math standards posted in newsletters and on District website, parent letters sent home at the beginning of each area of study, teacher newsletters/websites/weeblys including current math instruction, math homework.	Technology, Parent Involvement	Tier 1	Implement	08/27/2018	06/07/2019	\$0	Teaching staff and administrators.
Collaborative Learning	Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction. 2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3. Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Academic Support Program, Teacher Collaboration	Tier 2	Implement	08/27/2018	06/07/2019	\$0	All classroom teachers and administrators Coaches Interventionists

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Collaborative Learning	Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction. 2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3. Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Academic Support Program, Teacher Collaboration	Tier 1		08/28/2017	06/08/2018	\$0	All
Technology Integration	Technology integration through Empower training and teacher-led PD.	Academic Support Program, Curriculum Development, Professional Learning, Teacher Collaboration, Technology	Tier 1	Getting Ready	08/28/2017	06/08/2018	\$0	Teachers
Small Group Instruction/Assessment	Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction. 2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3. Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Academic Support Program, Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/27/2019	06/04/2021	\$0	All certified staff
Technology Integration	Teachers will engage in several tech activities to build the competencies of all staff members. 1-1 chromebooks 2-5 and 1-1 iPads for KK-1. Other tech integration can be Compass, Accelerated Reader, Discovery Streaming, Keyboarding, Google Docs, Think Central Math will also be utilized.	Technology	Tier 1	Implement	08/27/2019	06/05/2020	\$0	All teachers

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Parent Engagement, SOPs	See previous description	Behavioral Support Program, Community Engagement, Parent Involvement	Tier 1	Getting Ready	09/01/2019	06/01/2021	\$0	All certified staff, itinerants, and paraprofessionals
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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Support	Literacy Coaches (.5 Intervention and .5 Coaching)-Tiers 1 & 2 Flexible Grouping-Title 1-students will be flexibly grouped for additional Tier 2 staff support based on skills deficits identified by the MAP test. Groups are scheduled every day for ½ to ¾ of an hour additional support from Title 1 staff. Summer School After School Tutoring	Academic Support Program, Technology	Tier 2	Implement	08/27/2019	06/05/2020	\$0	Interventionists, After School Tutors, Administration, & Coaches