School Improvement Plan

Syring Elementary School

Swartz Creek Community Schools

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Syring School Improvement Plan 2015-2016

Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Syring Elementary School has just over 300 students who attend K-5. We are situated in the middle of a subdivision in the heart of the city of Swartz Creek. As with many neighboring communities, our families have been experiencing the difficulties of the economy and more of our students are considered low income, as indicated by the numbers of students qualifying for free and reduced lunch.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Mission:

Syring Elementary School inspires our learners to embrace challenges, set goals, grow their talents, and realize their dreams for success in a global society.

Vision:

Syring Elementary School provides a world class education through innovative experiences while developing the unique talents of our learners.

Belief Statements:

- We believe in a culture of learning.

- We believe that student learning should be the primary goal for all decisions made affecting the school district.

- We believe the climate and culture of the school is engaging, nurturing, challenging, and inspires students to express their personal ideas.

- We believe curriculum is integrated, differentiated, meaningful, and pertinent to life.

- We believe in culturally relevant education that provides the knowledge and skills to meet the global challenges and opportunities of the 21st Century.

- We believe in continuous improvement informed by critical evaluation and reflection.

- We believe expanding technologies enrich how teachers teach and students learn.

- We believe in building relationships and sharing resources with our community, parents, and staff members.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Syring Elementary School is very proud of our success in literacy instruction over the past three years. We have made steady improvement in the big five areas of reading over that time period. We are also very excited that we have begun the transition to the new common core state standards for English Language Arts and math. We will be continuing the transition over the next three years, looking to steadily improve as our students strive to meet these rigorous standards, as well as the implementation of the Next Generation Science Standards over the next three years.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

We are proud to continue to provide our students with education in fine arts, performing arts, technology and physical education in addition to the basic school subjects. We believe that children need to have a well-rounded education and not everything of value in life can be measured on a standardized assessment.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The school improvement plan was developed by a variety of stakeholders, including staff and parents. Staff were invited to participate as part of morning staff meetings in the development of the plan and parents were invited to participate as part of our Parent Teacher Organization (PTO) meetings held in the evenings.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The school improvement plan was developed by a variety of stakeholders, including staff and parents. Staff were invited to participate as part of morning staff meetings in the development of the plan and parents were invited to participate as part of our Parent Teacher Organization (PTO) meetings held in the evenings.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Staff and parent stakeholders were emailed regarding the improvement plan. A parent meeting is held annually to go over the plan, as well as goals and progress toward goals are discussed at a variety of staff meetings and PTO meetings.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data
1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Challenges that we face based on student enrollment data is that more of our students are economically disadvantaged and come with more social, emotional, and physical need.

Student Demographic Data
2. In looking at the three year trend in student attendance data, what challenges have been identified?

Our challenge based on student attendance is that we have a large number of students that are absent a significant number of days. Almost one third of our students missed more than 10 days of school during the school year. This has a huge impact on our students' abilities to meet grade level proficiency.

Student Demographic Data
3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

In looking at major and minor offenses combined, total referrals have slightly increased in the past three years. However, when looking at just major offenses, total referrals have slightly decreased in the past three years.

Student Demographic Data
4. What action(s) could be taken to address any identified challenges with student demographic data?

Syring staff will continue to reach out to involve our parents and families in a variety of ways. We will consider students' economic needs when we schedule events, field trips and other things that require economic contribution from our students. Syring staff will continue to monitor student achievement and behavior and provide interventions to students who are at risk of not meeting the benchmark.

Teacher/School Leader(s) Demographic Data
5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

The school leader of the building has over 20 years experience in education, and has been the Principal at Syring Elementary School for five years. This should have a positive impact on student achievement.

Teacher/School Leader(s) Demographic Data
6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

We have several teachers in the building who have less than five years of teaching experience. This could have a negative impact on student achievement, if not offset by appropriate mentoring, training and monitoring of the new teachers. The majority of teachers in the building have over five years of teaching experience, which has an overall positive impact on student achievement. We have a mostly veteran staff who are skilled at providing interventions for students who are not achieving benchmarks.

Teacher/School Leader(s) Demographic Data
7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

The school leader had few absences, which has a positive impact on student achievement.

Teacher/School Leader(s) Demographic Data
8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Absences due to professional learning may have a positive impact on student achievement as we use that time to look at student achievement data and plan interventions for those students that are not yet proficient. Absences due to teacher illness may have a negative impact on student achievement as less qualified or less experienced teachers may be substituting during those days.

Teacher/School Leader(s) Demographic Data
9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

We need to have mentoring and training for our new teachers to ensure positive student outcomes.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Assessment is the standard that stands out as a strength. Assessment combined with results-focused leadership and collaborative teams is how our building engages in continuous school improvement.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Curriculum alignment is an ongoing challenge. This is a district level issue that our district is working to address.

12. How might these challenges impact student achievement?

A lack of curriculum alignment could negatively impact our student's achievement of the standards.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

We can work at the district level to improve our curriculum alignment within the district improvement plan.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Students with disabilities have the same opportunities as students without disabilities in our building.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Summer school for our students K-5 is the extended learning opportunity available. Also, Odyssey online learning is available to all students K-5.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Students and parents are personally invited to summer school by teachers. Forms are sent home, and teachers follow up with emails and phone calls. All students K-5 are invited to participate in online learning beyond the school day. Information is provided to parents by phone, letter, email, and on our school website.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

We have adopted a math series that aligns to the K-5 common core state standards that is used for instruction and assessment with students. Also, we have implemented the MAISA writing units that were created for the state that align with the common core state standards. MAISA writing units are being used for instruction and assessment in writing K-5. Teachers are implementing the reading standards K-5 and their lesson plans indicate that they are following the K-5 standards for reading found in the common core documents.

Assessments given three times annually to all students in reading, math and writing help measure the fidelity of implementation, along with walkthroughs and observations by the Principal.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

n/a

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

93% of kindergarten and first grade students were proficient in reading according to STAR early literacy, with a 77 student growth percentile (SGP). This is a high level of growth and achievement and indicate a strength in our early literacy program. 69% of second, third, fourth and fifth grade students were proficient in reading according to STAR reading, with a 58 student growth percentile.

19b. Reading- Challenges

Challenges in our reading program include that we still are not at 80% of students achieving grade level benchmark in reading across all grade levels.

19c. Reading- Trends

Trends in reading show growth in students and levels of achievement.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on

tiered instruction if appropriate.

The school improvement plan will continue to work on growth in the area of reading by addressing the need for multi-tiered systems of support in reading.

20a. Writing- Strengths

We have no new data in writing this year to analyze.

20b. Writing- Challenges

The challenge in the area of writing is the lack of data.

20c. Writing- Trends

Trends are unavailable due to the lack of data.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We will implement common assessments in writing which will be scored and analyzed by our teachers. This will address the challenge of the lack of data that we have had in the past.

21a. Math- Strengths

Our building showed tremendous growth in math across all grade levels and classrooms, according to our STAR math data. 81% of our students in grades 1-5 were proficient according to the STAR math test. Our median growth was 67 student growth percentile (SGP), which shows a good rate of growth in addition to our high level of achievement. By grade level, 92% of first graders, 81% of second graders, 93% of third graders, 73% of fourth graders, and 62% of fifth graders were proficient.

21b. Math- Challenges

Our percentages of students proficient according to STAR math overall in the building are over 80%. However, only 73% of fourth graders and 62% of fifth graders were proficient. Many of the students not proficient in math were special education students. Therefore, the challenge is to close the gap in math achievement between our special education and non-special education students.

21c. Math- Trends

The trend in math is increasing student achievement and great growth at all levels. This has happened as we have implemented our common core aligned Math Expressions program for the past three years, along with using data to provide interventions to students struggling to master math concepts.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We will add an objective to specifically target our special education students for improvement in math achievement.

22a. Science- Strengths

We have no new science data to analyze this school year.

22b. Science- Challenges

Challenges in science include a lack of data.

22c. Science- Trends

Trends in science are unknown due to a lack in data.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

One of the activities in the school improvement plan will be the development and implementation of common assessments for science. This will give us data to help us move forward in the area of science.

23a. Social Studies- Strengths

There is no new data to analyze in the area of social studies.

23b. Social Studies- Challenges

A challenge in social studies is the lack of data.

23c. Social Studies- Trends

We are unable to identify trends in social studies due to the lack of data.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The challenge of not having data in the area of social studies is addressed in the activities of the school improvement plan. We will be designing and implementing common assessments in the area of social studies.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

Students show the highest overall level of satisfaction in purpose and direction, teaching and assessing for learning, and resources and support systems.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

All areas were rated highly, there is not a low area.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

There are no low areas.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

Teaching and assessing for learning and using results for continuous improvement were the areas with the highest satisfaction, although satisfaction across all levels was very high.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

The lowest areas were resources and support, but only in comparison to the other standards on the survey. Parents were overall satisfied.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

There is only so much that can be done to improve our resources, we can only continue to try to do the best we can with what we have in state funding.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

Teachers rated using results for continuous improvement the highest overall.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

Teaching and assessing for learning was rated overall the lowest, however, it was still a high rating.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

We will improve our mentoring program for new teachers, which seems to be one of the areas of concern according to the survey results.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakholders/community?

We did not survey community members.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

We did not survey community members.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

We did not survey community members, so our action will be to develop and administer a survey.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Our strengths are in the two areas that we have implemented multi-tiered systems of support: reading and math. By assessing students three times per year and delivering interventions according to the data, our students are showing continuous growth in these areas. The challenges in the areas of writing, science and social studies stem from the lack of data. We will work to implement a common assessment in these other areas so that we can begin to implement MTSS for all subject areas based on data.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

Student achievement might be impacted because the lack of data in writing, science and social studies prevent systematic efforts for improvement.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

The school improvement plan will include the development of common assessments for writing, science and social studies.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	We use Star Math grades 1-5 and DIBELS grades K-5.	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.swartzcreek.org/LinkClick.aspx?fileticket=jiMxzaU5__c%3d&tabid=63&mid=752	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	We are a K-5 building.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	We are a K-5 building.	

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Jon Pechette, Director of Finance, 8354 Cappy Lane, Swartz Creek MI 48473 810-591-2300 Colleen Mansour, Director of Human Resources, 8354 Cappy Lane, Swartz Creek MI 48473, 810-591-2300	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	http://www.swartzcreek.org/Portals/0/documents/Handbooks/Elementary%202013-2014%20%20HANDBOOKRV%2012-13.pdf p. 7-10 of the elementary handbook (link above) contains our parent involvement plans and policies.	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Syring school parent student compact

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	No		

Syring School Improvement Plan 2015-2016

Overview

Plan Name

Syring School Improvement Plan 2015-2016

Plan Description

Syring School Improvement Plan 2015-2016

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 Syring Elementary School will be proficient in grade level math standards.	Objectives: 2 Strategies: 3 Activities: 9	Academic	$9000
2	All students at Syring Elementary School will become proficient readers.	Objectives: 3 Strategies: 3 Activities: 8	Academic	$16750
3	All students at Syring Elementary School will become proficient writers.	Objectives: 3 Strategies: 3 Activities: 6	Academic	$0
4	All students at Syring Elementary School will be proficient in grade level standards in social studies.	Objectives: 2 Strategies: 1 Activities: 4	Academic	$0
5	All students at Syring Elementary School will be proficient in grade level state standards in science.	Objectives: 2 Strategies: 1 Activities: 4	Academic	$0

Goal 1: All students at Syring Elementary School will be proficient in grade level math standards.

Measurable Objective 1:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in grade level skills in Mathematics by 05/20/2016 as measured by STAR math and/or state standardized assessments.

(shared) Strategy 1:

Explicit Instruction - Explicit instruction is systematic, direct, engaging, and success oriented—and has been shown to promote achievement for all students.

Combined with our research-based core curriculum, explicit instruction will increase student time on task and give ongoing, formative assessment data to teachers

about how well students are learning. We have provided ongoing professional development on explicit instruction to teachers, and this teaching technique has been

implemented in classrooms. We will need to monitor and evaluate the implementation with fidelity of explicit instruction techniques.

Research Cited: Archer and Hughes (2011). Explicit Instruction: Effective and Efficient Teaching. New York: Guilford Press.

Tier: Tier 1

Activity - monitor fidelity of implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will use walkthroughs and observations with feedback to teachers about the level of fidelity of implementation of the explicit instruction technique	Walkthrough	Tier 1	Monitor	09/08/2015	05/20/2016	$0	No Funding Required	Building Principal

Activity - universal screening	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be given a universal screener three times during the school year and results will be used by building teachers and principal to evaluate the success of our core program.	Other	Tier 1	Evaluate	09/08/2015	05/20/2016	$3000	General Fund	Building principal and classroom teachers

(shared) Strategy 2:

Differentiated Instruction (Rti/MTSS) - Teachers will implement a differentiated instruction model through Rti/MTSS in grades K-5. This instructional model will include

tier 2 supports within the classroom in a workshop / guided instruction model based on formative assessment data.

Research Cited: Response to Intervention: Research for Practice. (2007) Amy-Jane Griffiths, Lorien B. Parson, Matthew K. Burns, Amanda VanDerHeyden, and W.

David Tilly. Accessed online: http://www.rti4success.org/sites/default/files/RtI_Bibliography2.pdf

Tier: Tier 2

Activity - Teacher training on math workshop / guided math strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will receive training through workshops and teacher labs (observing other classrooms where math workshop/guided math strategies are being used). Time will be devoted throughout the year in staff meetings for staff to share what they have learned as they study and then pilot the implementation of these techniques. | Professional Learning | Tier 1 | Getting Ready | 09/08/2015 | 05/20/2016 | $500 | Title II Part A | Building Principal and K-5 teachers |

Activity - Purchase needed materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will identify and purchase or create materials that are research-based to use in the classroom in tier 2 small group intervention.	Materials	Tier 2	Getting Ready	09/08/2015	05/20/2016	$500	General Fund	Building principal and K-5 teachers

Activity - monitor fidelity of implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will conduct building walkthroughs to observe the fidelity of implementation of guided math / math workshop methods in classrooms as a tier 2 intervention.	Walkthrough	Tier 2	Monitor	09/08/2015	05/20/2016	$0	No Funding Required	Building Principal

Activity - implement math workshop / guided math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement math workshop and guided math methods after receiving professional development and appropriate materials.	Academic Support Program	Tier 2	Implement	09/08/2015	05/20/2016	$0	No Funding Required	Classroom Teachers

Activity - progress monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in tier 2 interventions will be progress monitored at least once per month and the data analyzed by classroom teachers and the building principal to ensure the effectiveness of the intervention.	Other	Tier 2	Evaluate	09/08/2015	05/20/2016	$0	No Funding Required	Building principal and classroom teachers

(shared) Strategy 3:

Provide Research Based Intervention - Through our data-driven decision making process, based on screening and progress monitoring data, students will be placed into appropriate research-based interventions such as interventions from Renaissance Learning, interventions from the National Center for Intensive Intervention, and other similar scientifically proven programs. Students will receive intensive intervention for an additional 30 minutes, four to five times per week, in small groups or one on one.

Research Cited: Response to Intervention: Research for Practice. (2007) Amy-Jane Griffiths, Lorien B. Parson, Matthew K. Burns, Amanda VanDerHeyden, and W. David Tilly. Accessed online: http://www.rti4success.org/sites/default/files/RtI_Bibliography2.pdf

School Improvement Plan
Syring Elementary School

Tier: Tier 3

Activity - Implement intervention strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given the appropriate intervention(s) based on data and progress monitored on its effectiveness throughout the school year.	Academic Support Program	Tier 3	Implement	09/08/2015	05/20/2016	$5000	Section 31a	Special education teacher and trained paraprofessionals will deliver the tier 3 math interventions.

Activity - monitor fidelity of implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will conduct walkthroughs and observations to ensure the fidelity of implementation of the identified math interventions.	Walkthrough	Tier 3	Monitor	09/08/2015	05/20/2016	$0	No Funding Required	Building Principal

Measurable Objective 2:

A 5% increase of Bottom 30% students will demonstrate a proficiency in grade level skills in Mathematics by 05/20/2016 as measured by state standardized math tests and/or STAR math tests.

(shared) Strategy 1:

Explicit Instruction - Explicit instruction is systematic, direct, engaging, and success oriented—and has been shown to promote achievement for all students.

Combined with our research-based core curriculum, explicit instruction will increase student time on task and give ongoing, formative assessment data to teachers

about how well students are learning. We have provided ongoing professional development on explicit instruction to teachers, and this teaching technique has been

implemented in classrooms. We will need to monitor and evaluate the implementation with fidelity of explicit instruction techniques.

Research Cited: Archer and Hughes (2011). Explicit Instruction: Effective and Efficient Teaching. New York: Guilford Press.

Tier: Tier 1

Activity - monitor fidelity of implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will use walkthroughs and observations with feedback to teachers about the level of fidelity of implementation of the explicit instruction technique	Walkthrough	Tier 1	Monitor	09/08/2015	05/20/2016	$0	No Funding Required	Building Principal

Activity - universal screening	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All students will be given a universal screener three times during the school year and results will be used by building teachers and principal to evaluate the success of our core program.	Other	Tier 1	Evaluate	09/08/2015	05/20/2016	$3000	General Fund	Building principal and classroom teachers

(shared) Strategy 2:

Differentiated Instruction (Rti/MTSS) - Teachers will implement a differentiated instruction model through Rti/MTSS in grades K-5. This instructional model will include

tier 2 supports within the classroom in a workshop / guided instruction model based on formative assessment data.

Research Cited: Response to Intervention: Research for Practice. (2007) Amy-Jane Griffiths, Lorien B. Parson, Matthew K. Burns, Amanda VanDerHeyden, and W.

David Tilly. Accessed online: http://www.rti4success.org/sites/default/files/RtI_Bibliography2.pdf

Tier: Tier 2

Activity - Teacher training on math workshop / guided math strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training through workshops and teacher labs (observing other classrooms where math workshop/guided math strategies are being used). Time will be devoted throughout the year in staff meetings for staff to share what they have learned as they study and then pilot the implementation of these techniques.	Professional Learning	Tier 1	Getting Ready	09/08/2015	05/20/2016	$500	Title II Part A	Building Principal and K-5 teachers

Activity - Purchase needed materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will identify and purchase or create materials that are research-based to use in the classroom in tier 2 small group intervention.	Materials	Tier 2	Getting Ready	09/08/2015	05/20/2016	$500	General Fund	Building principal and K-5 teachers

Activity - monitor fidelity of implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will conduct building walkthroughs to observe the fidelity of implementation of guided math / math workshop methods in classrooms as a tier 2 intervention.	Walkthrough	Tier 2	Monitor	09/08/2015	05/20/2016	$0	No Funding Required	Building Principal

Activity - implement math workshop / guided math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement math workshop and guided math methods after receiving professional development and appropriate materials.	Academic Support Program	Tier 2	Implement	09/08/2015	05/20/2016	$0	No Funding Required	Classroom Teachers

Activity - progress monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in tier 2 interventions will be progress monitored at least once per month and the data analyzed by classroom teachers and the building principal to ensure the effectiveness of the intervention.	Other	Tier 2	Evaluate	09/08/2015	05/20/2016	$0	No Funding Required	Building principal and classroom teachers

(shared) Strategy 3:

Provide Research Based Intervention - Through our data-driven decision making process, based on screening and progress monitoring data, students will be placed into appropriate research-based interventions such as interventions from Renaissance Learning, interventions from the National Center for Intensive Intervention, and other similar scientifically proven programs. Students will receive intensive intervention for an additional 30 minutes, four to five times per week, in small groups or one on one.

Research Cited: Response to Intervention: Research for Practice. (2007) Amy-Jane Griffiths, Lorien B. Parson, Matthew K. Burns, Amanda VanDerHeyden, and W. David Tilly. Accessed online: http://www.rti4success.org/sites/default/files/RtI_Bibliography2.pdf

Tier: Tier 3

Activity - Implement intervention strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given the appropriate intervention(s) based on data and progress monitored on its effectiveness throughout the school year.	Academic Support Program	Tier 3	Implement	09/08/2015	05/20/2016	$5000	Section 31a	Special education teacher and trained paraprofessionals will deliver the tier 3 math interventions.

Activity - monitor fidelity of implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will conduct walkthroughs and observations to ensure the fidelity of implementation of the identified math interventions.	Walkthrough	Tier 3	Monitor	09/08/2015	05/20/2016	$0	No Funding Required	Building Principal

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

Measurable Objective 1:

80% of Kindergarten and First grade students will demonstrate a proficiency in early literacy skills in Reading by 05/20/2016 as measured by proficiency on the STAR early literacy test and/or DIBELS test .

(shared) Strategy 1:

explicit instruction - Explicit instruction is systematic, direct, engaging, and success oriented—and has been shown to promote achievement for all students. Combined

with our research-based core curriculum, explicit instruction will increase student time on task and give ongoing, formative assessment data to teachers about how well

students are learning. We have provided ongoing professional development on explicit instruction to teachers, and this teaching technique has been implemented in

classrooms. We will need to monitor and evaluate the implementation with fidelity of explicit instruction techniques.

Research Cited: Archer and Hughes (2011). Explicit Instruction: Effective and Efficient Teaching. New York: Guilford Press.

Tier: Tier 1

Activity - monitor fidelity of implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will use walkthroughs and observations with feedback to teachers about the level of implementation of the explicit instruction technique.	Walkthrough	Tier 1	Monitor	09/08/2015	05/20/2016	$0	No Funding Required	Building Principal

Activity - universal screening	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A universal screening assessment will be used with all students three times per school year to ensure the effectiveness of our core program. Results will be reviewed and analyzed by building staff and building principal.	Other	Tier 1	Evaluate	09/08/2015	05/20/2016	$2000	General Fund	Building Principal, Classroom Teachers, Trained Paraprofessionals

(shared) Strategy 2:

differentiated instruction (rti/MTSS) - Teachers will implement a differentiated instruction model through Rti/MTSS in grades K-5. This instructional model will include tier

2 supports within the classroom in a workshop / guided instruction model based on formative assessment data.

Research Cited: Response to Intervention: Research for Practice. (2007) Amy-Jane Griffiths, Lorien B. Parson, Matthew K. Burns, Amanda VanDerHeyden, and W.

David Tilly. Accessed online: http://www.rti4success.org/sites/default/files/RtI_Bibliography2.pdf

Tier: Tier 2

Activity - monitor fidelity of implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Building principal will conduct walkthroughs and classroom observations with feedback to teachers regarding the fidelity of implementation of the workshop/guided reading model and the delivery of the core reading program within the balanced literacy model.	Walkthrough	Tier 2	Monitor	09/08/2015	05/20/2016	$0	No Funding Required	Building Principal

Activity - purchase leveled reading materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leveled reading materials are being purchased that align with and are part of the core reading program to facilitate teachers' abilities to differentiate instruction and form guided reading groups at students' individual reading levels.	Materials	Tier 2	Implement	09/08/2015	05/20/2016	$10000	General Fund	Building Principal and K-5 Teachers

Activity - progress monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students receiving tier 2 interventions will be progress monitored at least once per month and the data analyzed by classroom teachers and the building principal to ensure the effectiveness of the intervention.	Other	Tier 2	Evaluate	09/08/2015	05/20/2016	$0	No Funding Required	Building Principal, Classroom Teachers, Trained Paraprofessionals

Measurable Objective 2:

80% of Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in comprehension and fluency in Reading by 05/20/2016 as measured by STAR reading test and /or DIBELS test.

(shared) Strategy 1:

explicit instruction - Explicit instruction is systematic, direct, engaging, and success oriented—and has been shown to promote achievement for all students. Combined with our research-based core curriculum, explicit instruction will increase student time on task and give ongoing, formative assessment data to teachers about how well students are learning. We have provided ongoing professional development on explicit instruction to teachers, and this teaching technique has been implemented in classrooms. We will need to monitor and evaluate the implementation with fidelity of explicit instruction techniques.

Research Cited: Archer and Hughes (2011). Explicit Instruction: Effective and Efficient Teaching. New York: Guilford Press.

Tier: Tier 1

Activity - monitor fidelity of implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will use walkthroughs and observations with feedback to teachers about the level of implementation of the explicit instruction technique.	Walkthrough	Tier 1	Monitor	09/08/2015	05/20/2016	$0	No Funding Required	Building Principal

Activity - universal screening	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A universal screening assessment will be used with all students three times per school year to ensure the effectiveness of our core program. Results will be reviewed and analyzed by building staff and building principal.	Other	Tier 1	Evaluate	09/08/2015	05/20/2016	$2000	General Fund	Building Principal, Classroom Teachers, Trained Paraprofes sionals

(shared) Strategy 2:

differentiated instruction (rti/MTSS) - Teachers will implement a differentiated instruction model through Rti/MTSS in grades K-5. This instructional model will include tier

2 supports within the classroom in a workshop / guided instruction model based on formative assessment data.

Research Cited: Response to Intervention: Research for Practice. (2007) Amy-Jane Griffiths, Lorien B. Parson, Matthew K. Burns, Amanda VanDerHeyden, and W.

David Tilly. Accessed online: http://www.rti4success.org/sites/default/files/RtI_Bibliography2.pdf

Tier: Tier 2

Activity - monitor fidelity of implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building principal will conduct walkthroughs and classroom observations with feedback to teachers regarding the fidelity of implementation of the workshop/guided reading model and the delivery of the core reading program within the balanced literacy model.	Walkthroug h	Tier 2	Monitor	09/08/2015	05/20/2016	$0	No Funding Required	Building Principal

Activity - purchase leveled reading materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leveled reading materials are being purchased that align with and are part of the core reading program to facilitate teachers' abilities to differentiate instruction and form guided reading groups at students' individual reading levels.	Materials	Tier 2	Implement	09/08/2015	05/20/2016	$10000	General Fund	Building Principal and K-5 Teachers

Activity - progress monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students receiving tier 2 interventions will be progress monitored at least once per month and the data analyzed by classroom teachers and the building principal to ensure the effectiveness of the intervention.	Other	Tier 2	Evaluate	09/08/2015	05/20/2016	$0	No Funding Required	Building Principal, Classroom Teachers, Trained Paraprofes sionals

Measurable Objective 3:

A 5% increase of Bottom 30% students will demonstrate a proficiency in comprehension and fluency in Reading by 05/20/2016 as measured by state standardized reading test scores and the STAR reading test.

(shared) Strategy 1:

differentiated instruction (rti/MTSS) - Teachers will implement a differentiated instruction model through Rti/MTSS in grades K-5. This instructional model will include tier 2 supports within the classroom in a workshop / guided instruction model based on formative assessment data.

Research Cited: Response to Intervention: Research for Practice. (2007) Amy-Jane Griffiths, Lorien B. Parson, Matthew K. Burns, Amanda VanDerHeyden, and W. David Tilly. Accessed online: http://www.rti4success.org/sites/default/files/RtI_Bibliography2.pdf

Tier: Tier 2

Activity - monitor fidelity of implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building principal will conduct walkthroughs and classroom observations with feedback to teachers regarding the fidelity of implementation of the workshop/guided reading model and the delivery of the core reading program within the balanced literacy model.	Walkthrough	Tier 2	Monitor	09/08/2015	05/20/2016	$0	No Funding Required	Building Principal

Activity - purchase leveled reading materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leveled reading materials are being purchased that align with and are part of the core reading program to facilitate teachers' abilities to differentiate instruction and form guided reading groups at students' individual reading levels.	Materials	Tier 2	Implement	09/08/2015	05/20/2016	$10000	General Fund	Building Principal and K-5 Teachers

Activity - progress monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students receiving tier 2 interventions will be progress monitored at least once per month and the data analyzed by classroom teachers and the building principal to ensure the effectiveness of the intervention.	Other	Tier 2	Evaluate	09/08/2015	05/20/2016	$0	No Funding Required	Building Principal, Classroom Teachers, Trained Paraprofessionals

Strategy 2:

Provide Research Based Intervention - Through our data-driven decision making process, based on screening and progress monitoring data, students will be placed into appropriate research-based interventions such as the Fountas & Pinnell LLI program, road to reading program, and other similar scientifically proven programs. Students will receive intensive intervention for an additional 30 minutes, four to five times per week, in small groups or one on one.

Research Cited: Response to Intervention: Research for Practice. (2007) Amy-Jane Griffiths, Lorien B. Parson, Matthew K. Burns, Amanda VanDerHeyden, and W.

David Tilly. Accessed online: http://www.rti4success.org/sites/default/files/RtI_Bibliography2.pdf

Tier: Tier 3

Activity - Purchase additional intervention materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We have purchased the LLI levels orange (K), green (1st), blue (2nd), red (3rd), gold (4th). We need to purchase the purple level now for 5th grade.	Materials	Tier 3	Getting Ready	07/01/2015	10/01/2015	$4750	General Fund	Building Principal

Activity - monitor fidelity of implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will monitor the fidelity of implementation of the interventions and give feedback to the instructional aides delivering the interventions.	Walkthrough	Tier 3	Monitor	09/08/2015	05/20/2016	$0	No Funding Required	Building Principal

Activity - progress monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students receiving a tier 3 intervention will be progress monitored at least twice monthly and the data analyzed by building principal and classroom teachers to ensure the effectiveness of the intervention.	Other	Tier 3	Evaluate	09/08/2015	05/20/2016	$0	No Funding Required	Building principal, classroom teachers, trained paraprofessionals

Goal 3: All students at Syring Elementary School will become proficient writers.

Measurable Objective 1:

80% of Kindergarten, First and Second grade students will demonstrate a proficiency on meeting grade level expectations in Writing by 05/20/2016 as measured by proficiency checklists found within the MAISA writing units .

(shared) Strategy 1:

Explicit Instruction - Explicit instruction is systematic, direct, and success oriented - and has been shown to promote achievement for all students. Combined with our core curriculum based on the MAISA writing units, explicit instruction will increase student time on task and give ongoing, formative assessment data about how well students are learning. We have provided ongoing professional development on explicit instruction to teachers, and this teaching technique has been implemented in classrooms. We will need to monitor and evaluate to ensure implementation with fidelity.

Research Cited: Archer and Hughes (2011). Explicit Instruction: Effective and Efficient Teaching. New York: Guilford Press.

Tier: Tier 1

Activity - monitor fidelity of implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will use walkthroughs and observations with feedback to teachers about the level of implementation of the explicit instruction technique.	Walkthrough	Tier 1	Monitor	09/08/2015	05/20/2016	$0	No Funding Required	Building Principal

Activity - universal screening	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will review student achievement of the writing standards for their grade level and compare student writing samples along a continuum of writing to determine the effectiveness of our core writing curriculum and determine what additional instruction is needed for individual students.	Teacher Collaboration	Tier 1	Evaluate	09/08/2015	05/20/2016	$0	No Funding Required	Building staff and Principal

(shared) Strategy 2:

differentiated instruction (rti/MTSS) - Teachers will implement a differentiated instruction model through Rti/MTSS, including tier 2 supports within the classroom in a workshop / guided instruction model based on formative assessment data.

Research Cited: Response to Intervention: Research for Practice. (2007) Amy-Jane Griffiths, Lorien B. Parson, Matthew K. Burns, Amanda VanDerHeyden, and W. David Tilly. Accessed online: http://www.rti4success.org/sites/default/files/Rti_Bibliography2.pdf

Tier: Tier 2

Activity - monitor fidelity of implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will conduct walkthroughs and classroom observations with feedback to teachers regarding the fidelity of implementation of the differentiated, writing workshop model and the delivery of the MAISA writing units.	Walkthrough	Tier 2	Monitor	09/08/2015	05/20/2016	$0	No Funding Required	Building Principal

(shared) Strategy 3:

formative assessment process - Classroom teachers will receive additional, targeted training on how to plan for formative processes, analyze the results of formative classroom assessments and give effective feedback to students.

Research Cited: Research shows that focused feedback is one of the most significant causes of increased student achievement. It is particularly effective for at-risk and special education students, thereby reducing the range of achievement as well as increasing achievement overall.

Black, P. and Wiliam, D., Inside the Black Box: Raising Standards through Classroom Assessment. Phi Delta Kappan. October 1998. Pp. 139-144.

Organization for Economic Cooperation and Development/Centre for Educational Research and Innovation - "Assessment for Learning - Formative Assessment"

OECD/CERI International Conference "Learning in the 21st Century: Research, Innovation and Policy." 2005

Tier: Tier 1

Activity - teacher training on formative assessment process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn more about the formative assessment process, with an emphasis on analysis of results and effective feedback to students.	Professional Learning	Tier 1	Getting Ready	09/08/2015	05/20/2016	$0	No Funding Required	Building principal and teaching staff

Activity - implement formative assessment with effective feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement the strategies and processes they learn during professional development in order to formatively assess students' writing abilities and give effective feedback to students.	Direct Instruction	Tier 1	Implement	09/08/2015	05/20/2016	$0	No Funding Required	Teaching staff

Activity - monitor fidelity of implementation of formative assessment and feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building principal will monitor the fidelity of implementation of formative assessment during writer's workshop and the effectiveness of the feedback that is given to students.	Walkthrough	Tier 1	Monitor	09/08/2015	05/20/2016	$0	No Funding Required	Building Principal

Measurable Objective 2:

80% of Third, Fourth and Fifth grade students will demonstrate a proficiency on grade level expectations in Writing by 05/20/2016 as measured by on demand writing assessments scored using writing rubrics found within the MAISA units .

(shared) Strategy 1:

Explicit Instruction - Explicit instruction is systematic, direct, and success oriented - and has been shown to promote achievement for all students. Combined with our core curriculum based on the MAISA writing units, explicit instruction will increase student time on task and give ongoing, formative assessment data about how well students are learning. We have provided ongoing professional development on explicit instruction to teachers, and this teaching technique has been implemented in classrooms. We will need to monitor and evaluate to ensure implementation with fidelity.

Research Cited: Archer and Hughes (2011). Explicit Instruction: Effective and Efficient Teaching. New York: Guilford Press.

Tier: Tier 1

Activity - monitor fidelity of implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will use walkthroughs and observations with feedback to teachers about the level of implementation of the explicit instruction technique.	Walkthrough	Tier 1	Monitor	09/08/2015	05/20/2016	$0	No Funding Required	Building Principal

Activity - universal screening	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will review student achievement of the writing standards for their grade level and compare student writing samples along a continuum of writing to determine the effectiveness of our core writing curriculum and determine what additional instruction is needed for individual students.	Teacher Collaboration	Tier 1	Evaluate	09/08/2015	05/20/2016	$0	No Funding Required	Building staff and Principal

(shared) Strategy 2:

differentiated instruction (rti/MTSS) - Teachers will implement a differentiated instruction model through Rti/MTSS, including tier 2 supports within the classroom in a

workshop / guided instruction model based on formative assessment data.

Research Cited: Response to Intervention: Research for Practice. (2007) Amy-Jane Griffiths, Lorien B. Parson, Matthew K. Burns, Amanda VanDerHeyden, and W.

David Tilly. Accessed online: http://www.rti4success.org/sites/default/files/Rti_Bibliography2.pdf

Tier: Tier 2

Activity - monitor fidelity of implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will conduct walkthroughs and classroom observations with feedback to teachers regarding the fidelity of implementation of the differentiated, writing workshop model and the delivery of the MAISA writing units.	Walkthrough	Tier 2	Monitor	09/08/2015	05/20/2016	$0	No Funding Required	Building Principal

(shared) Strategy 3:

formative assessment process - Classroom teachers will receive additional, targeted training on how to plan for formative processes, analyze the results of formative

classroom assessments and give effective feedback to students.

Research Cited: Research shows that focused feedback is one of the most significant causes of increased student achievement. It is particularly effective for at-risk

and special education students, thereby reducing the range of achievement as well as increasing achievement overall.

Black, P. and Wiliam, D., Inside the Black Box: Raising Standards through Classroom Assessment. Phi Delta Kappan. October 1998. Pp. 139-144.

Organization for Economic Cooperation and Development/Centre for Educational Research and Innovation - "Assessment for Learning - Formative Assessment"

OECD/CERI International Conference "Learning in the 21st Century: Research, Innovation and Policy." 2005

Tier: Tier 1

Activity - teacher training on formative assessment process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn more about the formative assessment process, with an emphasis on analysis of results and effective feedback to students.	Professional Learning	Tier 1	Getting Ready	09/08/2015	05/20/2016	$0	No Funding Required	Building principal and teaching staff

Activity - implement formative assessment with effective feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement the strategies and processes they learn during professional development in order to formatively assess students' writing abilities and give effective feedback to students.	Direct Instruction	Tier 1	Implement	09/08/2015	05/20/2016	$0	No Funding Required	Teaching staff

Activity - monitor fidelity of implementation of formative assessment and feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building principal will monitor the fidelity of implementation of formative assessment during writer's workshop and the effectiveness of the feedback that is given to students.	Walkthrough	Tier 1	Monitor	09/08/2015	05/20/2016	$0	No Funding Required	Building Principal

Measurable Objective 3:

A 5% increase of Bottom 30% students will demonstrate a proficiency on meeting grade level expectations in Writing by 05/20/2016 as measured by state standardized writing tests and/or on-demand writing prompts found within the MAISA units .

(shared) Strategy 1:

differentiated instruction (rti/MTSS) - Teachers will implement a differentiated instruction model through Rti/MTSS, including tier 2 supports within the classroom in a workshop / guided instruction model based on formative assessment data.

Research Cited: Response to Intervention: Research for Practice. (2007) Amy-Jane Griffiths, Lorien B. Parson, Matthew K. Burns, Amanda VanDerHeyden, and W. David Tilly. Accessed online: http://www.rti4success.org/sites/default/files/Rti_Bibliography2.pdf

Tier: Tier 2

Activity - monitor fidelity of implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will conduct walkthroughs and classroom observations with feedback to teachers regarding the fidelity of implementation of the differentiated, writing workshop model and the delivery of the MAISA writing units.	Walkthrough	Tier 2	Monitor	09/08/2015	05/20/2016	$0	No Funding Required	Building Principal

(shared) Strategy 2:

formative assessment process - Classroom teachers will receive additional, targeted training on how to plan for formative processes, analyze the results of formative classroom assessments and give effective feedback to students.

Research Cited: Research shows that focused feedback is one of the most significant causes of increased student achievement. It is particularly effective for at-risk and special education students, thereby reducing the range of achievement as well as increasing achievement overall.

Black, P. and Wiliam, D., Inside the Black Box: Raising Standards through Classroom Assessment. Phi Delta Kappan. October 1998. Pp. 139-144.

Organization for Economic Cooperation and Development/Centre for Educational Research and Innovation - "Assessment for Learning - Formative Assessment"

OECD/CERI International Conference "Learning in the 21st Century: Research, Innovation and Policy." 2005

Tier: Tier 1

Activity - teacher training on formative assessment process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn more about the formative assessment process, with an emphasis on analysis of results and effective feedback to students.	Professional Learning	Tier 1	Getting Ready	09/08/2015	05/20/2016	$0	No Funding Required	Building principal and teaching staff

Activity - implement formative assessment with effective feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement the strategies and processes they learn during professional development in order to formatively assess students' writing abilities and give effective feedback to students.	Direct Instruction	Tier 1	Implement	09/08/2015	05/20/2016	$0	No Funding Required	Teaching staff

Activity - monitor fidelity of implementation of formative assessment and feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building principal will monitor the fidelity of implementation of formative assessment during writer's workshop and the effectiveness of the feedback that is given to students.	Walkthrough	Tier 1	Monitor	09/08/2015	05/20/2016	$0	No Funding Required	Building Principal

Goal 4: All students at Syring Elementary School will be proficient in grade level standards in social studies.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency on grade level content knowledge in Social Studies by 05/20/2016 as measured by common formative assessments and/or state standardized assessments.

(shared) Strategy 1:

Cross Curricular Integration - Teachers will examine the social studies standards found in the curriculum (MC3 curriculum units) and align it with the informational reading and writing in the ELA program. By using cross-curricular units of study, teachers can increase the amount of time available for learning in all areas.

Research Cited: Opportunity to learn (OTL) has the strongest relationship with student achievement of all school-level factors identified in Marzano (2000a). In What Works In Schools, Marzano identifies a guaranteed, viable curriculum as the biggest factor in student achievement. Students cannot learn what they are not taught. If there is more curriculum to be taught than there is time available to teach it and for students to learn, then student achievement suffers. This is why cross curricular integration is essential to ensure time for learning the standards in all subject areas.

Tier: Tier 1

Activity - curriculum development of cross-curricular integrated units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will examine their curriculum in social studies, reading and writing, and identify those areas that best intersect. They will then create integrated units of study that will allow students to achieve learning targets in multiple subject areas at the same time.	Curriculum Development	Tier 1	Getting Ready	09/08/2015	05/20/2016	$0	No Funding Required	Teaching staff

Activity - integrated unit implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the integrated units in social studies, reading and writing that they develop to teach learning targets in all 3 areas.	Direct Instruction	Tier 1	Implement	09/08/2015	05/20/2016	$0	No Funding Required	Teaching Staff

Activity - Walkthrough observations of fidelity of implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will conduct walkthroughs and observations and give teachers feedback on the use of the integrated curricular units in social studies, reading and writing.	Walkthrough	Tier 1	Monitor	09/08/2015	05/20/2016	$0	No Funding Required	Building Principal

Activity - PLC study of common assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assess students with a common assessment at the end of each social studies unit and then meet in professional learning communities to analyze results and use them to make instructional decisions to improve student learning outcomes.	Teacher Collaboration	Tier 1	Evaluate	09/08/2015	05/20/2016	$0	No Funding Required	Teaching staff and building principal

Measurable Objective 2:

A 5% increase of Bottom 30% students will demonstrate a proficiency on grade level content knowledge in Social Studies by 05/20/2016 as measured by common formative assessments and/or state standardized assessments.

(shared) Strategy 1:

Cross Curricular Integration - Teachers will examine the social studies standards found in the curriculum (MC3 curriculum units) and align it with the informational

reading and writing in the ELA program. By using cross-curricular units of study, teachers can increase the amount of time available for learning in all areas.

Research Cited: Opportunity to learn (OTL) has the strongest relationship with student achievement of all school-level factors identified in Marzano (2000a). In What

Works In Schools, Marzano identifies a guaranteed, viable curriculum as the biggest factor in student achievement. Students cannot learn what they are not taught. If

there is more curriculum to be taught than there is time available to teach it and for students to learn, then student achievement suffers. This is why cross curricular

integration is essential to ensure time for learning the standards in all subject areas.

Tier: Tier 1

Activity - curriculum development of cross-curricular integrated units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will examine their curriculum in social studies, reading and writing, and identify those areas that best intersect. They will then create integrated units of study that will allow students to achieve learning targets in multiple subject areas at the same time.	Curriculum Development	Tier 1	Getting Ready	09/08/2015	05/20/2016	$0	No Funding Required	Teaching staff

Activity - integrated unit implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the integrated units in social studies, reading and writing that they develop to teach learning targets in all 3 areas.	Direct Instruction	Tier 1	Implement	09/08/2015	05/20/2016	$0	No Funding Required	Teaching Staff

Activity - Walkthrough observations of fidelity of implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will conduct walkthroughs and observations and give teachers feedback on the use of the integrated curricular units in social studies, reading and writing.	Walkthrough	Tier 1	Monitor	09/08/2015	05/20/2016	$0	No Funding Required	Building Principal

Activity - PLC study of common assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assess students with a common assessment at the end of each social studies unit and then meet in professional learning communities to analyze results and use them to make instructional decisions to improve student learning outcomes.	Teacher Collaboration	Tier 1	Evaluate	09/08/2015	05/20/2016	$0	No Funding Required	Teaching staff and building principal

Goal 5: All students at Syring Elementary School will be proficient in grade level state standards in science.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency on grade level content knowledge in Science by 05/20/2016 as measured by common formative assessments and/or state standardized assessments.

(shared) Strategy 1:

Cross Curricular Integration - Teachers will examine the science standards found in the curriculum (michigan science GLCEs) and align it with the informational reading and writing in the ELA program. By using cross-curricular units of study, teachers can increase the amount of time available for learning in all areas.

Research Cited: Opportunity to learn (OTL) has the strongest relationship with student achievement of all school-level factors identified in Marzano (2000a). In What Works In Schools, Marzano identifies a guaranteed, viable curriculum as the biggest factor in student achievement. Students cannot learn what they are not taught. If there is more curriculum to be taught than there is time available to teach it and for students to learn, then student achievement suffers. This is why cross curricular integration is essential to ensure time for learning the standards in all subject areas.

Tier: Tier 1

Activity - curriculum development of cross-curricular integrated units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will examine their curriculum in science, reading and writing, and identify those areas that best intersect. They will then create integrated units of study that will allow students to achieve learning targets in multiple subject areas at the same time.	Curriculum Development	Tier 1	Getting Ready	09/08/2015	05/20/2016	$0	No Funding Required	Teaching Staff

Activity - integrated unit implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the integrated units in science, reading and writing that they develop to teach learning targets in all 3 areas.	Direct Instruction	Tier 1	Implement	09/08/2015	05/20/2016	$0	No Funding Required	Teaching Staff

Activity - Walkthrough observations of fidelity of implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will conduct walkthroughs and observations and give teachers feedback on the use of the integrated curricular units in science, reading and writing	Walkthrough	Tier 1	Monitor	09/08/2015	05/20/2016	$0	No Funding Required	Building Principal

Activity - PLC study of common assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assess students with a common assessment at the end of each science unit and then meet in professional learning communities to analyze results and use them to make instructional decisions to improve student learning outcomes.	Teacher Collaboration	Tier 1	Evaluate	09/08/2015	05/20/2016	$0	No Funding Required	Teaching staff & building Principal

Measurable Objective 2:

A 5% increase of Bottom 30% students will demonstrate a proficiency on grade level content knowledge in Science by 05/20/2016 as measured by common formative assessments and/or state standardized assessments.

(shared) Strategy 1:

Cross Curricular Integration - Teachers will examine the science standards found in the curriculum (michigan science GLCEs) and align it with the informational

reading and writing in the ELA program. By using cross-curricular units of study, teachers can increase the amount of time available for learning in all areas.

Research Cited: Opportunity to learn (OTL) has the strongest relationship with student achievement of all school-level factors identified in Marzano (2000a). In What

Works In Schools, Marzano identifies a guaranteed, viable curriculum as the biggest factor in student achievement. Students cannot learn what they are not taught. If

there is more curriculum to be taught than there is time available to teach it and for students to learn, then student achievement suffers. This is why cross curricular

integration is essential to ensure time for learning the standards in all subject areas.

Tier: Tier 1

Activity - curriculum development of cross-curricular integrated units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will examine their curriculum in science, reading and writing, and identify those areas that best intersect. They will then create integrated units of study that will allow students to achieve learning targets in multiple subject areas at the same time.	Curriculum Development	Tier 1	Getting Ready	09/08/2015	05/20/2016	$0	No Funding Required	Teaching Staff

Activity - integrated unit implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the integrated units in science, reading and writing that they develop to teach learning targets in all 3 areas.	Direct Instruction	Tier 1	Implement	09/08/2015	05/20/2016	$0	No Funding Required	Teaching Staff

Activity - Walkthrough observations of fidelity of implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will conduct walkthroughs and observations and give teachers feedback on the use of the integrated curricular units in science, reading and writing	Walkthrough	Tier 1	Monitor	09/08/2015	05/20/2016	$0	No Funding Required	Building Principal

Activity - PLC study of common assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will assess students with a common assessment at the end of each science unit and then meet in professional learning communities to analyze results and use them to make instructional decisions to improve student learning outcomes.	Teacher Collaboration	Tier 1	Evaluate	09/08/2015	05/20/2016	$0	No Funding Required	Teaching staff & building Principal

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
progress monitoring	Students in tier 2 interventions will be progress monitored at least once per month and the data analyzed by classroom teachers and the building principal to ensure the effectiveness of the intervention.	Other	Tier 2	Evaluate	09/08/2015	05/20/2016	$0	Building principal and classroom teachers
monitor fidelity of implementation	Principal will conduct building walkthroughs to observe the fidelity of implementation of guided math / math workshop methods in classrooms as a tier 2 intervention.	Walkthrough	Tier 2	Monitor	09/08/2015	05/20/2016	$0	Building Principal
implement math workshop / guided math	Teachers will implement math workshop and guided math methods after receiving professional development and appropriate materials.	Academic Support Program	Tier 2	Implement	09/08/2015	05/20/2016	$0	Classroom Teachers
progress monitoring	Students receiving tier 2 interventions will be progress monitored at least once per month and the data analyzed by classroom teachers and the building principal to ensure the effectiveness of the intervention.	Other	Tier 2	Evaluate	09/08/2015	05/20/2016	$0	Building Principal, Classroom Teachers, Trained Paraprofessionals
monitor fidelity of implementation	Principal will use walkthroughs and observations with feedback to teachers about the level of implementation of the explicit instruction technique.	Walkthrough	Tier 1	Monitor	09/08/2015	05/20/2016	$0	Building Principal
curriculum development of cross-curricular integrated units	Teachers will examine their curriculum in social studies, reading and writing, and identify those areas that best intersect. They will then create integrated units of study that will allow students to achieve learning targets in multiple subject areas at the same time.	Curriculum Development	Tier 1	Getting Ready	09/08/2015	05/20/2016	$0	Teaching staff
Walkthrough observations of fidelity of implementation	Principal will conduct walkthroughs and observations and give teachers feedback on the use of the integrated curricular units in social studies, reading and writing.	Walkthrough	Tier 1	Monitor	09/08/2015	05/20/2016	$0	Building Principal

monitor fidelity of implementation	Principal will conduct walkthroughs and observations to ensure the fidelity of implementation of the identified math interventions.	Walkthrough	Tier 3	Monitor	09/08/2015	05/20/2016	$0	Building Principal
monitor fidelity of implementation	The principal will monitor the fidelity of implementation of the interventions and give feedback to the instructional aides delivering the interventions.	Walkthrough	Tier 3	Monitor	09/08/2015	05/20/2016	$0	Building Principal
progress monitoring	All students receiving a tier 3 intervention will be progress monitored at least twice monthly and the data analyzed by building principal and classroom teachers to ensure the effectiveness of the intervention.	Other	Tier 3	Evaluate	09/08/2015	05/20/2016	$0	Building principal, classroom teachers, trained paraprofess ionals
curriculum development of cross-curricular integrated units	Teachers will examine their curriculum in science, reading and writing, and identify those areas that best intersect. They will then create integrated units of study that will allow students to achieve learning targets in multiple subject areas at the same time.	Curriculum Developme nt	Tier 1	Getting Ready	09/08/2015	05/20/2016	$0	Teaching Staff
integrated unit implementation	Teachers will use the integrated units in science, reading and writing that they develop to teach learning targets in all 3 areas.	Direct Instruction	Tier 1	Implement	09/08/2015	05/20/2016	$0	Teaching Staff
monitor fidelity of implementation	Principal will use walkthroughs and observations with feedback to teachers about the level of implementation of the explicit instruction technique.	Walkthrough	Tier 1	Monitor	09/08/2015	05/20/2016	$0	Building Principal
implement formative assessment with effective feedback	Classroom teachers will implement the strategies and processes they learn during professional development in order to formatively assess students' writing abilities and give effective feedback to students.	Direct Instruction	Tier 1	Implement	09/08/2015	05/20/2016	$0	Teaching staff
PLC study of common assessment	Teachers will assess students with a common assessment at the end of each social studies unit and then meet in professional learning communities to analyze results and use them to make instructional decisions to improve student learning outcomes.	Teacher Collaborati on	Tier 1	Evaluate	09/08/2015	05/20/2016	$0	Teaching staff and building principal
monitor fidelity of implementation of formative assessment and feedback	Building principal will monitor the fidelity of implementation of formative assessment during writer's workshop and the effectiveness of the feedback that is given to students.	Walkthrough	Tier 1	Monitor	09/08/2015	05/20/2016	$0	Building Principal

universal screening	Teaching staff will review student achievement of the writing standards for their grade level and compare student writing samples along a continuum of writing to determine the effectiveness of our core writing curriculum and determine what additional instruction is needed for individual students.	Teacher Collaboration	Tier 1	Evaluate	09/08/2015	05/20/2016	$0	Building staff and Principal
PLC study of common assessment	Teachers will assess students with a common assessment at the end of each science unit and then meet in professional learning communities to analyze results and use them to make instructional decisions to improve student learning outcomes.	Teacher Collaboration	Tier 1	Evaluate	09/08/2015	05/20/2016	$0	Teaching staff & building Principal
monitor fidelity of implementation	Principal will conduct walkthroughs and classroom observations with feedback to teachers regarding the fidelity of implementation of the differentiated, writing workshop model and the delivery of the MAISA writing units.	Walkthrough	Tier 2	Monitor	09/08/2015	05/20/2016	$0	Building Principal
monitor fidelity of implementation	Principal will use walkthroughs and observations with feedback to teachers about the level of fidelity of implementation of the explicit instruction technique	Walkthrough	Tier 1	Monitor	09/08/2015	05/20/2016	$0	Building Principal
Walkthrough observations of fidelity of implementation	Principal will conduct walkthroughs and observations and give teachers feedback on the use of the integrated curricular units in science, reading and writing	Walkthrough	Tier 1	Monitor	09/08/2015	05/20/2016	$0	Building Principal
teacher training on formative assessment process	Teachers will learn more about the formative assessment process, with an emphasis on analysis of results and effective feedback to students.	Professional Learning	Tier 1	Getting Ready	09/08/2015	05/20/2016	$0	Building principal and teaching staff
integrated unit implementation	Teachers will use the integrated units in social studies, reading and writing that they develop to teach learning targets in all 3 areas.	Direct Instruction	Tier 1	Implement	09/08/2015	05/20/2016	$0	Teaching Staff
monitor fidelity of implementation	Building principal will conduct walkthroughs and classroom observations with feedback to teachers regarding the fidelity of implementation of the workshop/guided reading model and the delivery of the core reading program within the balanced literacy model.	Walkthrough	Tier 2	Monitor	09/08/2015	05/20/2016	$0	Building Principal

Section 31a

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

School Improvement Plan
Syring Elementary School

Implement intervention strategies	Students will be given the appropriate intervention(s) based on data and progress monitored on its effectiveness throughout the school year.	Academic Support Program	Tier 3	Implement	09/08/2015	05/20/2016	$5000	Special education teacher and trained paraprofessionals will deliver the tier 3 math interventions.

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Purchase additional intervention materials	We have purchased the LLI levels orange (K), green (1st), blue (2nd), red (3rd), gold (4th). We need to purchase the purple level now for 5th grade.	Materials	Tier 3	Getting Ready	07/01/2015	10/01/2015	$4750	Building Principal
Purchase needed materials	We will identify and purchase or create materials that are research-based to use in the classroom in tier 2 small group intervention.	Materials	Tier 2	Getting Ready	09/08/2015	05/20/2016	$500	Building principal and K-5 teachers
universal screening	A universal screening assessment will be used with all students three times per school year to ensure the effectiveness of our core program. Results will be reviewed and analyzed by building staff and building principal.	Other	Tier 1	Evaluate	09/08/2015	05/20/2016	$2000	Building Principal, Classroom Teachers, Trained Paraprofessionals
universal screening	All students will be given a universal screener three times during the school year and results will be used by building teachers and principal to evaluate the success of our core program.	Other	Tier 1	Evaluate	09/08/2015	05/20/2016	$3000	Building principal and classroom teachers
purchase leveled reading materials	Leveled reading materials are being purchased that align with and are part of the core reading program to facilitate teachers' abilities to differentiate instruction and form guided reading groups at students' individual reading levels.	Materials	Tier 2	Implement	09/08/2015	05/20/2016	$10000	Building Principal and K-5 Teachers

Title II Part A

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

Teacher training on math workshop / guided math strategies	Teachers will receive training through workshops and teacher labs (observing other classrooms where math workshop/guided math strategies are being used). Time will be devoted throughout the year in staff meetings for staff to share what they have learned as they study and then pilot the implementation of these techniques.	Professional Learning	Tier 1	Getting Ready	09/08/2015	05/20/2016	$500	Building Principal and K-5 teachers