

## Goal 1: All students in Kelloggsville Public Schools will be proficient in the area of Writing.

### Measurable Objective 1:

A 20% increase of All Students will demonstrate a proficiency in their writing skills in English Language Arts by 06/17/2016 as measured by State standardized assessments.

### Strategy 1:

Differentiated Instruction - Differentiated Instruction - Differentiated instruction is based upon the belief that students learn best when they make connections between the curriculum and their diverse interests and experiences, and that the greatest learning occurs when students are pushed slightly beyond the point where they can work without assistance. This point differs for students who are working below grade level and for those who are gifted in a given area.

Differentiated Instruction will be monitored by principal walk throughs. ongoing formative assessments and materials will be utilized by all staff to enhance the reading curriculum and small group instruction, to extend the curriculum using Tier 1 and Tier 2 strategies.

Teachers will meet with identified students for enhanced instruction and guidance. Multi tiered support system will be implemented throughout the year during the school day to meet the various needs of students.

Research Cited: National Institute of Child Health and Human Development. (2000).

Report of the National Reading Panel. Teaching Children to Read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.

Pardo, L. S. (2004). What every teacher needs to know about comprehension. The Reading Teacher, 58(3), 272-280.

Allington, R. (2008). What really matters in rti: Research based designs. Pearson.

What works clearinghouse, best practices for rti: differentiated reading instruction for all students. <http://www.readingrockets.org/article/30672>.

Tier:

### Activities:

Activity - Parent Activity Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent academic nights will be planned throughout the year to highlight the academic standards being taught in Kelloggsville classrooms There will also be meetings to educate the parents on the interventions given to students through Title I.  Schools: Southeast Kelloggsville School, East Kelloggsville School, Kelloggsville Middle School, West Kelloggsville School	Parent Involvement		Monitor	09/08/2015	06/17/2016	\$5512	Title I Part A	Administration, Teaching Staff

Activity - Academic Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will use a systematic approach to teaching students the vocabulary critical to understanding the core academic vocabulary concepts taught in schools.	Direct Instruction			09/08/2015	06/17/2016	\$0	General Fund	Instructional Staff
Schools: All Schools								

Activity - At-Risk Students and Families Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kelloggsville has a high percentage of families who are at risk due to poverty or low income. The district will utilize an outside consultant, McEvoy Consulting to provide parent/family workshops on Peer Intervention training.	Professional Learning			09/08/2015	06/17/2016	\$500	Section 31a	Administration, Instructional Staff, Parents
Schools: All Schools								

Activity - PD on Best Practices to Improve Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD for staff to improve strategies in instructional delivery to increase student achievement in the content areas of Reading, Math, Writing and Social Studies.	Direct Instruction	Tier 1	Getting Ready	07/06/2015	08/28/2015	\$41895	Title II Part A	Teaching Staff
Schools: All Schools								

Activity - Gradual Release	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All district staff will use the gradual release of responsibility in their instruction. This model allows for differentiation through modeling, guided practice and independent and peer practice. Additionally, this allows time for conferencing with small groups and individual students using formative and summative assessments. Administrators will monitor through walk throughs and observations.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	General Fund	Instructional Staff, Administrators
Schools: All Schools								

**Strategy 2:**

Direct Writing Instruction - Direct Writing Instruction - Staff will be trained in the Lucy Caulkins Writing Workshop: Writing Units of Study.

The Units of Study for Teaching Writing workshop has three basic structures—the minilesson, independent writing time with conferring and small-group work, and the share sessions at the end of writing time. These structures support the basis of the writing instruction—providing direct instruction, guided practice as students begin trying their hand at the new learning, and finally independent implementation of the strategies

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Research Cited: VYGOTSKY, L.S.1978.Mind and Society:The Development of Higher Psychological Processes.Cambridge,MA:Harvard University Press.

Tier:

**Activities:**

Activity - Thinking Maps Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students will be taught how to use a variety of Thinking Maps which will assist in the organization of thoughts for their writing. Schools: All Schools	Direct Instruction			09/08/2015	06/17/2016	\$0	General Fund	Instructional Staff

Activity - Lucy Calkins Units of Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue their implementation of Lucy Calkins Units of Study. Schools: Southeast Kelloggsville School, East Kelloggsville School, West Kelloggsville School	Direct Instruction	Tier 1	Implement	09/08/2015	06/17/2016	\$0	General Fund	Administration, instructional staff, Instructional Specialist

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The three elementary and middle school teachers are funded through TEAM 21 and the high school teachers are funded through general funds. Instruction will take place in all core academic areas. Identified K - 12 grade students will attend the appropriate summer school during the summer break. Schools: All Schools	Academic Support Program			07/06/2015	08/21/2015	\$13000	General Fund	Teaching Staff, TEAM 21 staff

**Strategy 3:**

English Language Learner Support - Kelloggsville has a very high English Language learner population and data review shows that our Hispanic population scores lower, sometimes significantly lower than the non - ELL students.

The Instructional and Support staff in Kelloggsville Public schools must be armed with a myriad of tools to provide instructional to the ELL learners within their classrooms. Focused support on proven strategies to encourage academic success in Hispanic students is needed for all staff. Students who are English learners will receive additional support on language development from EL teachers, EL paraprofessionals and EL intervention teachers. The level of intervention will according to the district's Alternative Language Program guidelines and student's WIDA proficiency level. Direct instruction and support will be given in and out of the classroom.

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Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from [whatworks.ed.gov/publications/practiceguides](http://whatworks.ed.gov/publications/practiceguides).

Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide (NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.

Tier: Tier 2

**Activities:**

Activity - SIOP Instructional Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use various SIOP strategies in their classrooms to enhance the acquisition of new vocabulary.  Schools: All Schools	Direct Instruction	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	General Fund	Administration, Teaching Staff

Activity - 31a EL Intervention Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will employ 4 EL Intervention teachers will work with identified LEP students who show areas of need in the 4 core academic areas. Additionally, while working with identified students in a push in format, they will assist staff by modeling and implementing SIOP strategies.  Schools: All Schools	Academic Support Program	Tier 2	Implement	09/08/2015	06/17/2016	\$264877	Section 31a	Teaching Staff, 31a Intervention Teachers

Activity - EL Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The district will employ ELL teachers who will work in classrooms to give additional support to ELL students. The ELL teacher would use a push-in model where the classroom teacher and ELL teacher will work together to provide additional learning supports to the LEP students by modeling and implementing SIOP strategies.	Academic Support Program	Tier 2	Implement	09/08/2015	06/17/2016	\$66199	General Fund	EL Teachers, Classroom Teachers, Administration
Schools: All Schools								

Activity - EL Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will employ EL paraprofessionals to work directly with identified LEP students who need additional instruction in the English language. The amount of instruction will be based on the guidelines set forth in the Alternative Language district guidelines. The paraprofessionals will work in conjunction with the EL teacher assigned to each building.	Academic Support Program	Tier 2	Implement	09/08/2015	06/17/2016	\$25457	Title III	Teaching Staff, EL Teachers, EL paraprofessionals
Schools: East Kelloggsville School, Kelloggsville High School, Kelloggsville Middle School								

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The three elementary and middle school teachers are funded through TEAM 21 and the high school teachers are funded through general funds. Instruction will take place in all core academic areas. Identified K - 12 grade students will attend the appropriate summer school during the summer break.	Academic Support Program			07/06/2015	08/21/2015	\$13000	General Fund	Teaching staff, TEAM 21 staff
Schools: All Schools								

**Measurable Objective 2:**

A 22% increase of Black or African-American students will demonstrate a proficiency in their Writing skills in Writing by 06/17/2016 as measured by State Assessments.

**(shared) Strategy 1:**

Multi-Tiered System of Writing Support - Multi-Tiered System of Reading Support

- Benchmark assessments will take place in September, January, and May. After each Benchmark assessment, staff will meet

to review data and create a multi-tiered system of support for students. Tier I support will take place in the classroom and involve all students. Tier II support will consist of differentiated instruction within the classroom and with paraprofessional Tier III support will be given to students needing more intensive help. Tier III interventions will take place both during the school day and before school begins in the morning. Tier II and Tier III interventions will involve the use of Title I and 31a paraprofessionals.

Research Cited: Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center

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for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Tier: Tier 1

**Activities:**

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The three elementary and middle school teachers are funded through TEAM 21 and the high school teachers are funded through general funds. Instruction will take place in all core academic areas. Identified K - 12 grade students will attend the appropriate summer school during the summer break.  Schools: All Schools	Academic Support Program	Tier 1	Monitor	07/06/2015	08/21/2015	\$13000	General Fund	Teaching Staff, TEAM 21 Staff

Activity - 31a Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will employ at-risk guidance counselors to work with identified at-risk students on social and academic skills necessary to enhance their success in the classroom. There are at-risk counselors as well as district fund paid counselors at every building.  Schools: All Schools	Academic Support Program	Tier 2	Monitor	09/08/2015	06/17/2016	\$276497	Section 31a	31a counselors, administration

**Measurable Objective 3:**

A 32% increase of Students with Disabilities students will demonstrate a proficiency in their Writing skills in Writing by 06/17/2016 as measured by State Assessments.

**(shared) Strategy 1:**

Multi-Tiered System of Writing Support - Multi-Tiered System of Reading Support

- Benchmark assessments will take place in September, January, and May. After each Benchmark assessment, staff will meet

to review data and create a multi-tiered system of support for students. Tier I support will take place in the classroom and involve all students. Tier II support will consist of differentiated instruction within the classroom and with paraprofessional Tier III support will be given to students needing more intensive help. Tier III interventions will take place both during the school day and before school begins in the morning. Tier II and Tier III interventions will involve the use of Title I and 31a paraprofessionals.

Research Cited: Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

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Tier: Tier 1

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Activity - 31a Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will employ at-risk guidance counselors to work with identified at-risk students on social and academic skills necessary to enhance their success in the classroom. There are at-risk counselors as well as district fund paid counselors at every building.  Schools: All Schools	Academic Support Program	Tier 2	Monitor	09/08/2015	06/17/2016	\$276497	Section 31a	31a counselors, administration

**Measurable Objective 4:**

A 19% increase of Economically Disadvantaged students will demonstrate a proficiency in their Writing skills in Writing by 06/17/2016 as measured by State Assessments.

**(shared) Strategy 1:**

Multi-Tiered System of Writing Support - Multi-Tiered System of Reading Support

- Benchmark assessments will take place in September, January, and May. After each Benchmark assessment, staff will meet to review data and create a multi-tiered system of support for students. Tier I support will take place in the classroom and involve all students. Tier II support will consist of differentiated instruction within the classroom and with paraprofessional Tier III support will be given to students needing more intensive help. Tier III interventions will take place both during the school day and before school begins in the morning. Tier II and Tier III interventions will involve the use of Title I and 31a paraprofessionals.

Research Cited: Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from

<http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Tier: Tier 1

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Activity - 31a Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will employ at-risk guidance counselors to work with identified at-risk students on social and academic skills necessary to enhance their success in the classroom. There are at-risk counselors as well as district fund paid counselors at every building.  Schools: All Schools	Academic Support Program	Tier 2	Monitor	09/08/2015	06/17/2016	\$276497	Section 31a	31a counselors, administration



## Progress Notes

Type	Name	Status	Comments	Created On	Created By
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