

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

Measurable Objective 1:

A 25% increase of All Students will demonstrate a proficiency in their math skills in Mathematics by 06/17/2016 as measured by State of Michigan 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.

Parent Night

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.

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 - 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. Schools: All Schools	Direct Instruction			09/08/2015	06/17/2016	\$0	General Fund	Instructional Staff
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Activity - Math Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will utilize hands-on math manipulatives in working with students to implement math strategies. Schools: West Kelloggsville School	Direct Instruction		Implement	09/08/2015	06/17/2016	\$8127	Title I Part A	Instructional Staff, Paraprofessionals

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 and 31A. Schools: Southeast Kelloggsville School, East Kelloggsville School, Kelloggsville Middle School, West Kelloggsville School	Parent Involvement			09/08/2015	06/17/2016	\$5512	Title I Part A	Instructional Staff, Administration

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. Schools: All Schools	Direct Instruction	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	General Fund	Instructional Staff, Administrators

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. Schools: All Schools	Direct Instruction	Tier 1	Getting Ready	07/06/2015	08/28/2015	\$41895	Title II Part A	Teaching Staff

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Measurable Objective 2:

A 22% increase of Black or African-American students will demonstrate a proficiency in their math skills in Mathematics by 06/17/2016 as measured by State of Michigan standardized assessments. .

(shared) Strategy 1:

Multi-Tiered System of 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:

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		Monitor	07/06/2015	08/13/2015	\$13000	General Fund	Administration, Summer School 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			09/08/2015	06/17/2016	\$243908	Section 31a	Administration, Counselors

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Measurable Objective 3:

A 32% increase of Students with Disabilities students will demonstrate a proficiency in their math skills in Mathematics by 06/17/2016 as measured by State of Michigan standardized assessments. .

(shared) Strategy 1:

Multi-Tiered System of 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:

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		Monitor	07/06/2015	08/13/2015	\$13000	General Fund	Administration, Summer School 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			09/08/2015	06/17/2016	\$243908	Section 31a	Administration, Counselors

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Measurable Objective 4:

A 19% increase of Economically Disadvantaged students will demonstrate a proficiency in their math skills in Mathematics by 06/17/2016 as measured by State of Michigan standardized assessments. .

(shared) Strategy 1:

Multi-Tiered System of 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:

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		Monitor	07/06/2015	08/13/2015	\$13000	General Fund	Administration, Summer School 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			09/08/2015	06/17/2016	\$243908	Section 31a	Administration, Counselors

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Measurable Objective 5:

A 34% increase of English Learners students will demonstrate a proficiency in their math skills in Mathematics by 06/17/2016 as measured by State of Michigan standardized assessments. .

Strategy 1:

English Language Learner Support - 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 be given 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.

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.

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:

Activities:

Activity - ELL Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will employ ELL teachers who will work in classrooms to give additional support to ELL students. Classes where the classroom teacher has an ELL certification have a higher percentage of students that are LEP. The ELL teacher would have a push-in model where the classroom teacher and ELL teacher will work together to provided additional ELA support to the LEP students. Schools: All Schools	Academic Support Program			09/08/2015	06/17/2016	\$66199	General Fund	Administration, EL Teacher

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Activity - EL Parent Liaison	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The parent liaison act as a resource to communicate with our EL families on how schools work and how their students are doing in schools. The liaison works to improve communication between the EL families and the school district. Schools: All Schools	Parent Involvement			09/08/2015	06/17/2016	\$28000	General Fund	Administration, Parent Liaison

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. Schools: East Kelloggsville School, Kelloggsville High School, Kelloggsville Middle School	Academic Support Program			09/08/2015	06/17/2016	\$25457	Title III	EL Teacher, Paraprofessional, Instructional Staff

(shared) Strategy 2:

Multi-Tiered System of 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.

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Tier:

Activities:

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Activity - 31A Counselor</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>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.</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>			<p>09/08/2015</p>	<p>06/17/2016</p>	<p>\$243908</p>	<p>Section 31a</p>	<p>Administration, Counselors</p>

Progress Notes

Type	Name	Status	Comments	Created On	Created By
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