

Rosewood SIP August 12

Rosewood School
Jenison Public Schools

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Overview

Plan Name

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Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Students at Rosewood Elementary will be proficient in ELA.	Objectives: 1 Strategies: 2 Activities: 8	Academic	\$187228
2	All Students at Rosewood Elementary will be proficient in math.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$50000
3	All Students at Rosewood Elementary will be proficient in science.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$21084
4	All Students at Rosewood Elementary will be proficient in social studies.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$100
5	All staff will participate in curriculum and instructional development.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$25214

Goal 1: All Students at Rosewood Elementary will be proficient in ELA.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading in English Language Arts by 06/01/2022 as measured by state level assessment (currently M-STEP).

Strategy 1:

Tier 1 Critical Reading - Teachers will use the district approved research based core curriculum with fidelity to improve student proficiencies. The district is implementing Units of Study for reading.

Category: English/Language Arts

Research Cited: Florida Center for Reading Research (fcrr.org)

Kansas University Learning Center for Research kuclr.org

Deshler, D.D. (2003). Intervention research and bridging the gap between research and practice. Learning Disabilities: A Contemporary Journal, 1(1), 1-7.

Lucy Reading and Writing Program

Tier: Tier 1

Activity - RDG 1.1: CCSS Literacy Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be continuing professional development training to implement specific reading strategies and lessons within their classrooms that align with CCSS and fundamental shifts in ELA, including the CCSS Anchor Reading standards.	Professional Learning	Tier 1	Implement	08/01/2019	06/30/2020	\$1000	General Fund	District administration, elementary principals and grade level team leaders.

Activity - RDG 1.2: Early Elementary Literacy/Writing Training Stipends	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pre-Kindergarten - 1st grade teachers will receive instructional training on workshop methods of instruction, student engagement, and CCSS, focusing on informational text and incorporating strategies to increase student proficiencies within the appropriate grade levels and to develop Tier 1, 2 and 3 strategies. Teacher will receive professional development credit for their time. Teachers will also participate in literacy training.	Professional Learning	Tier 1	Implement	08/01/2019	06/30/2020	\$1000	General Fund	Building administration, instructional staff and student support service personnel.

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Activity - RDG 1.3 Literacy Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy coach will work directly with K-6 teachers for literacy instruction, strategies, professional development, assessment, data and supporting student success and intervention.	Academic Support Program	Tier 1	Monitor	08/01/2019	06/30/2020	\$24000	Title II Part A, General Fund	Curriculum director and building principal
Activity - RDG 1.4 Classroom Libraries	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom libraries are being incorporated as part of targeted instructional use with reading workshop, structured independent reading to support best research practices to increase student achievement.	Materials	Tier 1	Implement	08/01/2019	06/30/2020	\$10000	General Fund	Curriculum director, literacy coaches, building administrators.
Activity - RDG 1.5 Foundational Skill and Reading Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pre-Kindergarten -6th-grade teachers will receive instructional training on foundational literacy skills/word work, working and connections for explicit instruction and embedding content from the district, ISD literacy coaches, and qualified PD presenters.	Professional Learning	Tier 1	Implement	08/01/2019	06/30/2020	\$7100	General Fund	Director of Curriculum, Literacy Coaches, Elementary Principals
Activity - RDG 1.6 WIN Instructional Literacy Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-6 staff will implement WIN (What I Need) to best meet the needs of all students levels. Weekly collaboration meetings will take place to best support needs of all students at a grade level for remediation, on target and above target skill areas.	Curriculum Development, Academic Support Program, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/01/2019	06/30/2020	\$1428	General Fund	Curriculum director, literacy coaches, principal

Strategy 2:

RDG: Tiers 2 and 3 Interventions - Based on data from universal screening, these researched based interventions will determine where to provide support for students. Interventions for the at-risk population may include: Phonics for Reading, REWARDS, Read Naturally, small group instruction, Fusion Reading.

Category:

Research Cited: Assessment Committee. (2002). Analysis of reading assessment measures, coding form for Dynamic Indicators of Basic Early Literacy Skills. Retrieved from the University of Oregon, DIBELS data system website: https://dibels.uoregon.edu/techreports/dibels_5th_ed.pdf.

Lennon, J. E., & Slesinski, C. (1999). Early intervention in reading: Results of a screening and intervention program for kindergarten students. *School Psychology Review*, 28(3), 353–364.

Tier: Tier 2

Activity - RDG 2.1: Research Based Reading Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on student data we implement research based interventions including but not limited to: Read Naturally, Phonics for Reading, Rewards, 6-minute solutions, Fusion, SIMS strategies, Corrective Reading, strategic and intensive reading groups, Strategic Storytown, Intensive Storytown and Road to the Code.	Academic Support Program	Tier 2	Monitor	08/01/2019	06/30/2020	\$140200	Section 31a, General Fund	Building principal, student support staff and instructional staff.

Activity - RDG 2.2: Extended Day/Year Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the Evaluation tool in ASSIST, building teams will evaluate effectiveness of summer school for at-risk readers as an extended year support. Using data review information at the end of the school year, students will be included in extended year support. In addition, school library will be open each week throughout the summer to provide consistent access to books. We will also continue to provide extended day support at risk students. The school will offer summer library hours weekly for all students.	Academic Support Program	Tier 2	Monitor	08/01/2019	06/30/2020	\$2500	Section 31a	Intervention specialists, classroom teachers and building administrators.

Goal 2: All Students at Rosewood Elementary will be proficient in math.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in math in Mathematics by 06/01/2022 as measured by state level assessment (currently MEAP).

Strategy 1:

MTH Tier 1 Math Instruction and Assessment - Three times a year the entire building will take a math benchmark assessment and based on results students will be provided research based interventions. Instructors will receive professional development and time for collaboration to best meet the needs of our students in the area

of math.

Category: Mathematics

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 Educational Sciences, U.S. Department of Education.

Tier: Tier 1

Activity - MTH 1.1: Assessment Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teach instructional staff to interpret math data. Provide teachers with professional development on differentiated instruction to meet the needs of all students.	Professional Learning	Tier 1	Implement	08/01/2019	06/30/2020	\$1000	General Fund	District administration, building principal and instructional staff.
Activity - MTH 1.2: Math Curriculum and Performance Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff teaching math will implement a new math curriculum focused on student achievement.	Curriculum Development	Tier 1	Implement	08/01/2019	06/30/2020	\$30000	General Fund	Building principal and instructional staff.
Activity - MTH 1.3: Instructional Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using common district assessments, performance tasks and curriculum based assessments teachers will adapt core instruction.	Direct Instruction	Tier 1	Monitor	08/01/2019	06/30/2020	\$0	General Fund	Building level administrators and classroom teachers.
Activity - MTH 1.4 Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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District math coach will work with teachers in the areas curriculum development, instructional practices and assessments.	Professional Learning	Tier 1	Implement	08/01/2019	06/30/2020	\$19000	Title II Part A, General Fund	District curriculum director, math coach, building administrator.
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Strategy 2:

Math Tier 2 & 3 - Adjusted instruction will be provided to meet the needs of students who have been identified as tier 2 and tier 3.

Category:

Research Cited: Ardoin, S. P., Witt, J. C., Connell, J. E., & Koenig, J. L. (2001). Application of a three-tier response to intervention model for instructional planning, decision making and the identification of children in need of services.

Journal of Psychoeducational Assessment, 23 (4), 362-380.

Baker, S., Gersten, R., & Lee, D. (2002). A synthesis of empirical research on teaching mathematics to low-achieving students.

Elementary School Journal, 103, 51-73.

Bryant, D. P., Bryant, B. R., Gersten, R., Scammacca, N., & Chavez, M. (2008).

Mathematics intervention for first and second grade students with mathematics difficulties: The effects of tier 2 intervention delivered as booster lessons.

Remedial and Special Education, 29 (1), 20-32.

Tier: Tier 2

Activity - MTH 2.1: Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventions will be provided to students based on need demonstrated on math screeners. Interventions may include intervention kit from EnVision, Delta Math or other resources.	Academic Support Program	Tier 2	Implement	08/01/2019	06/30/2020	\$0	No Funding Required	Intervention specialists and classroom teachers.

Goal 3: All Students at Rosewood Elementary will be proficient in science.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in science in Science by 06/01/2022 as measured by state level assessment..

Strategy 1:

SCI: Science Curriculum Alignment - District science committee will align JPS core science curriculum with current science standards.

Category:

Research Cited: National Research Council. A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. Washington, DC: The National Academies Press, 2012.

Tier: Tier 1

Activity - SCI 1.1: Common Assessments and Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The elementary science team will meet twice during the school year for three hours each time to further develop science curriculum around NGSS, the scientific practices, assessments and STEM.	Curriculum Development	Tier 1	Implement	08/01/2019	06/30/2020	\$1428	General Fund	District science coordinator, instructional staff and content area specialists.

Activity - SCI 1.2 NGSS Implementation 6th Gr	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th grade teachers will participate in training throughout the school year to develop and implement NGSS science units for their students.	Professional Learning	Tier 1	Implement	08/01/2019	06/30/2020	\$656	Title II Part A	Curriculum director, building principal.

Strategy 2:

SCI 2 STEM - An instructional specialist will be appointed to work with K-12 content staff in STEM subject matter including science, math, technology and engineering. The specialist will assist staff in aligning curriculum to the CCSS and NGSS, train staff in CCSS and NGSS related to STEM instructional strategies and train staff to development assessments aligned with the state assessments. The specialist will also continue to support other content areas in information literacy and the technology standards as they relate to STEM. Design thinking, instructional strategies and higher order thinking will be a focus areas for STEM teachers with the STEM instructional specialist.

Category:

Research Cited: Research Cited: Institute of Educational Science "What Works Clearinghouse", US Department of Educations CCSS, Next Generation Science Standards; Instructional Coaching: Studying the impact Knight, J. & Cornett, J. AERA, San Diego, 2009 www.instructionalcoach.org/research;
Tier: Tier 1

Activity - SCI 2.1 STEM Instructional Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The STEM instructional specialist will spend 40% of a teaching Technology day working with teachers on STEM instruction and coaching.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/01/2019	06/30/2020	\$19000	General Fund, Title II Part A	Curriculum Director, Elementary Principals, Instructional Staff for STEM.

Goal 4: All Students at Rosewood Elementary will be proficient in social studies.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in social studies in Social Studies by 06/09/2022 as measured by state level assessment (currently MEAP).

Strategy 1:

SS: CCSS Literacy in History/Social Studies - Instructional staff will review CCSS literacy standards and continue to incorporate MC3 curriculum. Teachers will attend training and share out with grade level and building teams.

Category:

Research Cited: Research Cited: <http://www.dpqproject.com>, MC3 (Michigan Citizens Collaborative Curriculum)

(Ed.),

Reading more, reading better: Are American students reading enough of the right stuff?

(pp. 163–189). NewYork, NY: Guilford

Tier: Tier 1

Activity - SS 1.1 Training and Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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K-8 team of social studies teachers will meet to evaluate and understand the MC3 curriculum, DBQ and GIANTS. Professional Development will be provided by OAISD Consultant, lead MC3 trained teachers and the Social Studies Principal.	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/01/2019	06/30/2020	\$100	General Fund	District and building administration, content area specialist and instructional staff.
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Goal 5: All staff will participate in curriculum and instructional development.

Measurable Objective 1:

collaborate to to develop an understanding and practice of important instructional strategies by 06/30/2016 as measured by participation in opportunities centered around teaching strategies, walk through observations, by 06/30/2016 as measured by student achievement.

Strategy 1:

ORG: Professional Learning Communities - All teachers will participate in meaningful professional discussion centered around curriculum development, content instructional strategies, learning lab observations, and student achievement during team and department meetings.

Category: School Culture

Research Cited: Research Cited: Hord, S.M. (1997). Professional Learning Communities: What are they and why are they important? Issues about Change. 6(1).

DuFour, R. (2004). "Schools as learning communities," Educational Leadership, 61(8) p 6-11.

Tier: Tier 1

Activity - ORG 1.1 Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in Learning Labs centered around specific teaching strategies and content practices.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/01/2019	06/30/2020	\$5000	General Fund, Title II Part A	Curriculum director, principals, instructional coaches, instructional staff.

Activity - ORG 1.2 Home school connection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Two parent liaison positions will be focused on student achievement behaviorally and academically through increased and improved parent participation.	Behavioral Support Program, Professional Learning, Academic Support Program, Community Engagement	Tier 1	Monitor	08/01/2019	06/30/2020	\$19500	Section 31a	Curriculum director, building principal and instructional staff.
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Activity - Working with Trauma Based Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Series of observations and workshops on trauma based students.	Behavioral Support Program	Tier 3	Getting Ready	08/01/2019	06/30/2020	\$500	Title IV Part A	District administration and building principal.

Activity - ORG 1.3 Mental Health Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided with professional development training K-6 and regular follow up support at staff meetings and email communication from support staff, to best support student mental health needs as part of educating the whole child.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/01/2019	06/30/2020	\$214	General Fund	Building Principals, social workers, counselors, school psychs, special ed director

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
MTH 2.1: Interventions	Interventions will be provided to students based on need demonstrated on math screeners. Interventions may include intervention kit from EnVision, Delta Math or other resources.	Academic Support Program	Tier 2	Implement	08/01/2019	06/30/2020	\$0	Intervention specialists and classroom teachers.

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ORG 1.1 Learning Labs	Teachers will participate in Learning Labs centered around specific teaching strategies and content practices.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/01/2019	06/30/2020	\$2500	Curriculum director, principals, instructional coaches, instructional staff.
ORG 1.3 Mental Health Supports	Staff will be provided with professional development training K-6 and regular follow up support at staff meetings and email communication from support staff, to best support student mental health needs as part of educating the whole child.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/01/2019	06/30/2020	\$214	Building Principals, social workers, counselors, school psychs, special ed director
MTH 1.3: Instructional Data	Using common district assessments, performance tasks and curriculum based assessments teachers will adapt core instruction.	Direct Instruction	Tier 1	Monitor	08/01/2019	06/30/2020	\$0	Building level administrators and classroom teachers.

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RDG 2.1: Research Based Reading Interventions	Based on student data we implement research based interventions including but not limited to: Read Naturally, Phonics for Reading, Rewards, 6-minute solutions, Fusion, SIMS strategies, Corrective Reading, strategic and intensive reading groups, Strategic Storytown, Intensive Storytown and Road to the Code.	Academic Support Program	Tier 2	Monitor	08/01/2019	06/30/2020	\$86200	Building principal, student support staff and instructional staff.
RDG 1.2: Early Elementary Literacy/Writing Training Stipends	Pre-Kindergarten - 1st grade teachers will receive instructional training on workshop methods of instruction, student engagement, and CCSS, focusing on informational text and incorporating strategies to increase student proficiencies within the appropriate grade levels and to develop Tier 1, 2 and 3 strategies. Teacher will receive professional development credit for their time. Teachers will also participate in literacy training.	Professional Learning	Tier 1	Implement	08/01/2019	06/30/2020	\$1000	Building administration, instructional staff and student support service personnel.
RDG 1.5 Foundational Skill and Reading Workshop	Pre-Kindergarten -6th-grade teachers will receive instructional training on foundational literacy skills/word work, working and connections for explicit instruction and embedding content from the district, ISD literacy coaches, and qualified PD presenters.	Professional Learning	Tier 1	Implement	08/01/2019	06/30/2020	\$7100	Director of Curriculum, Literacy Coaches, Elementary Principals
RDG 1.3 Literacy Coach	Literacy coach will work directly with K-6 teachers for literacy instruction, strategies, professional development, assessment, data and supporting student success and intervention.	Academic Support Program	Tier 1	Monitor	08/01/2019	06/30/2020	\$12000	Curriculum director and building principal
SS 1.1 Training and Alignment	K-8 team of social studies teachers will meet to evaluate and understand the MC3 curriculum, DBQ and GIANTS. Professional Development will be provided by OAISD Consultant, lead MC3 trained teachers and the Social Studies Principal.	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/01/2019	06/30/2020	\$100	District and building administration, content area specialist and instructional staff.
RDG 1.6 WIN Instructional Literacy Block	K-6 staff will implement WIN (What I Need) to best meet the needs of all students levels. Weekly collaboration meetings will take place to best support needs of all students at a grade level for remediation, on target and above target skill areas.	Curriculum Development, Academic Support Program, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/01/2019	06/30/2020	\$1428	Curriculum director, literacy coaches, principal

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RDG 1.4 Classroom Libraries	Classroom libraries are being incorporated as part of targeted instructional use with reading workshop, structured independent reading to support best research practices to increase student achievement.	Materials	Tier 1	Implement	08/01/2019	06/30/2020	\$10000	Curriculum director, literacy coaches, building administrators.
RDG 1.1: CCSS Literacy Alignment	All teachers will be continuing professional development training to implement specific reading strategies and lessons within their classrooms that align with CCSS and fundamental shifts in ELA, including the CCSS Anchor Reading standards.	Professional Learning	Tier 1	Implement	08/01/2019	06/30/2020	\$1000	District administration, elementary principals and grade level team leaders.
MTH 1.4 Instructional Coach	District math coach will work with teachers in the areas curriculum development, instructional practices and assessments.	Professional Learning	Tier 1	Implement	08/01/2019	06/30/2020	\$13000	District curriculum director, math coach, building administrator.
SCI 1.1: Common Assessments and Curriculum Alignment	The elementary science team will meet twice during the school year for three hours each time to further develop science curriculum around NGSS, the scientific practices, assessments and STEM.	Curriculum Development	Tier 1	Implement	08/01/2019	06/30/2020	\$1428	District science coordinator, instructional staff and content area specialists.
SCI 2.1 STEM Instructional Specialist	The STEM instructional specialist will spend 40% of a teaching Technology day working with teachers on STEM instruction and coaching.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/01/2019	06/30/2020	\$13000	Curriculum Director, Elementary Principals, Instructional Staff for STEM.
MTH 1.1: Assessment Professional Development	Teach instructional staff to interpret math data. Provide teachers with professional development on differentiated instruction to meet the needs of all students.	Professional Learning	Tier 1	Implement	08/01/2019	06/30/2020	\$1000	District administration, building principal and instructional staff.
MTH 1.2: Math Curriculum and Performance Tasks	All staff teaching math will implement a new math curriculum focused on student achievement.	Curriculum Development	Tier 1	Implement	08/01/2019	06/30/2020	\$30000	Building principal and instructional staff.

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Working with Trauma Based Students	Series of observations and workshops on trauma based students.	Behavioral Support Program	Tier 3	Getting Ready	08/01/2019	06/30/2020	\$500	District administration and building principal.

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ORG 1.2 Home school connection	Two parent liaison positions will be focused on student achievement behaviorally and academically through increased and improved parent participation.	Behavioral Support Program, Professional Learning, Academic Support Program, Community Engagement	Tier 1	Monitor	08/01/2019	06/30/2020	\$19500	Curriculum director, building principal and instructional staff.
RDG 2.1: Research Based Reading Interventions	Based on student data we implement research based interventions including but not limited to: Read Naturally, Phonics for Reading, Rewards, 6-minute solutions, Fusion, SIMS strategies, Corrective Reading, strategic and intensive reading groups, Strategic Storytown, Intensive Storytown and Road to the Code.	Academic Support Program	Tier 2	Monitor	08/01/2019	06/30/2020	\$54000	Building principal, student support staff and instructional staff.
RDG 2.2: Extended Day/Year Programs	Using the Evaluation tool in ASSIST, building teams will evaluate effectiveness of summer school for at-risk readers as an extended year support. Using data review information at the end of the school year, students will be included in extended year support. In addition, school library will be open each week throughout the summer to provide consistent access to books. We will also continue to provide extended day support at risk students. The school will offer summer library hours weekly for all students.	Academic Support Program	Tier 2	Monitor	08/01/2019	06/30/2020	\$2500	Intervention specialists, classroom teachers and building administrators.

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ORG 1.1 Learning Labs	Teachers will participate in Learning Labs centered around specific teaching strategies and content practices.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/01/2019	06/30/2020	\$2500	Curriculum director, principals, instructional coaches, instructional staff.
SCI 2.1 STEM Instructional Specialist	The STEM instructional specialist will spend 40% of a teaching Technology day working with teachers on STEM instruction and coaching.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/01/2019	06/30/2020	\$6000	Curriculum Director, Elementary Principals, Instructional Staff for STEM.
MTH 1.4 Instructional Coach	District math coach will work with teachers in the areas curriculum development, instructional practices and assessments.	Professional Learning	Tier 1	Implement	08/01/2019	06/30/2020	\$6000	District curriculum director, math coach, building administrator.
RDG 1.3 Literacy Coach	Literacy coach will work directly with K-6 teachers for literacy instruction, strategies, professional development, assessment, data and supporting student success and intervention.	Academic Support Program	Tier 1	Monitor	08/01/2019	06/30/2020	\$12000	Curriculum director and building principal
SCI 1.2 NGSS Implementation 6th Gr	6th grade teachers will participate in training throughout the school year to develop and implement NGSS science units for their students.	Professional Learning	Tier 1	Implement	08/01/2019	06/30/2020	\$656	Curriculum director, building principal.