



# School Improvement Plan

Pinewood School

Jenison Public Schools

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## **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.

# **Improvement Plan Assurance**

## **Introduction**

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

**Improvement Plan Assurance**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	It is in assist	

# **Pinewood SIP August 12, 2019**

## **Overview**

### **Plan Name**

Pinewood SIP August 12, 2019

### **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 Pinewood elementary will become proficient in ELA	Objectives: 1 Strategies: 2 Activities: 8	Academic	\$208528
2	All students will be proficient in math	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$31000
3	All students will be proficient in science	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$10684
4	All students will be proficient in social studies	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1000
5	All Staff Will Participate in Curriculum and Instructional Development	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$23271

## Goal 1: All students at Pinewood elementary will become 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 Assessments.

### Strategy 1:

Rdg: 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: Strategies that work: Teaching comprehension to enhance understanding. Portland, ME: Stenhouse. Hong Xu, S., Sawyer Perkins, R., & Zunich, L. (2005).

Story Town. Orlando, Harcourt School, 2008

Common Core State Standards; <http://www.corestandards.org/>

Kansas University Learning Center for Research --KULCR.org

Florida Center for Reading and Research- FCRR.org

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

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	Building administration, district administration, and instructional staff
Activity - Rdg 1.2: Early Elementary Literacy training and writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Pre-Kindergarten - 6th grade teachers will be 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 the next step in guided reading at the KISD	Professional Learning, Direct Instruction	Tier 1	Implement	08/01/2019	06/30/2020	\$1000	General Fund	District administration, Building administration, instructional staff, and student support services
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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	\$28000	Other	curriculum director and building principal

Activity - 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	\$20000	General Fund	curriculum director, literacy coaches, and building administrator

Activity - RDG 1.5 Foundational Skills and Reading Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten through 6th grade teachers will receive instructional training on foundational skills/word work and connections for explicit instruction and embedding content from 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, and 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
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K-6 staff will implement WIN (What I Need) to best meet the needs of students levels. Weekly collaboration meetings will take place to best support needs of all students.	Academic Support Program, Curriculum Development, Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/01/2019	06/30/2020	\$1428	General Fund	Director of curriculum, building principals, teachers, lit coaches
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### Strategy 2:

Rdg: Tier 2 and 3 interventions - Based on universal screening results research based interventions will be implemented to provide support to students. Interventions for the at risk population may include: small group instruction, Phonics for Reading, Rewards, Read Naturally, Fusion, and Funnix.

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](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 interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on student data we implement the following research based interventions. For example; Read Naturally, Phonics for Reading, Rewards, Six Minute Solution, Fusion, SIM Strategies, strategic and intensive reading materials (StoryTown)	Academic Support Program	Tier 2	Monitor	08/01/2019	06/30/2020	\$140200	Section 31a, General Fund	Building administration, student support staff, and building instructional staff

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Activity - Rdg 2.2 Extended day and Extended School 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 our summer school for at-risk readers as an extended year support. We will also continue to provide an after/before school learning experience to support at risk students. Using data review information at the end of the school year, students will be included in extended year support program. In addition we will offer summer library hours each week during the summer for all students in need.	Academic Support Program	Tier 2	Monitor	08/01/2019	06/30/2020	\$9800	Section 31a	Building and district administration and instructional staff

## Goal 2: All students 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 mathematics in Mathematics by 06/01/2022 as measured by State Assessments.

### Strategy 1:

Tier 1 math instruction and assessment - Instructors will receive professional development and time for collaboration to best meet the needs of our students in the area of math. Three times a year all students will take a math screener data will be desegregated and instruction will be changed

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 - Math 1.1 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 students.	Professional Learning	Tier 1	Implement	08/01/2019	06/30/2020	\$0	General Fund	District and Building administration and instructional staff

Activity - Math 1.2 Math Curriculum implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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 administration, instructional staff
<b>Activity - Math 1.3 Instructional Data</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Using common assessments and performance tasks, supported by our new program teachers will use to guide instruction.	Direct Instruction	Tier 1	Monitor	08/01/2019	06/30/2020	\$0	General Fund	building administration and instructional staff
<b>Activity - 1.4 Instructional coach</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
District math coach will work with teachers in the areas of curriculum development, instructional practices, and assessment.	Professional Learning	Tier 1	Implement	08/01/2019	06/30/2020	\$1000	Title II Part A	district curriculum director, math coach, and building administrator

### Strategy 2:

Math Tier 2 and 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).

SY 2019-2020

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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 - Math 2.1 Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Various interventions will be provided to students based on needs demonstrated on math screeners interventions may include: Delta math, Camelot, and other remedial programs.	Academic Support Program	Tier 2	Implement	08/01/2019	06/30/2020	\$0	No Funding Required	Building administration and instructional staff

## Goal 3: All students 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 04/01/2022 as measured by State Assessments.

### Strategy 1:

SCI: Science Curriculum Alignment - District team will align JPS core curriculum with current Science standards

Category: Science

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

### Strategy 2:

Sci: 2 STEM Professional Learning - 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](http://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	\$8600	Title II Part A	instructional staff for STEM, curriculum director, elementary principals



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Activity - Sci: 2.2 STEM training at KISD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STEM teachers and the STEM instructional specialist will attend a STEM training at the KISD in the summer to learn about STEM in the classroom and Design Thinking.	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/03/2015	06/17/2016	\$0	General Fund	STEM instructional staff, building and district administration

## Goal 4: All students 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 04/01/2022 as measured by State Assessments currently MEAP data.

### Strategy 1:

CCSS Literacy in History/Social Studies - Instructional staff will review curriculum and CCSS Literacy standards to continue to incorporate MC3 curriculum Category:

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

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
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.	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/01/2019	06/30/2020	\$1000	General Fund	district and building administration, and instructional staff

## 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 by 06/30/2016 as measured by participation in opportunities centered around teaching strategies, walk through observations, and student achievement.

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### 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:

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	\$1700	General Fund	building and district level administration, instructional coaches and instructional staff
Activity - ORG 1.2 Home School Connection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two parent liaison positions will be focused on increased student achievement both academically and behaviorally through improved and increased parent participation.	Academic Support Program, Professional Learning, Community Engagement, Behavioral Support Program	Tier 1	Implement	08/01/2019	06/30/2020	\$19500	Section 31a	Instructional staff, curriculum director, and building principals
Activity - ORG 1.3 Mental Health Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will be provided professional development training k-6, and regular follow up support at staff meetings and through other forms of communication from support staff, to best support student mental health needs as part of educating the whole child.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/01/2019	06/30/2020	\$214	General Fund	building sss staff, administrati on, and director of special education
<b>Activity - ORG 1.4 Trauma Informed Classrooms</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
PD targeted on specific students who have experienced trauma will take place with an outside expert.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/01/2019	06/30/2020	\$1857	Title IV Part A	building administrators, support staff, and special education director

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	\$8600	instructional staff for STEM, curriculum director, elementary principals
SCI: 1.2 NGSS implementation 6th grade	6th grade teachers will participate in a training throughout the school year to develop and implement NGSS science units for their students	Professional Learning, Curriculum Development	Tier 1	Implement	08/01/2019	06/30/2020	\$656	Curriculum director, instructional staff, and building principal
1.4 Instructional coach	District math coach will work with teachers in the areas of curriculum development, instructional practices, and assessment.	Professional Learning	Tier 1	Implement	08/01/2019	06/30/2020	\$1000	district curriculum director, math coach, and building administrator

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/01/2019	06/30/2020	\$1000	district and building administration, and instructional staff

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Math 1.2 Math Curriculum implementation	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 administration, instructional staff
RDG 1.5 Foundational Skills and Reading Workshop	Kindergarten through 6th grade teachers will receive instructional training on foundational skills/word work and connections for explicit instruction and embedding content from 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, and Elementary Principals
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	\$20000	curriculum director, literacy coaches, and building administrator
ORG 1.3 Mental Health Supports	Staff will be provided professional development training k-6, and regular follow up support at staff meetings and through other forms of communication from support staff, to best support student mental health needs as part of educating the whole child.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/01/2019	06/30/2020	\$214	building sss staff, administration, and director of special education
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	\$1700	building and district level administration, instructional coaches and instructional staff
Rdg 1.2: Early Elementary Literacy training and writing	Pre-Kindergarten - 6th grade teachers will be 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 the next step in guided reading at the KISD	Professional Learning, Direct Instruction	Tier 1	Implement	08/01/2019	06/30/2020	\$1000	District administration, Building administration, instructional staff, and student support services

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Rdg 2.1: Research based interventions	Based on student data we implement the following research based interventions. For example; Read Naturally, Phonics for Reading, Rewards, Six Minute Solution, Fusion, SIM Strategies, strategic and intensive reading materials (StoryTown)	Academic Support Program	Tier 2	Monitor	08/01/2019	06/30/2020	\$86200	Building administration, student support staff, and building instructional staff
Sci: 2.2 STEM training at KISD	STEM teachers and the STEM instructional specialist will attend a STEM training at the KISD in the summer to learn about STEM in the classroom and Design Thinking.	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/03/2015	06/17/2016	\$0	STEM instructional staff, building and district administration
Math 1.3 Instructional Data	Using common assessments and performance tasks, supported by our new program teachers will use to guide instruction.	Direct Instruction	Tier 1	Monitor	08/01/2019	06/30/2020	\$0	building administration and instructional staff
Math 1.1 professional development	Teach instructional staff to interpret math data. Provide teachers with professional development on differentiated instruction to meet the needs of students.	Professional Learning	Tier 1	Implement	08/01/2019	06/30/2020	\$0	District and Building administration and instructional staff
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 and building administration, instructional staff, and content area specialist
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	Building administration, district administration, and instructional staff

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RDG 1.6 WIN Instructional Literacy Block	K-6 staff will implement WIN (What I Need) to best meet the needs of students levels. Weekly collaboration meetings will take place to best support needs of all students.	Academic Support Program, Curriculum Development, Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/01/2019	06/30/2020	\$1428	Director of curriculum, building principals, teachers, lit coaches
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### 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 increased student achievement both academically and behaviorally through improved and increased parent participation.	Academic Support Program, Professional Learning, Community Engagement, Behavioral Support Program	Tier 1	Implement	08/01/2019	06/30/2020	\$19500	Instructional staff, curriculum director, and building principals
Rdg 2.1: Research based interventions	Based on student data we implement the following research based interventions. For example; Read Naturally, Phonics for Reading, Rewards, Six Minute Solution, Fusion, SIM Strategies, strategic and intensive reading materials (StoryTown)	Academic Support Program	Tier 2	Monitor	08/01/2019	06/30/2020	\$54000	Building administration, student support staff, and building instructional staff
Rdg 2.2 Extended day and Extended School Year Programs	Using the Evaluation tool in ASSIST, building teams will evaluate effectiveness of our summer school for at-risk readers as an extended year support. We will also continue to provide an after/before school learning experience to support at risk students. Using data review information at the end of the school year, students will be included in extended year support program. In addition we will offer summer library hours each week during the summer for all students in need.	Academic Support Program	Tier 2	Monitor	08/01/2019	06/30/2020	\$9800	Building and district administration and instructional staff

### No Funding Required

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math 2.1 Interventions	Various interventions will be provided to students based on needs demonstrated on math screeners interventions may include: Delta math, Camelot, and other remedial programs.	Academic Support Program	Tier 2	Implement	08/01/2019	06/30/2020	\$0	Building administration and instructional staff

**Other**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	\$28000	curriculum director and building principal

**Title IV Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ORG 1.4 Trauma Informed Classrooms	PD targeted on specific students who have experienced trauma will take place with an outside expert.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/01/2019	06/30/2020	\$1857	building administrators, support staff, and special education director