

**Sandy Hill School Improvement Plan -
August 12th, 2019**

Sandy Hill 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 Sandy Hill Elementary will become proficient in ELA.	Objectives: 1 Strategies: 2 Activities: 8	Academic	\$154528
2	All students at Sandy Hill Elementary will become proficient in math.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$31000
3	All students at Sandy Hill Elementary will become proficient in science.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$10584
4	All students at Sandy Hill Elementary will become proficient in social studies.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1000
5	Improve parent involvement at Sandy Hill.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
6	All staff will participate in curriculum and instructional development	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$23285

Goal 1: All students at Sandy Hill 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 of subject area standards in English Language Arts by 06/09/2022 as measured by state level assessment (currently M-Step)..

Strategy 1:

RDG: Tier 1 Critical Reading - Teachers will use district approved research based instruction for reading and writing.

Category: English/Language Arts

Research Cited: 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.

Florida Center for Reading Research - FCRR.org:

1. To conduct basic research on reading, reading growth, reading assessment, and reading instruction that will contribute to the scientific knowledge of reading and benefit students in Florida and throughout the nation.
2. To disseminate information about research-based practices related to literacy instruction and assessment for children in pre-school through 12th grade.
3. To conduct applied research that will have an immediate impact on policy and practices related to literacy instruction in Florida.
4. To provide technical assistance to Florida's schools and to the State Department of Education for the improvement of literacy outcomes in students from pre-K through 12th grade.

Why Children Succeed or Fail at Reading, Research from National Institute of Child Health and Human Development's Program in Learning Disabilities

Putting Reading First - Southwest Education Development Laboratory

Common Core State Standards - Commoncore.org

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
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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	07/31/2020	\$1000	General Fund	Building principals, district administration, 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 - 6th 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 the next step in Guided Reading at the KISD.	Professional Learning	Tier 1	Implement	08/01/2019	07/31/2020	\$1000	General Fund	Building Administrators, Instructional Staff, District Administration, and Student Support Services
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 k-6 teachers for literacy instruction, strategies, PD, assessment, data, and supporting student success and intervention.	Academic Support Program	Tier 1	Monitor	08/01/2019	07/31/2020	\$28000	Other	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	07/31/2020	\$20000	General Fund	curriculum coaches, building administrators, teachers
Activity - RDG 1.5: Foundational Skills and Reading Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Pre-Kindergarten through 6th grade will receive instructional training on foundational literacy skills/word work, working and connections for explicit instruction and embedding content from district, ISD literacy coaches, and prequalified PD presenters.	Professional Learning	Tier 1	Implement	08/01/2019	07/31/2020	\$7100	General Fund	Director of Curriculum, Literacy Coaches, Building Administrators, Classroom Teachers
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.	Academic Support Program, Curriculum Development, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/01/2019	07/31/2020	\$1428	General Fund	Director of Curriculum, Literacy Coaches, Building Administrator, Teaching Staff

Strategy 2:

RDG: Tier 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.

Putting Reading First - Southwest Education Development Laboratory

Synthesis of Research on Reading from the National Institute of Child Health and Human Development by Bonita Grossen, University of Oregon

Preventing Reading Difficulties and Reading Failure: Early Intervention and Prevention - Sue Heath responds to a student teacher's request for information about research on teaching children; includes a comprehensive list of free publications, articles, research - and a free video

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

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Activity - RDR 2.1: Reading researched based interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The following researched based interventions are being utilized based on student data: Read Naturally, Phonics for Reading, Rewards, Six Minute Solutions, Fusion, SIM Strategies, Strategic and Intensive Reading Materials (Story Town), SRA Corrective	Academic Support Program	Tier 2	Monitor	08/01/2019	07/31/2020	\$86200	General Fund	Building administrator, instructional staff, intervention specialists, data review team.
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 our summer school for at-risk readers as an extended day support. Using data review information at the end of the school year, students will be included in extended year support. In addition, we will offer summer library hours each week during the non-session months of the school year for those in need. We will also continue to provide a before school learning opportunity to support at-risk students.	Academic Support Program	Tier 2	Monitor	08/01/2019	07/31/2020	\$9800	Section 31a	Building level administrator and instructional staff

Goal 2: All students at Sandy Hill Elementary will become 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 of subject area standards in Mathematics by 06/09/2022 as measured by state level assessment.

Strategy 1:

MTH: Tier 1 Math Instruction and Assessment - Three times a year, the students will take a math benchmarking assessment and data will be reviewed to determine instructional groups. 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.

On March 13, 2008, the National Mathematics Advisory Panel presented Foundations for Success: The Final Report of the National Mathematics Advisory Panel to the President of the United States and the Secretary of Education. In response to a Panel recommendation, the U.S. Department of Education, in partnership with the

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Conference Board of Mathematical Sciences, hosted the first National Math Panel Forum on October 6-7, 2008. The Forum brought together various organizations and other interested parties to use the Panel's findings and recommendations as a platform for action.

Tier: Tier 1

Activity - MTH: 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 at all tiers.	Professional Learning	Tier 1	Implement	08/01/2019	07/31/2020	\$0	Other	Building administrators, instructional teaching staff, intervention specialists.
Activity - MTH 1.2: Math Curriculum	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	07/31/2020	\$30000	General Fund	Instructional teaching staff, Building administration
Activity - MTH 1.3: Instructional Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using common assessments, performance tasks, supported by our program to guide core instruction.	Direct Instruction	Tier 1	Monitor	08/01/2019	07/31/2020	\$0	General Fund	Building level administrator and classroom teachers.
Activity - MTH: 1.4 Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	07/31/2020	\$1000	Title II Part A	district curriculum director, math coach, building administrator

Strategy 2:

Math Tier 2 and 3 - Adjusted instruction will be provided to meet the needs of students who are Tier 2 and 3 instructional levels.

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
Various interventions will be provided to students based on needs demonstrated on math screeners interventions may include: intervention kids from our pilot program (enVision Math) and other remedial programs.	Academic Support Program	Tier 2	Implement	08/01/2019	07/31/2020	\$0	No Funding Required	Building level administrator, instructional staff

Goal 3: All students at Sandy Hill Elementary will become proficient in science.

Measurable Objective 1:

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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 of subject area standards in Science by 06/09/2022 as measured by state level assessment.

Strategy 1:

SCI 1: Curriculum Alignment - District committee will align JPS core curriculum to 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	07/31/2020	\$1428	General Fund	District administration, content area specialists, building principal, instructional staff.

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 training throughout the school year to develop and implement NGSS Science Units for their students.	Professional Learning	Tier 1	Implement	08/01/2019	07/31/2020	\$656	Title II Part A	Curriculum Director, Instructional Staff, and Building Principal

Strategy 2:

SCI 2: STEM Professional Development - 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

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Tier: Tier 1

Activity - SCI 2.1: STEM Instructional Specialists	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	07/31/2020	\$8500	Title II Part A	Curriculum Director, Elementary Principal, and Instructional Staff

Goal 4: All students at Sandy Hill Elementary will become 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 of subject area standards in Social Studies by 06/01/2022 as measured by state level assessment.

Strategy 1:

SOC: 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) (pp. 163–189). New York, NY: Guilford

Tier: Tier 1

Activity - SOC 1.1: MC3 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, curriculum shifts, GIANTS, and DBQ. 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	Getting Ready	08/01/2019	07/31/2020	\$1000	General Fund	Building administrator, instructional staff.

Goal 5: Improve parent involvement at Sandy Hill.

Measurable Objective 1:

collaborate to improve parent involvement by 06/09/2022 as measured by parent participation in school events.

Strategy 1:

Parent Involvement - Seek input and feedback from our parent community.

Category:

Research Cited: School, Family, and Community Partnerships: Your Handbook for Action (2nd edition), Joyce L. Epstein, M.G. Sanders, B.S. Simon, K.C. Salinas, N.R. Jansorn, and F.L. Voorhis, Corwin, Thousand Oaks, CA, 2002

Tier: Tier 1

Activity - P.I. 1.1: Parent Survey	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Survey parents twice a year to gather attitude and perception data.	Parent Involvement	Tier 1	Implement	08/01/2019	07/31/2020	\$0	No Funding Required	Building administrator, instructional staff.
Activity - P.I. 1.2: Curriculum/Parent Information Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and students will be invited to participate in curriculum activities/parent information night outside of school hours.	Parent Involvement	Tier 1	Implement	08/01/2019	07/31/2020	\$0	General Fund	Building administrator, instructional staff.

Goal 6: All staff will participate in curriculum and instructional development

Measurable Objective 1:

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

Strategy 1:

LRG: 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:

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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	07/31/2020	\$1714	General Fund	Building and District Administrators, 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
2 parent liaison positions will be focused on increased student achievement both academically and behaviorally through improved and increased parent participation.	Professional Learning, Parent Involvement, Behavioral Support Program, Community Engagement	Tier 1	Monitor	08/01/2019	07/31/2020	\$19500	Section 31a	Director of Special Education, Building Principals
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.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/01/2019	07/31/2020	\$214	General Fund	Building Principals, Social Workers, Counselors, School Psychologists, Special Education Director

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Activity - ORG 1.4: Trauma Informed Classrooms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD Targeted on specific students of trauma needs will take place in all TK-8 buildings through the school year with instructional and support staff with Dr. Stephanie Grant and staff.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/01/2019	07/31/2020	\$1857	Title IV Part A	Building Principal, Support Staff, Special Educational 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	Various interventions will be provided to students based on needs demonstrated on math screeners interventions may include: intervention kids from our pilot program (enVision Math) and other remedial programs.	Academic Support Program	Tier 2	Implement	08/01/2019	07/31/2020	\$0	Building level administrator, instructional staff
P.I. 1.1: Parent Survey	Survey parents twice a year to gather attitude and perception data.	Parent Involvement	Tier 1	Implement	08/01/2019	07/31/2020	\$0	Building administrator, instructional staff.

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ORG 1.2 Home School Connection	2 parent liaison positions will be focused on increased student achievement both academically and behaviorally through improved and increased parent participation.	Professional Learning, Parent Involvement, Behavioral Support Program, Community Engagement	Tier 1	Monitor	08/01/2019	07/31/2020	\$19500	Director of Special Education, Building Principals

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RDG 2.2: Extended Day/Year Programs	Using the Evaluation tool in ASSIST, building teams will evaluate effectiveness of our summer school for at-risk readers as an extended day support. Using data review information at the end of the school year, students will be included in extended year support. In addition, we will offer summer library hours each week during the non-session months of the school year for those in need. We will also continue to provide a before school learning opportunity to support at-risk students.	Academic Support Program	Tier 2	Monitor	08/01/2019	07/31/2020	\$9800	Building level administrator and instructional staff
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Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTH: 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 at all tiers.	Professional Learning	Tier 1	Implement	08/01/2019	07/31/2020	\$0	Building administrators, instructional teaching staff, intervention specialists.
RDG 1.3: Literacy Coach	Literacy coach will work directly k-6 teachers for literacy instruction, strategies, PD, assessment, data, and supporting student success and intervention.	Academic Support Program	Tier 1	Monitor	08/01/2019	07/31/2020	\$28000	Curriculum Director and Building Principal

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 Specialists	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	07/31/2020	\$8500	Curriculum Director, Elementary Principal, and Instructional Staff
SCI 1.2: NGSS Implementation 6th Grade	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	07/31/2020	\$656	Curriculum Director, Instructional Staff, and Building Principal

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MTH: 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	07/31/2020	\$1000	district curriculum director, math coach, building administrator
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
RDR 2.1: Reading researched based interventions	The following researched based interventions are being utilized based on student data: Read Naturally, Phonics for Reading, Rewards, Six Minute Solutions, Fusion, SIM Strategies, Strategic and Intensive Reading Materials (Story Town), SRA Corrective	Academic Support Program	Tier 2	Monitor	08/01/2019	07/31/2020	\$86200	Building administrator, instructional staff, intervention specialists, data review team.
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	07/31/2020	\$1000	Building principals, district administration, and grade-level team leaders
P.I. 1.2: Curriculum/Parent Information Night	Parents and students will be invited to participate in curriculum activities/parent information night outside of school hours.	Parent Involvement	Tier 1	Implement	08/01/2019	07/31/2020	\$0	Building administrator, instructional staff.
MTH 1.3: Instructional Data	Using common assessments, performance tasks, supported by our program to guide core instruction.	Direct Instruction	Tier 1	Monitor	08/01/2019	07/31/2020	\$0	Building level administrator and classroom teachers.

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RDG 1.5: Foundational Skills and Reading Workshop	Pre-Kindergarten through 6th grade will receive instructional training on foundational literacy skills/word work, working and connections for explicit instruction and embedding content from district, ISD literacy coaches, and prequalified PD presenters.	Professional Learning	Tier 1	Implement	08/01/2019	07/31/2020	\$7100	Director of Curriculum, Literacy Coaches, Building Administrators, Classroom Teachers
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	07/31/2020	\$1428	District administration, content area specialists, building principal, 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.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/01/2019	07/31/2020	\$214	Building Principals, Social Workers, Counselors, School Psychologists, Special Education Director
SOC 1.1: MC3 Training and Alignment	K-8 team of social studies teachers will meet to evaluate and understand the MC3 curriculum, curriculum shifts, GIANTS, and DBQ. 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	Getting Ready	08/01/2019	07/31/2020	\$1000	Building administrator, instructional staff.
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	07/31/2020	\$20000	curriculum coaches, building administrators, teachers
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	07/31/2020	\$1714	Building and District Administrators, Instructional Coaches, 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 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.	Academic Support Program, Curriculum Development, Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/01/2019	07/31/2020	\$1428	Director of Curriculum, Literacy Coaches, Building Administrator, Teaching Staff
MTH 1.2: Math Curriculum	All staff teaching math will implement a new math curriculum focused on student achievement.	Curriculum Development	Tier 1	Implement	08/01/2019	07/31/2020	\$30000	Instructional teaching staff, Building administration
RDG 1.2: Early Elementary Literacy/Writing Training Stipends	Pre-Kindergarten - 6th 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 the next step in Guided Reading at the KISD.	Professional Learning	Tier 1	Implement	08/01/2019	07/31/2020	\$1000	Building Administrators, Instructional Staff, District Administration, and Student Support Services

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 of trauma needs will take place in all TK-8 buildings through the school year with instructional and support staff with Dr. Stephanie Grant and staff.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/01/2019	07/31/2020	\$1857	Building Principal, Support Staff, Special Educational Director