



School Improvement Plan

Cheyenne Elementary School

Chippewa Valley 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

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in Assist	

2018-2019 Cheyenne Goals & Plan

Overview

Plan Name

2018-2019 Cheyenne Goals & Plan

Plan Description

Strategies and activities to support our academic and cultural growth.

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 will be proficient in reading	Objectives: 1 Strategies: 4 Activities: 32	Academic	\$1321
2	All students will be proficient in math.	Objectives: 1 Strategies: 2 Activities: 11	Academic	\$0
3	All students will follow positive behavior guidelines consistently	Objectives: 1 Strategies: 1 Activities: 7	Organizational	\$1000

Goal 1: All students will be proficient in reading

Measurable Objective 1:

72% of All Students will demonstrate a proficiency in all Claim areas in English Language Arts by 06/30/2020 as measured by the Spring M-Step.

Strategy 1:

Classroom Instruction that Works (CITW) Instructional Model incorporating MTSS - All teachers will implement CITW into their instructional practice in reading to increase student engagement and learning. The framework has three components, which were selected because they focus on the key aspects of teaching and learning. All teachers will implement the non-negotiables (framework 1) consistently in all content areas. Teachers will use framework 2 & 3 as necessary and appropriate based on need.

1. Creating the Environment for Learning: When teachers create an environment for learning, they motivate and focus student learning by helping students know what is expected of them, providing students with opportunities for regular feedback on their progress, and assuring students that they are capable of learning challenging content and skills. Activities included in this framework are Setting Objectives & Providing Feedback, Reinforcing Effort & Providing Recognition, and Cooperative Learning.

2. Helping Students Develop Understanding: The strategies included in this component help teachers use students' prior knowledge as scaffolding for new learning. Activities included in this framework are Non-Linguistic Representations, Cues, Questions & Advance Organizers, Summarizing & Notetaking, and assigning Homework & Providing Practice.

3. Helping Students Extend and Apply Knowledge: The strategies included in this component emphasize the importance of helping students move beyond "right answer" learning to an expanded understanding and use of concepts and skills in real-world contexts. Activities included in this framework are Identifying Similarities & Differences and Generating & Testing Hypotheses.

Category:

Research Cited: Beesley, A. D., & Apthorp, H. S. (2010). Classroom instruction that works, second edition: Research report. Denver, CO: Mid-continent Research for Education and Learning.

Tier: Tier 1

Activity - Data Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Instructional and Ancillary Staff will work collaboratively to review universal assessments, summative assessments, formative assessments, and identify interventions to support student learning.	Technology , Academic Support Program, Getting Ready, Monitor	Tier 1	Getting Ready	09/01/2015	06/19/2020	\$0	No Funding Required	instructional staff, ancillary staff, and administrators
Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration allocates time and works with staff to create a schedule for teachers to collaborate during the learning cycle and full implementation of CITW strategies as well as allowing for vertical meetings with instructional staff	Getting Ready	Tier 1	Getting Ready	09/24/2014	06/19/2020	\$0	No Funding Required	Administration, instructional staff & school improvement co-chairs
Activity - Data Point Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will work together to identify the data results to monitor the impact on student learning.	Monitor	Tier 1	Monitor	09/10/2014	06/19/2020	\$0	No Funding Required	staff members and administrators
Activity - Data Team Ongoing Purpose	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers working in grade level/content level teams will work with purposes of reflection and adjusting implementation	Teacher Collaboration	Tier 1	Getting Ready	10/08/2014	06/19/2020	\$0	No Funding Required	Teachers, administration
Activity - Setting Objectives & Providing Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing - Supports creating the environment for learning (CITW Framework 1)	Implementation	Tier 1	Implement	09/02/2014	06/19/2020	\$0	No Funding Required	instructional staff
Activity - Reinforcing Effort & Providing Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Creating the environment for learning (CITW framework 1)	Implementation	Tier 1	Implement	09/02/2014	06/19/2020	\$0	No Funding Required	instructional staff and administration

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Activity - Strategy Implementation Guide CITW Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitors will use the strategy implementation guide to focus walkthroughs on the Creating an Environment for Learning non-negotiable components of CITW. CITW components will be reviewed with staff to illustrate acceptable and unacceptable variations of implementation.	Implementation, Monitor	Tier 1	Monitor	05/05/2015	06/19/2020	\$0	No Funding Required	Administration, school improvement team and instructional staff
Activity - Cooperative Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement a variety of Kagan and CITW cooperative learning strategies to increase level of reading skills, level of perseverance and problem solving skills among students.	Implementation	Tier 1	Implement	09/01/2014	06/19/2020	\$0	No Funding Required	instructional staff
Activity - Data Digs & Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Presentation to staff on how to find and analyze student achievement data properly and in a meaningful way to help guide instruction and work productively in data team meetings.	Professional Learning, Getting Ready	Tier 1	Getting Ready	09/08/2015	06/19/2020	\$0	No Funding Required	Administrators and MTSS/Data Team committee members.
Activity - MTSS School Pilot Block Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a flexible, working document that includes block scheduling for all grade levels that will coincide with school master schedule and ancillary staff push-ins and pull-outs for tier 2 & 3 interventions.	Academic Support Program, Getting Ready	Tier 2	Getting Ready	05/06/2015	06/19/2020	\$0	Other	Instructional staff, SI team and administration
Activity - MTSS Success Maker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 3 reading support program for bottom 30%	Technology, Academic Support Program	Tier 3	Implement	09/08/2015	06/19/2020	\$1	School Improvement Grant (SIG)	instructional staff
Activity - MTSS Reading Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Grade level instructional staff working with smaller groups of students in specific area of need for 30 minutes a day, four days a week.	Technology , Teacher Collaborati on, Direct Instruction, Academic Support Program	Tier 2	Implement	10/01/2015	06/19/2020	\$0	No Funding Required	Instructional staff and ancillary staff.
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Activity - Kagan Structures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kagan Structures strategies are designed to promote cooperation and communication in the classroom, boost students' confidence and retain their interest in classroom interaction.	Academic Support Program	Tier 1	Implement	09/02/2015	06/19/2020	\$0	No Funding Required	All instructional staff and Kagan facilitators.

Strategy 2:

Close and Critical Reading Skills with Guided Reading - All instructional staff will implement Close and Critical Reading skills along with Guided Reading as appropriate to grade level and content area to increase student performance in narrative and informative reading. Close and Critical Reading will be used primarily in grades 3-5 whereas; Guided Reading will be used mainly in grades K-2. However, Critical Reading skills may be integrated in grades K-2 and Guided Reading may be used in grades 3-5 where appropriate and necessary.

Category:

Research Cited: Close Reading in the Elementary Classroom Dr.. Douglas Fisher

Closing in On Close Reading Nancy Boyles

What is Close Reading? Timothy Shanahan

Guided Reading: Good First Teaching for All Children Irene C. Fountas & Gay Su Pinnell

Guided Reading: Making It Work Mary Browning Schulman & Carleen Dacruz Payne

Tier: Tier 1

Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All lower elementary teachers will utilize guided reading lessons in their classrooms.	Direct Instruction	Tier 1	Implement	09/02/2014	06/19/2020	\$0	No Funding Required	All teachers in grades K-2.

Activity - Guided Reading Upper Elementary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All upper elementary teachers will utilize guided reading with students identified as needing reading support.	Direct Instruction	Tier 2	Implement	10/20/2014	06/19/2020	\$0	No Funding Required	All 3-5 classroom teachers
Activity - At Risk Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades K-5 tier 2 and tier 3 at risk readers will use Lexia Core 5, Success Maker and Read Well as a supplemental computer based reading intervention to support and increase foundational skill deficits.	Academic Support Program	Tier 2	Implement	10/20/2014	06/19/2020	\$1320	General Fund	Ancillary staff, MTSS committee, Principal, Assistant Principal, and instructional staff.
Activity - Tier 3 reading intervention grades K-2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-2 teachers will provide intense small group guided reading or guided phonemic awareness/phonological awareness lessons for students significantly at risk in reading based on formative assessment data.	Academic Support Program	Tier 3	Implement	10/20/2014	06/19/2020	\$0	No Funding Required	Ancillary staff, MTSS committee members, and K-2 teachers.

Strategy 3:

Close Reading - All instructional staff will implement Close Reading skills as incorporated in our newly adopted English language arts program, Journeys (Houghton Mifflin Harcourt). Students will participate in thoughtful analysis of both literature and informational texts to develop reading comprehension skills. Concepts will include identifying author's craft, text structures, repeated reading, modeling fluent reading, and comparing and contrasting paired texts.

Category: English/Language Arts

Research Cited: Close Reading in the Elementary Classroom, Dr. Douglas Fisher

Closing in On Close Reading, Nancy Boyles

What is Close Reading?, Timothy Shanahan

Guided Reading: Good First Teaching for All Children, Irene C. Fountas & Gay Su Pinnell

Guided Reading: Making Work, Mary Browning Schulman & Carleen Dacruz

Tier: Tier 1

Activity - Weekly Target Skill and Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Each lesson contains a target skill and a target strategy, such as: asking questions, summarizing, drawing conclusions, main ideas versus details, etc.	Direct Instruction	Tier 1	Implement	09/05/2017	06/30/2020	\$0	No Funding Required	all instructional staff members
Activity - Direct Instruction in Craft and Structure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The newly adopted program includes direct instruction in writer's craft and structure. This includes instruction in areas such as word choice, author's purpose, and grammar.	Direct Instruction	Tier 1	Implement	09/05/2017	06/30/2020	\$0	No Funding Required	All instructional staff members
Activity - Modeling and Analyzing Examples	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The newly adopted program models writing strategies, fluency concepts, and word choice. The program also includes the analysis of work samples provided by the publisher.	Direct Instruction	Tier 1	Implement	09/05/2017	06/30/2020	\$0	No Funding Required	All instructional staff members
Activity - Repeated Readings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The newly adopted program emphasizes the need for multiple readings, each with a specific purpose.	Direct Instruction	Tier 1	Implement	09/05/2017	06/30/2020	\$0	No Funding Required	All instructional staff members
Activity - Journeys Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development regarding the implementation of the newly adopted English language arts program, Journeys.	Professional Learning	Tier 1	Getting Ready	04/24/2017	06/14/2019	\$0	No Funding Required	All instructional staff members
Activity - Compare and Contrast Paired Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The newly adopted program implements weekly comparisons of paired texts across all grade levels.	Direct Instruction	Tier 1	Implement	09/05/2017	06/30/2020	\$0	No Funding Required	All instructional staff members

Strategy 4:

Journey's Balanced Literacy Program - In Journeys Common Core, students learn about words through instruction in vocabulary, spelling, language, and phonics.

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Students read widely and respond in writing and discussion to the texts they read. They build deepening knowledge within domain areas. This deep knowledge and focus on comprehension and analysis aligns with the Common Core focus on students reading and producing increasingly complex literary and informational texts. The complex texts included in the

Journeys Common Core program meet the Common Core mandate that students read high-quality and grade-appropriate literary and informational texts. To support those students who are not yet successful readers, the program provides scaffolded support for struggling readers and English learners to reach the grade-level targets by year's end.

Journeys Common Core Domains and Topics spiral up the grades help students “establish a base of knowledge across a wide range of subject matter...” (CCSSI, 2010a, p. 7) that they need to meet the Common Core.

- High-quality literature, informational texts, and instructional content offer a wealth of opportunities for students to learn and master the Common Core State Standards.
- Exemplar Texts offer rich, high-quality literature and opportunities for close reading and analysis that meet the Common Core State Standards.
- Paired Selections provide opportunities for text comparison and deepen students' knowledge about the Lesson Topic.
- Your Turn performance tasks support the Standards' high expectations for speaking and writing about texts.
- Weekly grammar and writing instruction in the Student Book supports the Common Core State Standards.
- The Common Core Writing Handbook provides weekly writing support and resources.
- Common Core State Standards are shown at the point of use.
- Weekly Focus Wall shows weekly skills at a glance.

Category: English/Language Arts

Research Cited: https://www.hmhco.com/~media/sites/home/educators/education-topics/hmh-efficacy/journeys_cc_2014_national_research_base_k-6.pdf?la=en

The Houghton Mifflin Harcourt Journeys Common Core program is a core reading program designed to meet the diverse needs of today's students, from Kindergarten through grade 6. It aligns with the Common Core State Standards, and includes the key elements of reading instruction—from learning the alphabetic principle and decoding, through comprehension of complex texts—and of writing instruction. The print and technology components, and the activities and strategies presented throughout the program, are based on current research and best practice. The Journeys Common Core

program provides students with the skills they need to succeed, preparing them ultimately for the high literacy demands of college and the workplace.

The purpose of this document is to demonstrate clearly and explicitly the scientific research base for the program. The program is built around what we know about effective reading and language arts instruction—in phonemic awareness, phonics, vocabulary, fluency, reading comprehension, and writing—and what we know about how best to meet the needs of learners through assessment and differentiation. The Journeys Common Core program integrates each of these research strands into a program that research indicates will benefit students and prepare them for future demands.

Tier: Tier 1

Activity - Read Aloud	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students participate in regularly scheduled read alouds to develop listening comprehension skills.	Direct Instruction	Tier 1	Implement	09/05/2017	06/19/2020	\$0	No Funding Required	All instructional staff members and supplemental reading paraprofessionals.
Activity - Shared Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students participate in regular shared reading experiences using enlarged text, big books, and projected texts.	Direct Instruction	Tier 1	Implement	09/05/2017	06/19/2020	\$0	No Funding Required	All instructional staff members and supplemental reading paraprofessionals.
Activity - Whole Group Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students participate in core instruction including whole group reading instruction using the weekly target skill and target strategy.	Direct Instruction	Tier 1	Implement	09/05/2017	06/19/2020	\$0	No Funding Required	All instructional staff members and supplemental reading paraprofessionals.
Activity - Small Group Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students participate in regularly scheduled small group reading instruction using leveled readers corresponding with the students' ability level.	Direct Instruction	Tier 2	Implement	09/05/2017	06/19/2020	\$0	No Funding Required	All instructional staff members and supplemental reading paraprofessionals.

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Activity - Independent Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are given the opportunity to read both assigned texts and self-chosen texts within each lesson.	Direct Instruction	Tier 1	Implement	09/05/2017	06/19/2020	\$0	No Funding Required	All instructional staff members and supplemental reading paraprofessionals
Activity - Word Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students develop vocabulary skills by participating in a word study program using Greek and Latin roots and affixes.	Direct Instruction	Tier 1	Implement	09/05/2017	06/19/2020	\$0	No Funding Required	All instructional staff members and supplemental reading paraprofessionals
Activity - Phonics and Decoding Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will develop phonics and decoding skills in order to increase fluency and vocabulary skills.	Direct Instruction	Tier 1	Implement	09/05/2017	06/19/2020	\$0	No Funding Required	All instructional staff members and supplemental paraprofessionals
Activity - Journeys Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All instructional staff members will participate in professional development regarding the implementation of Journeys.	Professional Learning	Tier 1	Getting Ready	04/24/2017	06/19/2020	\$0	No Funding Required	All instructional staff members and supplemental reading paraprofessionals
Activity - Interactive Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in interactive writing lessons by analyzing models, completing writing performance tasks using various types of writing, editing, and publishing, and participating in collaborative writing. Lessons include researching topics, writing to sources, and interactive whiteboard lessons.	Direct Instruction	Tier 1		09/05/2017	06/19/2020	\$0	No Funding Required	Instructional staff

Goal 2: All students will be proficient in math.

Measurable Objective 1:

76% of All Students will demonstrate a proficiency in all Claim areas in Mathematics by 06/30/2020 as measured by the Spring M-Step.

Strategy 1:

CITW: All teachers will implement CITW into their instructional practice in math to increase student engagement and learning. - The framework has three components, which were selected because they focus on the key aspects of teaching and learning. All teachers will implement the non-negotiables (framework 1) consistently in all content areas. Teachers will use framework 2 & 3 as necessary and appropriate based on need.

1. Creating the Environment for Learning: When teachers create an environment for learning, they motivate and focus student learning by helping students know what is expected of them, providing students with opportunities for regular feedback on their progress, and assuring students that they are capable of learning challenging content and skills. Activities included in this framework are Setting Objectives & Providing Feedback, Reinforcing Effort & Providing Recognition, and Cooperative Learning.

2. Helping Students Develop Understanding: The strategies included in this component help teachers use students' prior knowledge as scaffolding for new learning. Activities included in this framework are Non-Linguistic Representations, Cues, Questions & Advance Organizers, Summarizing & Notetaking, and assigning Homework & Providing Practice.

3. Helping Students Extend and Apply Knowledge: The strategies included in this component emphasize the importance of helping students move beyond "right answer" learning to an expanded understanding and use of concepts and skills in real-world contexts. Activities included in this framework are Identifying Similarities & Differences and generating & Testing Hypotheses.

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Category:

Research Cited: Beesley, A.D. & Aphrop. H.S. (2010) Classroom instruction that works, second edition: Research report. Denver, CO: Mid-continent Research for Education and Learning

Tier: Tier 1

Activity - CITW across all goal areas	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of CITW strategies in all core content areas. Please refer to all activities under the Reading Goal - each CITW activity also applies to our Math goal.	Implementation	Tier 1	Implement	05/23/2014	06/19/2020	\$0	No Funding Required	instructional staff, support staff and principals

Strategy 2:

Bridges in Mathematics - The curriculum focuses on developing students' deep understandings of mathematics concepts. proficiency with key skills, and ability to solve complex problems. Bridges blends direct instruction, structured investigation, and open exploration. The program taps into the intelligence strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematical powerful.

Category:

Research Cited: The Math Learning Center: www.themathlearningcenter.org

Tier: Tier 1

Activity - Number Corner - Knowledge & Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A program of skills practice as well as ongoing encounters with broader mathematical concepts. 20 minute workout activities to introduce, reinforce and extend skills and concepts related to the critical areas of study at each grade level.	Direct Instruction	Tier 1	Implement	09/02/2014	06/19/2020	\$0	No Funding Required	Instructional staff

Activity - Bridges Teacher Training - Opportunity to Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All teachers will receive 2 full-day training sessions prior to the start of the school year. Instructional staff will also receive Professional Learning support throughout the year during scheduled PD days (11/4/14, 1/19/15 & 5/22/15). Math Curricular Leaders are made available for individual staff support on an ongoing basis.	Getting Ready	Tier 1	Getting Ready	06/18/2014	06/19/2020	\$0	No Funding Required	The Math Learning Center Trainers, Math Curricular Leaders, District Teacher Trainers, administration and instructional staff.
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Activity - Bridges Differentiation & Intervention - Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work Places will provide support & suggestions based on observational assessment. Interventions will include lessons for small groups with warm ups, activities and practice pages. Specific concerns have been identified with possible solutions planned and/or implemented.	Academic Support Program	Tier 2	Implement	09/15/2014	06/19/2020	\$0	No Funding Required	Curricular leaders, Math Learning Center staff, Instructional staff.

Activity - Bridges Program Teacher Collaboration - Opportunity to Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration allocates time and works with staff to create a schedule for teachers to collaborate during the learning cycle and to promote all implementation of Bridges math components. Early release time & common preps will be utilized by instructional staff to review Bridges Math components to reflect and adjust instruction as needed.	Teacher Collaboration	Tier 1	Monitor	10/01/2014	06/19/2020	\$0	No Funding Required	instructional staff & administration

Activity - Comprehensive Bridges Support - Knowledge & Skill	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Math Curricular Leaders support instructional staff by helping with organization of materials, lessons, assessments, data monitoring, and implementation of Bridges in Mathematics. Math Curricular Leaders are made available for individual staff support on an ongoing basis.	Getting Ready	Tier 1	Getting Ready	09/02/2014	06/19/2020	\$0	No Funding Required	Math curricular leaders & instructional staff.

Activity - Impact of Bridges Math - Opportunity to Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Interim, formative & summative data results will be used to monitor the impact of Bridges Math on student learning during common preps and early-release days. Data Team meetings using Bridges assessment results and NWEA math results (ongoing).	Teacher Collaboration	Tier 1	Monitor	11/04/2014	06/19/2020	\$0	No Funding Required	Instructional staff and administration
Activity - Bridges Math Trainers share skill sets - Knowledge & Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math curricular leaders, Bridges Math trainers and teacher trainers will demonstrate activities and how to organize/schedule lessons efficiently. Math Curricular Leaders are made available for individual staff support on an ongoing basis.	Getting Ready	Tier 1	Getting Ready	11/04/2014	06/14/2019	\$0	No Funding Required	Math Curricular Leaders and instructional staff.
Activity - Bridges Intervention Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff members implement math interventions using the Bridges Intervention Strategies outlined within the program. Students participating in these interventions are chosen using summative and formative assessment data.	Direct Instruction	Tier 2	Implement	09/05/2017	06/19/2020	\$0	No Funding Required	Instructional Staff
Activity - Student Data Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use student data to inform instructional decisions	Teacher Collaboration, Implementation, Monitor	Tier 1	Implement	09/05/2017	06/19/2020	\$0	No Funding Required	All instructional staff
Activity - Common and Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use checkpoints and pre-tests as formative assessments to guide interventions and instructions	Monitor	Tier 1		09/05/2017	06/19/2020	\$0	No Funding Required	Instructional staff

Goal 3: All students will follow positive behavior guidelines consistently

Measurable Objective 1:

demonstrate a behavior that reflects Positive Behavior in School by 06/30/2020 as measured by Power School, Swiss, and office referrals .

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Strategy 1:

PBiS Positive Behavior Intervention System - PBiS Character Education and School Success Habits program implemented school wide K-5.

Category: School Culture

Research Cited: PBiS

Tier: Tier 1

Activity - Modeling Positive Behavior	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School wide modeling as expected within the school building and in all situations (bathrooms, classrooms, hallways, cafeteria, playground, etc) modeling expected positive behavior - three times a year as a refresher	Behavioral Support Program	Tier 1	Getting Ready	09/04/2018	06/30/2020	\$0	No Funding Required	All staff members
Activity - Reward System for Positive Behavior	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to earn (tiered) rewards at Destination Celebration events three times a year, as well as being honored on a weekly basis in the classroom and in the homeroom. In addition, a Community Circle event will take place monthly where staff will honor students and adults with Sunny Shout Outs.	Behavioral Support Program	Tier 1	Monitor	09/10/2018	06/30/2020	\$0	No Funding Required	All staff members
Activity - PBiS Positive Behavior Intervention System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Celebrating and reinforcing continuous positive behavior with students, staff and families	Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	09/04/2018	06/20/2020	\$0	Other	Teachers, administration, and ancillary staff
Activity - Watch Dogs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fathers come in for the day to engage with the students, be a role model, show their part in our school community, and to provide additional supervision and safety.	Parent Involvement	Tier 1	Implement	09/12/2016	06/20/2020	\$0	No Funding Required	Administration, interested fathers in our school, teachers

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Activity - Positive Behavior Assemblies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Empowering assemblies scheduled three times a year to reinforce habits of success and character education through other modalities and sources.	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/19/2020	\$0	Other	all staff, assembly facilitators
Activity - PALS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3-5 students work with CLP students, peer mentoring special needs students and modeling appropriate behavior in social situations.	Community Engagement	Tier 2	Getting Ready	09/11/2017	06/19/2020	\$0	No Funding Required	Social Worker, students, CLP teachers
Activity - Cultivating Culture in the Community	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Working with all students in small multi-age groups once a week to teach and model successful life skills, incorporate character education skills, and teach the habits that support success and principles that improve the culture of our school community.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/19/2020	\$1000	General Fund	All staff, including ancillary, secretarial and custodial staff members

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Cultivating Culture in the Community	Working with all students in small multi-age groups once a week to teach and model successful life skills, incorporate character education skills, and teach the habits that support success and principles that improve the culture of our school community.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/19/2020	\$1000	All staff, including ancillary, secretarial and custodial staff members
At Risk Reading Intervention	Grades K-5 tier 2 and tier 3 at risk readers will use Lexia Core 5, Success Maker and Read Well as a supplemental computer based reading intervention to support and increase foundational skill deficits.	Academic Support Program	Tier 2	Implement	10/20/2014	06/19/2020	\$1320	Ancillary staff, MTSS committee, Principal, Assistant Principal, and instructional staff.

School Improvement Grant (SIG)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS Success Maker	Tier 3 reading support program for bottom 30%	Technology , Academic Support Program	Tier 3	Implement	09/08/2015	06/19/2020	\$1	instructional staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Data Team Meetings	Instructional and Ancillary Staff will work collaboratively to review universal assessments, summative assessments, formative assessments, and identify interventions to support student learning.	Technology , Academic Support Program, Getting Ready, Monitor	Tier 1	Getting Ready	09/01/2015	06/19/2020	\$0	instructional staff, ancillary staff, and administrators
Shared Reading	Students participate in regular shared reading experiences using enlarged text, big books, and projected texts.	Direct Instruction	Tier 1	Implement	09/05/2017	06/19/2020	\$0	All instructional staff members and supplemental reading professionals.
Data Point Monitoring	All staff will work together to identify the data results to monitor the impact on student learning.	Monitor	Tier 1	Monitor	09/10/2014	06/19/2020	\$0	staff members and administrators
Word Study	Students develop vocabulary skills by participating in a word study program using Greek and Latin roots and affixes.	Direct Instruction	Tier 1	Implement	09/05/2017	06/19/2020	\$0	All instructional staff members and supplemental reading professionals
Weekly Target Skill and Strategy	Each lesson contains a target skill and a target strategy, such as: asking questions, summarizing, drawing conclusions, main ideas versus details, etc.	Direct Instruction	Tier 1	Implement	09/05/2017	06/30/2020	\$0	all instructional staff members
Reward System for Positive Behavior	Students will have the opportunity to earn (tiered) rewards at Destination Celebration events three times a year, as well as being honored on a weekly basis in the classroom and in the homeroom. In addition, a Community Circle event will take place monthly where staff will honor students and adults with Sunny Shout Outs.	Behavioral Support Program	Tier 1	Monitor	09/10/2018	06/30/2020	\$0	All staff members
Bridges Math Trainers share skill sets - Knowledge & Skills	Math curricular leaders, Bridges Math trainers and teacher trainers will demonstrate activities and how to organize/schedule lessons efficiently. Math Curricular Leaders are made available for individual staff support on an ongoing basis.	Getting Ready	Tier 1	Getting Ready	11/04/2014	06/14/2019	\$0	Math Curricular Leaders and instructional staff.

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PALS	3-5 students work with CLP students, peer mentoring special needs students and modeling appropriate behavior in social situations.	Community Engagement	Tier 2	Getting Ready	09/11/2017	06/19/2020	\$0	Social Worker, students, CLP teachers
Data Digs & Dialogue	Presentation to staff on how to find and analyze student achievement data properly and in a meaningful way to help guide instruction and work productively in data team meetings.	Professional Learning, Getting Ready	Tier 1	Getting Ready	09/08/2015	06/19/2020	\$0	Administrators and MTSS/Data Team committee members.
Tier 3 reading intervention grades K-2	All K-2 teachers will provide intense small group guided reading or guided phonemic awareness/phonological awareness lessons for students significantly at risk in reading based on formative assessment data.	Academic Support Program	Tier 3	Implement	10/20/2014	06/19/2020	\$0	Ancillary staff, MTSS committee members, and K-2 teachers.
Student Data Review	Staff will use student data to inform instructional decisions	Teacher Collaboration, Implementation, Monitor	Tier 1	Implement	09/05/2017	06/19/2020	\$0	All instructional staff
CITW across all goal areas	Implementation of CITW strategies in all core content areas. Please refer to all activities under the Reading Goal - each CITW activity also applies to our Math goal.	Implementation	Tier 1	Implement	05/23/2014	06/19/2020	\$0	instructional staff, support staff and principals
MTSS Reading Groups	Grade level instructional staff working with smaller groups of students in specific area of need for 30 minutes a day, four days a week.	Technology, Teacher Collaboration, Direct Instruction, Academic Support Program	Tier 2	Implement	10/01/2015	06/19/2020	\$0	Instructional staff and ancillary staff.
Cooperative Learning Strategies	Teachers will implement a variety of Kagan and CITW cooperative learning strategies to increase level of reading skills, level of perseverance and problem solving skills among students.	Implementation	Tier 1	Implement	09/01/2014	06/19/2020	\$0	instructional staff
Reinforcing Effort & Providing Recognition	Creating the environment for learning (CITW framework 1)	Implementation	Tier 1	Implement	09/02/2014	06/19/2020	\$0	instructional staff and administration

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Independent Reading	Students are given the opportunity to read both assigned texts and self-chosen texts within each lesson.	Direct Instruction	Tier 1	Implement	09/05/2017	06/19/2020	\$0	All instructional staff members and supplemental reading paraprofessionals
Watch Dogs	Fathers come in for the day to engage with the students, be a role model, show their part in our school community, and to provide additional supervision and safety.	Parent Involvement	Tier 1	Implement	09/12/2016	06/20/2020	\$0	Administration, interested fathers in our school, teachers
Modeling and Analyzing Examples	The newly adopted program models writing strategies, fluency concepts, and word choice. The program also includes the analysis of work samples provided by the publisher.	Direct Instruction	Tier 1	Implement	09/05/2017	06/30/2020	\$0	All instructional staff members
Common and Formative Assessments	Teachers will use checkpoints and pre-tests as formative assessments to guide interventions and instructions	Monitor	Tier 1		09/05/2017	06/19/2020	\$0	Instructional staff
Compare and Contrast Paired Text	The newly adopted program implements weekly comparisons of paired texts across all grade levels.	Direct Instruction	Tier 1	Implement	09/05/2017	06/30/2020	\$0	All instructional staff members
Read Aloud	Students participate in regularly scheduled read alouds to develop listening comprehension skills.	Direct Instruction	Tier 1	Implement	09/05/2017	06/19/2020	\$0	All instructional staff members and supplemental reading paraprofessionals.
Setting Objectives & Providing Feedback	Ongoing - Supports creating the environment for learning (CITW Framework 1)	Implementation	Tier 1	Implement	09/02/2014	06/19/2020	\$0	instructional staff
Number Corner - Knowledge & Skills	A program of skills practice as well as ongoing encounters with broader mathematical concepts. 20 minute workout activities to introduce, reinforce and extend skills and concepts related to the critical areas of study at each grade level.	Direct Instruction	Tier 1	Implement	09/02/2014	06/19/2020	\$0	Instructional staff

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Whole Group Reading Instruction	All students participate in core instruction including whole group reading instruction using the weekly target skill and target strategy.	Direct Instruction	Tier 1	Implement	09/05/2017	06/19/2020	\$0	All instructional staff members and supplemental reading paraprofessionals
Teacher Collaboration	Administration allocates time and works with staff to create a schedule for teachers to collaborate during the learning cycle and full implementation of CITW strategies as well as allowing for vertical meetings with instructional staff	Getting Ready	Tier 1	Getting Ready	09/24/2014	06/19/2020	\$0	Administration, instructional staff & school improvement co-chairs
Guided Reading Upper Elementary	All upper elementary teachers will utilize guided reading with students identified as needing reading support.	Direct Instruction	Tier 2	Implement	10/20/2014	06/19/2020	\$0	All 3-5 classroom teachers
Repeated Readings	The newly adopted program emphasizes the need for multiple readings, each with a specific purpose.	Direct Instruction	Tier 1	Implement	09/05/2017	06/30/2020	\$0	All instructional staff members
Strategy Implementation Guide CITW Review	Monitors will use the strategy implementation guide to focus walkthroughs on the Creating an Environment for Learning non-negotiable components of CITW. CITW components will be reviewed with staff to illustrate acceptable and unacceptable variations of implementation.	Implementation, Monitor	Tier 1	Monitor	05/05/2015	06/19/2020	\$0	Administration, school improvement team and instructional staff
Bridges Program Teacher Collaboration - Opportunity to Implement	Administration allocates time and works with staff to create a schedule for teachers to collaborate during the learning cycle and to promote all implementation of Bridges math components. Early release time & common preps will be utilized by instructional staff to review Bridges Math components to reflect and adjust instruction as needed.	Teacher Collaboration	Tier 1	Monitor	10/01/2014	06/19/2020	\$0	instructional staff & administration
Bridges Intervention Strategies	Instructional staff members implement math interventions using the Bridges Intervention Strategies outlined within the program. Students participating in these interventions are chosen using summative and formative assessment data.	Direct Instruction	Tier 2	Implement	09/05/2017	06/19/2020	\$0	Instructional Staff
Interactive Writing	Students will participate in interactive writing lessons by analyzing models, completing writing performance tasks using various types of writing, editing, and publishing, and participating in collaborative writing. Lessons include researching topics, writing to sources, and interactive whiteboard lessons.	Direct Instruction	Tier 1		09/05/2017	06/19/2020	\$0	Instructional staff

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Kagan Structures	Kagan Structures strategies are designed to promote cooperation and communication in the classroom, boost students' confidence and retain their interest in classroom interaction.	Academic Support Program	Tier 1	Implement	09/02/2015	06/19/2020	\$0	All instructional staff and Kagan facilitators.
Bridges Teacher Training - Opportunity to Implement	All teachers will receive 2 full-day training sessions prior to the start of the school year. Instructional staff will also receive Professional Learning support throughout the year during scheduled PD days (11/4/14, 1/19/15 & 5/22/15). Math Curricular Leaders are made available for individual staff support on an ongoing basis.	Getting Ready	Tier 1	Getting Ready	06/18/2014	06/19/2020	\$0	The Math Learning Center Trainers, Math Curricular Leaders, District Teacher Trainers, administration and instructional staff.
Phonics and Decoding Instruction	Students will develop phonics and decoding skills in order to increase fluency and vocabulary skills.	Direct Instruction	Tier 1	Implement	09/05/2017	06/19/2020	\$0	All instructional staff members and supplemental paraprofessionals
Direct Instruction in Craft and Structure	The newly adopted program includes direct instruction in writer's craft and structure. This includes instruction in areas such as word choice, author's purpose, and grammar.	Direct Instruction	Tier 1	Implement	09/05/2017	06/30/2020	\$0	All instructional staff members
Small Group Reading Instruction	All students participate in regularly scheduled small group reading instruction using leveled readers corresponding with the students' ability level.	Direct Instruction	Tier 2	Implement	09/05/2017	06/19/2020	\$0	All instructional staff members and supplemental reading paraprofessionals
Journeys Training	Professional development regarding the implementation of the newly adopted English language arts program, Journeys.	Professional Learning	Tier 1	Getting Ready	04/24/2017	06/14/2019	\$0	All instructional staff members
Modeling Positive Behavior	School wide modeling as expected within the school building and in all situations (bathrooms, classrooms, hallways, cafeteria, playground, etc) modeling expected positive behavior - three times a year as a refresher	Behavioral Support Program	Tier 1	Getting Ready	09/04/2018	06/30/2020	\$0	All staff members

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Bridges Differentiation & Intervention - Readiness	Work Places will provide support & suggestions based on observational assessment. Interventions will include lessons for small groups with warm ups, activities and practice pages. Specific concerns have been identified with possible solutions planned and/or implemented.	Academic Support Program	Tier 2	Implement	09/15/2014	06/19/2020	\$0	Curricular leaders, Math Learning Center staff, Instructional staff.
Impact of Bridges Math - Opportunity to Implement	Interim, formative & summative data results will be used to monitor the impact of Bridges Math on student learning during common preps and early-release days. Data Team meetings using Bridges assessment results and NWEA math results (ongoing).	Teacher Collaboration	Tier 1	Monitor	11/04/2014	06/19/2020	\$0	Instructional staff and administration
Guided Reading	All lower elementary teachers will utilize guided reading lessons in their classrooms.	Direct Instruction	Tier 1	Implement	09/02/2014	06/19/2020	\$0	All teachers in grades K-2.
Data Team Ongoing Purpose	Teachers working in grade level/content level teams will work with purposes of reflection and adjusting implementation	Teacher Collaboration	Tier 1	Getting Ready	10/08/2014	06/19/2020	\$0	Teachers, administration
Journeys Training	All instructional staff members will participate in professional development regarding the implementation of Journeys.	Professional Learning	Tier 1	Getting Ready	04/24/2017	06/19/2020	\$0	All instructional staff members and supplemental reading professionals
Comprehensive Bridges Support - Knowledge & Skill	District Math Curricular Leaders support instructional staff by helping with organization of materials, lessons, assessments, data monitoring, and implementation of Bridges in Mathematics. Math Curricular Leaders are made available for individual staff support on an ongoing basis.	Getting Ready	Tier 1	Getting Ready	09/02/2014	06/19/2020	\$0	Math curricular leaders & instructional staff.

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Positive Behavior Assemblies	Empowering assemblies scheduled three times a year to reinforce habits of success and character education through other modalities and sources.	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/19/2020	\$0	all staff, assembly facilitators
MTSS School Pilot Block Schedule	Create a flexible, working document that includes block scheduling for all grade levels that will coincide with school master schedule and ancillary staff push-ins and pull-outs for tier 2 & 3 interventions.	Academic Support Program, Getting Ready	Tier 2	Getting Ready	05/06/2015	06/19/2020	\$0	Instructional staff, SI team and administration

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PBiS Positive Behavior Intervention System	Celebrating and reinforcing continuous positive behavior with students, staff and families	Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	09/04/2018	06/20/2020	\$0	Teachers, administration, and ancillary staff
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