2020-2021 Plan for School Improvement Plan

Kenowa Hills Central Elementary School

Kenowa Hills Public Schools

Dr. Cherie Horner
4252 3 Mile Rd NW
Grand Rapids, MI 49534-1135

TABLE OF CONTENTS

Overview

Plan Name

2020-2021 Plan for School Improvement Plan

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 Central Elementary will score at or above grade level national norms and Kent ISD norms in state testing and NWEA MAP in mathematics.	Objectives: 4 Strategies: 6 Activities: 8	Academic	$0
2	All students at Central Elementary School will become proficient readers and writers in ELA.	Objectives: 5 Strategies: 5 Activities: 7	Academic	$0
3	All students at Central Elementary will become proficient in Science	Objectives: 2 Strategies: 3 Activities: 5	Academic	$0
4	All students at Central Elementary will become proficient in Social Studies	Objectives: 2 Strategies: 3 Activities: 5	Academic	$0
5	80% of students and staff will experience and implement personal learning in a competency based environment through our pillars of academics and wellness.	Objectives: 4 Strategies: 7 Activities: 7	Organizational	$300
6	All students will be aware of the Michigan's Six Career Zones.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0

Goal 1: All students at Central Elementary will score at or above grade level national norms and Kent ISD norms in state testing and NWEA MAP in mathematics.

Measurable Objective 1:

85% of Kindergarten and First grade students will demonstrate a proficiency at or above grade level and national norms on the NWEA MAP, in Mathematics by 06/04/2021 as measured by NWEA MAP Math Test.

(shared) Strategy 1:

Guaranteed and Viable Curriculum - A GVC (Guaranteed and Viable Curriculum) is one that guarantees equal opportunity for learning for all students. It guarantees adequate time for teachers to teach content and for students to learn it. A GVC is one that guarantees that the curriculum being taught is the curriculum being assessed. It is viable when Opportunity to Learn (adequate time) is ensured to teach all determined essential content.

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"Implementing a strategy of common, rigorous standards with differentiated resources and instruction can create excellence and equity for all students." (Childress, Doyle, & Thomas, 2009, p. 133, emphasis added).

Tier: Tier 1

Activity - Instructional & Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| As noted in our Comprehensive Needs Analysis, we need to focus on the following to close the gap in our subgroups:

Instructional Framework of the Gradual Release of Responsibility in Reading and Math
Number Talks Weekly
Lessons using Standards, Learning Targets, and Success Criteria
Expected Number of Required Minutes Taught, and increase Time on Task to include flexible grouping, Personal Mastery (CBE) implementation, iPads, and internet programs
Implementing Personal Mastery System. Students will have clearly defined (In student language) standards aligned with the CCSS. There will be common assessments for all teachers in a grade level and rubrics for assessments of academics and behavior.
Basic Facts Practice/Math Operations
Differentiated Instruction
Implement the Common Core Standards with common assessments to ensure a GVC
Canvas Usage
Monthly Data Protocols | Technology, Curriculum Development, Direct Instruction | Tier 1 | Implement | 08/31/2020 | 06/03/2022 | $0 | No Funding Required | Teaching staff & administration |

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Grade Level and Curriculum/CanvasMeetings Staff Meetings Learning Labs	Technology, Teacher Collaboration	Tier 1	Implement	08/24/2020	06/03/2022	$0	No Funding Required	Teaching Staff, Coaches, & Administration

(shared) Strategy 2:

Parent and Family Engagement - Parent Involvement including a curriculum Open House, curriculum posted in newsletters and on District website, parent letters sent home at the beginning and throughout each area of study, teacher newsletters/websites/weeblys including current math instruction, math homework.

Category: Learning Support Systems

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(shared) Strategy 3:

Multi-Tiered System of Supports - Learning Interventionists will spend time weekly with 1-3 students needing additional support to master the math standard as shown by the MAP math tests. In looking at our CNA data, we have a gap in our subgroup of economically disadvantaged so our MTSS strategies, Interventionists, coaches, and activities etc are addressing this gap.

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Tier: Tier 2

Activity - Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coaches (.5 Intervention and .5 Coaching)-Tiers 1 & 2 Flexible Grouping-Title 1-students will be flexibly grouped for additional Tier 2 staff support based on skills deficits identified by the MAP test. Groups are scheduled every day for ½ to ¾ of an hour additional support from Title 1 staff. Summer School After School Tutoring	Technology, Academic Support Program	Tier 2	Implement	08/24/2020	06/03/2022	$0	Title I Part A	Interventionists, After School Tutors, Administration, & Coaches

Activity - Policy & Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Child Study Team Expected Number of Required Minutes Taught, and increase Time on Task to include flexible grouping, Personal Mastery implementation, iPads, and 1-1 chromebooks 2-5 and 1-1 iPads for KK-1. Other tech integration can be Canvas, Compass, Accelerated Reader, Discovery Streaming, Keyboarding, Google Docs, Think Central Math.	Policy and Process, Technology	Tier 2	Implement	07/27/2020	06/03/2022	$0	No Funding Required	Teachers, Itinerants, Coaches, & Administration

(shared) Strategy 4:

Monthly Grade Level Data Protocol Meetings - We will use the ATLAS Protocol from the School Reform Initiative to analyze student work and data once a month.

ATLAS

Looking at Data

Learning from Data is a tool to guide groups of teachers discovering what students, educators, and the

public understand and how they are thinking. The tool, developed by Eric Buchovecky, is based in part on

the work of the Leadership for Urban Mathematics Project and the Assessment Communities of Teachers

Project. The tool also draws on the work of Steve Seidel and Evangeline Harris-Stefanakis of Project Zero at

Harvard University. Revised November 2000 by Gene Thompson-Grove. Revised August 2004 for Looking

at Data by Dianne Leahy.

1. Getting Started

• The facilitator reminds the group of the norms.

• The educator providing the data set gives a very brief statement of the data and avoids explaining

what she/he concludes about the data if the data belongs to the group rather than the presenter.

Note: Each of the next 4 steps should be about 10 minutes in length. It is sometimes helpful for the

facilitator to take notes.

2. Describing the Data (10 minutes)

• The facilitator asks: "What do you see?"

• During this period the group gathers as much information as possible from the data.

• Group members describe what they see in data, avoiding judgments about quality or interpretations.

It is helpful to identify where the observation is being made — e.g., "On page one in the second

column, third row..."

• If judgments or interpretations do arise, the facilitator should ask the person to describe the evidence

on which they are based.

• It may be useful to list the group's observations on chart paper. If interpretations come up, they can

be listed in another column for later discussion during Step 3.

3. Interpreting the Data (10 minutes)

• The facilitator asks: "What does the data suggest?"Followed by — "What are the assumptions we

make about students and their learning?"

• During this period, the group tries to make sense of what the data says and why. The group should try to find as many different interpretations as possible and evaluate them against the kind and quality of evidence.

• From the evidence gathered in the preceding section, try to infer: what is being worked on and why?

• Think broadly and creatively. Assume that the data, no matter how confusing, makes sense to some people; your job is to see what they may see.

• As you listen to each other's interpretations, ask questions that help you better understand each other's perspectives.

4. Implications for Classroom Practice (10 minutes)

• The facilitator asks: "What are the implications of this work for teaching and assessment?" This question may be modified, depending on the data.

• Based on the group's observations and interpretations, discuss any implications this work might have for teaching and assessment in the classroom. In particular, consider the following questions:

— What steps could be taken next?

— What strategies might be most effective?

— What else would you like to see happen? What kinds of assignments or assessments could provide this information?

— What does this conversation make you think about in terms of your own practice? About teaching and learning in general?

— What are the implications for equity?

5. Reflecting on the ATLAS-Looking at Data (10 minutes)

Presenter Reflection:

• What did you learn from listening to your colleagues that was interesting or surprising?

• What new perspectives did your colleagues provide?

• How can you make use of your colleagues' perspectives?

Group Reflection:

• What questions about teaching and assessment did looking at the data raise for you?

• Did questions of equity arise?

• How can you pursue these questions further?

• Are there things you would like to try in your classroom as a result of looking at this data?

6. Debrief the Process (5 minutes)

• How well did the process work?

• What about the process helped you to see and learn interesting or surprising things?

• What could be improved?

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Tier: Tier 1

Activity - Monthly Grade Level Data Protocol Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly PLC meetings (grade level) using the Atlas Data Protocol.	Teacher Collaboration	Tier 1	Implement	08/24/2020	06/03/2022	$0	No Funding Required	Teachers, Coaches, and Administration

Measurable Objective 2:

85% of Second, Third, Fourth and Fifth grade students will demonstrate a proficiency scoring at or above grade level national norms for state testing and NWEA MAP in Mathematics by 06/02/2023 as measured by NWEA MAP & state testing test scores.

(shared) Strategy 1:

Guaranteed and Viable Curriculum - A GVC (Guaranteed and Viable Curriculum) is one that guarantees equal opportunity for learning for all students. It guarantees adequate time for teachers to teach content and for students to learn it. A GVC is one that guarantees that the curriculum being taught is the curriculum being assessed. It is viable when Opportunity to Learn (adequate time) is ensured to teach all determined essential content.

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Measurable Objective 3:

85% of Economically Disadvantaged students will demonstrate a proficiency by closing the achievement gap for NWEA MAP Math test and the state test. in Mathematics by 06/04/2021 as measured by the MAP math test.

(shared) Strategy 1:

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Measurable Objective 4:

80% of All Students will increase student growth by scoring at or above state and national norms on NWEA MAP and state assessments in Mathematics by 06/03/2022 as measured by NWEA MAP and MStep.

(shared) Strategy 1:

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Strategy 2:

Gradual Release of Responsibility - The gradual release of responsibility model or GRR model is an instructional model of teaching which is a designed method of pedagogy framed around a process devolving responsibility within the learning process from the teacher to the eventual independence of the learner. There are four main interactive components called Focus Lesson, Guided Instruction, Collaborative Learning and Independent Work. The gradual release of responsibility model of instruction has been documented as an effective approach for improving achievement.

Category: Mathematics

Research Cited: •Fisher, D. and N. Frey, "Implementing a Schoolwide Literacy Framework: Improving Achievement in an Urban Elementary School," The Reading Teacher, 61, 2007, pp. 32-45. •Fisher, Douglas, and Nancy Frey. Better learning through structured teaching: A framework for the gradual release of responsibility. ASCD, 2013. •Van de Pol, Janneke, Monique Volman, and Jos Beishuizen. "Scaffolding in teacher–student interaction: A decade of research." Educational Psychology Review 22.3 (2010): 271-296. •Brown and Lara, 2011 Brown, L. & Lara, V. (2011. Oct. 9). Professional Development Module on Collaborative Learning. El Paso Community College, Texas; USA. Retrieved 5 Nov. 2011

Tier: Tier 1

Activity - Collaborative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction.2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3.Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Academic Support Program, Teacher Collaboration	Tier 2	Implement	08/27/2018	06/07/2019	$0	General Fund	All classroom teachers and administrators Coaches Interventionists

Strategy 3:

Personal Mastery - "The time for competency education has come. It is vitally important for our country to move away from the restrictions of a time-based system. The reasons are many: To ensure that all students succeed in building college and career readiness, consistent with the Common Core of world class knowledge and skills; To build the capacity of districts, schools and educators to respond more rapidly to the needs of students and engage in continuous improvement; To take advantage of the extraordinary technological advances in online learning for personalization, allowing students to learn at their own pace, any time and everywhere. To provide greater flexibility for students that would otherwise not graduate from high school because they have to work or care for their families. In 2011, 100 innovators in

competency education came together for the first time. At that meeting, participants fine-tuned a working definition of high quality competency education:

-Students advance upon mastery.

-Competencies include explicit, measurable, transferable learning standards that empower students.

-Assessment is meaningful and a positive learning experience for students.

-Students receive timely, differentiated support based on their individual learning needs.

-Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions."

Category: Mathematics

Research Cited: Research Cited: Maximizing Competency Education and Blended Learning: Insights from Experts, CompetencyWorks Issue Brief (March 2015) by Susan Patrick and Chris Sturgis.•A K–12 Federal Policy Framework for Competency Education: Building Capacity for Systems Change by Maria Worthen and Lillian Pace, February 2014. •Delorenzo, Richard A., and Wendy Battino. Delivering on the promise: The education revolution. Solution Tree Press, 2013.Bramante, Fred & Colby, Rose, Off the Clock: Moving Education from Time to Competency, Corwin, 2012.

Tier: Tier 1

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in several tech activities to build the competencies of all staff members.1-1 chromebooks 2-5 and 1-1 iPads for KK-1. Other tech integration can be Compass, Accelerated Reader, Discovery Streaming, Keyboarding, Google Docs, Think Central Math will also be utilized.	Technology	Tier 1	Implement	08/27/2019	06/05/2020	$0	General Fund	All teachers

(shared) Strategy 4:

Monthly Grade Level Data Protocol Meetings - We will use the ATLAS Protocol from the School Reform Initiative to analyze student work and data once a month.

ATLAS

Looking at Data

Learning from Data is a tool to guide groups of teachers discovering what students, educators, and the

public understand and how they are thinking. The tool, developed by Eric Buchovecky, is based in part on

the work of the Leadership for Urban Mathematics Project and the Assessment Communities of Teachers

Project. The tool also draws on the work of Steve Seidel and Evangeline Harris-Stefanakis of Project Zero at

Harvard University. Revised November 2000 by Gene Thompson-Grove. Revised August 2004 for Looking

at Data by Dianne Leahy.

1. Getting Started

• The facilitator reminds the group of the norms.

• The educator providing the data set gives a very brief statement of the data and avoids explaining

what she/he concludes about the data if the data belongs to the group rather than the presenter.

Note: Each of the next 4 steps should be about 10 minutes in length. It is sometimes helpful for the facilitator to take notes.

2. Describing the Data (10 minutes)

• The facilitator asks: "What do you see?"

• During this period the group gathers as much information as possible from the data.

• Group members describe what they see in data, avoiding judgments about quality or interpretations. It is helpful to identify where the observation is being made — e.g., "On page one in the second column, third row..."

• If judgments or interpretations do arise, the facilitator should ask the person to describe the evidence on which they are based.

• It may be useful to list the group's observations on chart paper. If interpretations come up, they can be listed in another column for later discussion during Step 3.

3. Interpreting the Data (10 minutes)

• The facilitator asks: "What does the data suggest?"Followed by — "What are the assumptions we make about students and their learning?"

• During this period, the group tries to make sense of what the data says and why. The group should try to find as many different interpretations as possible and evaluate them against the kind and quality of evidence.

• From the evidence gathered in the preceding section, try to infer: what is being worked on and why?

• Think broadly and creatively. Assume that the data, no matter how confusing, makes sense to some people; your job is to see what they may see.

• As you listen to each other's interpretations, ask questions that help you better understand each other's perspectives.

4. Implications for Classroom Practice (10 minutes)

• The facilitator asks: "What are the implications of this work for teaching and assessment?" This question may be modified, depending on the data.

• Based on the group's observations and interpretations, discuss any implications this work might have for teaching and assessment in the classroom. In particular, consider the following questions:

— What steps could be taken next?

— What strategies might be most effective?

— What else would you like to see happen? What kinds of assignments or assessments could provide this information?

— What does this conversation make you think about in terms of your own practice? About teaching and learning in general?

— What are the implications for equity?

5. Reflecting on the ATLAS-Looking at Data (10 minutes)

Presenter Reflection:

• What did you learn from listening to your colleagues that was interesting or surprising?

• What new perspectives did your colleagues provide?

• How can you make use of your colleagues' perspectives?

Group Reflection:

• What questions about teaching and assessment did looking at the data raise for you?

• Did questions of equity arise?

• How can you pursue these questions further?

• Are there things you would like to try in your classroom as a result of looking at this data?

6. Debrief the Process (5 minutes)

• How well did the process work?

• What about the process helped you to see and learn interesting or surprising things?

• What could be improved?

Category: Mathematics

Research Cited: Learning from Data is a tool to guide groups of teachers discovering what students, educators, and the public understand and how they are thinking. The tool, developed by Eric Buchovecky, is based in part on the work of the Leadership for Urban Mathematics Project and the Assessment Communities of Teachers Project. The tool also draws on the work of Steve Seidel and Evangeline Harris-Stefanakis of Project Zero at Harvard University. Revised November 2000 by Gene Thompson-Grove. Revised August 2004 for Looking at Data by Dianne Leahy.

Tier: Tier 1

Activity - Monthly Grade Level Data Protocol Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly PLC meetings (grade level) using the Atlas Data Protocol.	Teacher Collaboration	Tier 1	Implement	08/24/2020	06/03/2022	$0	No Funding Required	Teachers, Coaches, and Administration

Goal 2: All students at Central Elementary School will become proficient readers and writers in ELA.

Measurable Objective 1:

85% of First, Second, Third and Fourth grade students will demonstrate a proficiency in comprehension by scoring at or above the National and State levels on the NWEA MAP and state testing in English Language Arts by 06/03/2022 as measured by NWEA MAP reading and tests, our state assessment, and F&P levels..

(shared) Strategy 1:

Guaranteed & Viable Curriculum - A GVC (Guaranteed and Viable Curriculum) is one that guarantees equal opportunity for learning for all students. It guarantees

adequate time for teachers to teach content and for students to learn it. A GVC is one that guarantees that the curriculum being taught is the curriculum being

assessed. It is viable when Opportunity to Learn (adequate time) is ensured to teach all determined essential content.

Category: English/Language Arts

Research Cited: Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum

Schmoker, M. (2005). Here and now: Improving teaching and learning. In R. DuFour, R. Eaker, & R. DuFour (Eds). On common ground: The power of professional

learning communities (pp. 135-153). Bloomington, IN: Solution Tree.

"Implementing a strategy of common, rigorous standards with differentiated resources and instruction can create excellence and equity for all students." (Childress,

Doyle, & Thomas, 2009, p. 133, emphasis added).

Tier: Tier 1

Activity - Instructional & Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of MAISA with fidelity Instructional Framework of the Workshop Model in Reading and Math Implementing Personal Mastery System. Students will have clearly defined (In student language) standards aligned with the CCSS. There will be common assessments for all teachers in a grade level and rubrics for assessments of academics and behavior. Differentiated Instruction Implement the Common Core Standards with common assessments to ensure a GVC Use of Canvas to differentiate activities for students/create small groups	Technology, Curriculum Development, Direct Instruction	Tier 1	Implement	08/27/2019	06/03/2022	$0	No Funding Required	Certified Staff & Administration

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Grade Level and Curriculum/Canvas Meetings Staff Meetings Learning Labs Data Protocol Meetings-Monthly	Technology, Teacher Collaboration	Tier 1	Implement	08/27/2019	06/03/2022	$0	No Funding Required	Teaches, Coaches, & Administration

(shared) Strategy 2:

Multi-Tiered System of Supports - After examining our Comprehensive Needs Assessment, we determined that Learning Interventionists will spend time weekly with 1-4

students needing additional support to master the reading standards as shown by the NWEA MAP reading and math tests. (Tier 2)

Category: English/Language Arts

Research Cited: Fuchs, D., & Fuchs, L. (2006). Introduction to response to intervention: What, why, and how valid is it? Reading Research Quarterly, 41(1), 93-99.

Gresham, F. (2007). Evolution of the response-to-intervention concept: Empirical foundations and recent developments. In S. B. Jimerson, MK; VanDerHeyden, AM(Ed.), Handbook of response to intervention: The science and practice of assessment and intervention (pp. 10–24): Springer.

http://www.rti4success.org

Tier: Tier 2

Activity - Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coaches (.5 Intervention and .5 Coaching)-Tiers 1 & 2 Flexible Grouping-Title 1-students will be flexibly grouped for additional Tier 2 staff support based on skills deficits identified by the MAP test. Groups are scheduled every day for ½ to ¾ of an hour additional support from Title 1 staff. Summer School After School Tutoring Small group instruction	Technology, Academic Support Program	Tier 2	Implement	08/27/2019	06/03/2022	$0	No Funding Required	Teachers, Interventionists, & Administration

Activity - Policy & Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expected Number of Required Minutes Taught, and increase Time on Task to include flexible grouping, Competency-Based Education, iPads, and internet programs Child Study Team	Policy and Process, Technology	Tier 2	Implement	09/02/2019	06/03/2022	$0	No Funding Required	Interventionists, Itinerants, Administration, Teachers

(shared) Strategy 3:

Literacy Parent Involvement - Parents are informed of writing curriculum at Curriculum Night/Open House, conferences, and newsletters. Writing assignments are communicated in newsletters and on teacher websites. The Common Core writing curriculum and MAISA are posted on the KHPS website.

Category: English/Language Arts

Research Cited: Parent Involvement in Education - Research brief addressing such questions as Is parent involvement a valuable resource for schools struggling to provide state-of-the-art instruction with diminishing funds? Does it instill pride and interest in schooling? K. Cotton & K. R. Wikelund (Northwest Regional Education Lab, 2001).

What Research Says About Parent Involvement in Children's Education (PDF, 252 KB, 4pp) - Highlights the relationship between parent involvement and academic

achievement and references Joyce L. Epstein's six types of parent involvement. (Michigan Department of Education, 2002)

A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement (PDF, 1.19 MB, 241pp) A. T. Henderson & K. L. Mapp. (Southwest Educational Development Laboratory, 2002) Report Conclusion. (PDF, 87 KB, 5pp).

Summary of Research on Parent Engagement - Lists the benefits of parent engagement. The full report, A New Generation of Evidence: The Family is Critical to Student Achievement, covers 66 studies, reviews, reports, analyses, and books. Offers concrete reasons "why" and "how" educators should involve parents in their student's education. (Center for Law and Education, 1996)

Tier: Tier 1

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Involvement including a curriculum Open House, reading standards posted in newsletters and on District website, parent letters sent home at the beginning of each area of study, teacher newsletters/websites/weeblys including current reading instruction, and reading homework. Parent volunteers to help our students with literacy activities Watch DOGS to help our students with literacy activities	Technology, Parent Involvement	Tier 1	Implement	08/27/2019	06/03/2022	$0	No Funding Required	Teachers & Administration

Measurable Objective 2:

85% of Fifth grade students will demonstrate a proficiency on the NWEA MAP test in Reading and Writing by scoring at or above the national and state norms on NWEA MAP and state assessments. in English Language Arts by 06/03/2022 as measured by NWEA MAP scores, F&P levels, and state testing scores in May.

(shared) Strategy 1:

Guaranteed & Viable Curriculum - A GVC (Guaranteed and Viable Curriculum) is one that guarantees equal opportunity for learning for all students. It guarantees adequate time for teachers to teach content and for students to learn it. A GVC is one that guarantees that the curriculum being taught is the curriculum being assessed. It is viable when Opportunity to Learn (adequate time) is ensured to teach all determined essential content.

Category: English/Language Arts

Research Cited: Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum

Schmoker, M. (2005). Here and now: Improving teaching and learning. In R. DuFour, R. Eaker, & R. DuFour (Eds). On common ground: The power of professional learning communities (pp. 135-153). Bloomington, IN: Solution Tree.

"Implementing a strategy of common, rigorous standards with differentiated resources and instruction can create excellence and equity for all students." (Childress, Doyle, & Thomas, 2009, p. 133, emphasis added).

Tier: Tier 1

Activity - Instructional & Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Implementation of MAISA with fidelity
Instructional Framework of the Workshop Model in Reading and Math
Implementing Personal Mastery System. Students will have clearly defined (In student language) standards aligned with the CCSS. There will be common assessments for all teachers in a grade level and rubrics for assessments of academics and behavior.
Differentiated Instruction
Implement the Common Core Standards with common assessments to ensure a GVC
Use of Canvas to differentiate activities for students/create small groups | Technology, Curriculum Development, Direct Instruction | Tier 1 | Implement | 08/27/2019 | 06/03/2022 | $0 | No Funding Required | Certified Staff & Administration |

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Grade Level and Curriculum/Canvas Meetings Staff Meetings Learning Labs Data Protocol Meetings-Monthly	Technology, Teacher Collaboration	Tier 1	Implement	08/27/2019	06/03/2022	$0	No Funding Required	Teaches, Coaches, & Administration

(shared) Strategy 2:

Multi-Tiered System of Supports - After examining our Comprehensive Needs Assessment, we determined that Learning Interventionists will spend time weekly with 1-4 students needing additional support to master the reading standards as shown by the NWEA MAP reading and math tests. (Tier 2)

Category: English/Language Arts

Research Cited: Fuchs, D., & Fuchs, L. (2006). Introduction to response to intervention: What, why, and how valid is it? Reading Research Quarterly, 41(1), 93-99.

Gresham, F. (2007). Evolution of the response-to-intervention concept: Empirical foundations and recent developments. In S. B. Jimerson, MK; VanDerHeyden, AM(Ed.), Handbook of response to intervention: The science and practice of assessment and intervention (pp. 10–24): Springer.

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Tier: Tier 2

Activity - Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Literacy Coaches (.5 Intervention and .5 Coaching)-Tiers 1 & 2 Flexible Grouping-Title 1-students will be flexibly grouped for additional Tier 2 staff support based on skills deficits identified by the MAP test. Groups are scheduled every day for ½ to ¾ of an hour additional support from Title 1 staff.
Summer School
After School Tutoring
Small group instruction | Technology, Academic Support Program | Tier 2 | Implement | 08/27/2019 | 06/03/2022 | $0 | No Funding Required | Teachers, Interventionists, & Administration |

Activity - Policy & Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expected Number of Required Minutes Taught, and increase Time on Task to include flexible grouping, Competency-Based Education, iPads, and internet programs Child Study Team	Policy and Process, Technology	Tier 2	Implement	09/02/2019	06/03/2022	$0	No Funding Required	Interventionists, Itinerants, Administration, Teachers

(shared) Strategy 3:

Literacy Parent Involvement - Parents are informed of writing curriculum at Curriculum Night/Open House, conferences, and newsletters. Writing assignments are communicated in newsletters and on teacher websites. The Common Core writing curriculum and MAISA are posted on the KHPS website.

Category: English/Language Arts

Research Cited: Parent Involvement in Education - Research brief addressing such questions as Is parent involvement a valuable resource for schools struggling to provide state-of-the-art instruction with diminishing funds? Does it instill pride and interest in schooling? K. Cotton & K. R. Wikelund (Northwest Regional Education Lab, 2001).

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Tier: Tier 1

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Parent Involvement including a curriculum Open House, reading standards posted in newsletters and on District website, parent letters sent home at the beginning of each area of study, teacher newsletters/websites/weeblys including current reading instruction, and reading homework. Parent volunteers to help our students with literacy activities Watch DOGS to help our students with literacy activities	Technology, Parent Involvement	Tier 1	Implement	08/27/2019	06/03/2022	$0	No Funding Required	Teachers & Administration

Measurable Objective 3:

85% of Economically Disadvantaged students will demonstrate a proficiency and close the gap in Reading and Writing scores on the NWEA MAP, F&P levels, and state assessment tests in English Language Arts by 06/03/2022 as measured by NWEA MAP and state tests as well as F&P levels..

(shared) Strategy 1:

Guaranteed & Viable Curriculum - A GVC (Guaranteed and Viable Curriculum) is one that guarantees equal opportunity for learning for all students. It guarantees

adequate time for teachers to teach content and for students to learn it. A GVC is one that guarantees that the curriculum being taught is the curriculum being

assessed. It is viable when Opportunity to Learn (adequate time) is ensured to teach all determined essential content.

Category: English/Language Arts

Research Cited: Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum

Schmoker, M. (2005). Here and now: Improving teaching and learning. In R. DuFour, R. Eaker, & R. DuFour (Eds). On common ground: The power of professional

learning communities (pp. 135-153). Bloomington, IN: Solution Tree.

"Implementing a strategy of common, rigorous standards with differentiated resources and instruction can create excellence and equity for all students." (Childress,

Doyle, & Thomas, 2009, p. 133, emphasis added).

Tier: Tier 1

Activity - Instructional & Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of MAISA with fidelity Instructional Framework of the Workshop Model in Reading and Math Implementing Personal Mastery System. Students will have clearly defined (In student language) standards aligned with the CCSS. There will be common assessments for all teachers in a grade level and rubrics for assessments of academics and behavior. Differentiated Instruction Implement the Common Core Standards with common assessments to ensure a GVC Use of Canvas to differentiate activities for students/create small groups	Technology, Curriculum Development, Direct Instruction	Tier 1	Implement	08/27/2019	06/03/2022	$0	No Funding Required	Certified Staff & Administration

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Grade Level and Curriculum/Canvas Meetings Staff Meetings Learning Labs Data Protocol Meetings-Monthly	Technology, Teacher Collaboration	Tier 1	Implement	08/27/2019	06/03/2022	$0	No Funding Required	Teaches, Coaches, & Administration

(shared) Strategy 2:

Multi-Tiered System of Supports - After examining our Comprehensive Needs Assessment, we determined that Learning Interventionists will spend time weekly with 1-4 students needing additional support to master the reading standards as shown by the NWEA MAP reading and math tests. (Tier 2)

Category: English/Language Arts

Research Cited: Fuchs, D., & Fuchs, L. (2006). Introduction to response to intervention: What, why, and how valid is it? Reading Research Quarterly, 41(1), 93-99.

Gresham, F. (2007). Evolution of the response-to-intervention concept: Empirical foundations and recent developments. In S. B. Jimerson, MK; VanDerHeyden, AM(Ed.), Handbook of response to intervention: The science and practice of assessment and intervention (pp. 10–24): Springer.

http://www.rti4success.org

Tier: Tier 2

Activity - Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coaches (.5 Intervention and .5 Coaching)-Tiers 1 & 2 Flexible Grouping-Title 1-students will be flexibly grouped for additional Tier 2 staff support based on skills deficits identified by the MAP test. Groups are scheduled every day for ½ to ¾ of an hour additional support from Title 1 staff. Summer School After School Tutoring Small group instruction	Technology, Academic Support Program	Tier 2	Implement	08/27/2019	06/03/2022	$0	No Funding Required	Teachers, Interventionists, & Administration

Activity - Policy & Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expected Number of Required Minutes Taught, and increase Time on Task to include flexible grouping, Competency-Based Education, iPads, and internet programs Child Study Team	Policy and Process, Technology	Tier 2	Implement	09/02/2019	06/03/2022	$0	No Funding Required	Interventionists, Itinerants, Administration, Teachers

(shared) Strategy 3:

Literacy Parent Involvement - Parents are informed of writing curriculum at Curriculum Night/Open House, conferences, and newsletters. Writing assignments are communicated in newsletters and on teacher websites. The Common Core writing curriculum and MAISA are posted on the KHPS website.

Category: English/Language Arts

Research Cited: Parent Involvement in Education - Research brief addressing such questions as Is parent involvement a valuable resource for schools struggling to provide state-of-the-art instruction with diminishing funds? Does it instill pride and interest in schooling? K. Cotton & K. R. Wikelund (Northwest Regional Education Lab, 2001).

What Research Says About Parent Involvement in Children's Education (PDF, 252 KB, 4pp) - Highlights the relationship between parent involvement and academic achievement and references Joyce L. Epstein's six types of parent involvement. (Michigan Department of Education, 2002)

A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement (PDF, 1.19 MB, 241pp) A. T. Henderson & K. L. Mapp. (Southwest Educational Development Laboratory, 2002) Report Conclusion. (PDF, 87 KB, 5pp).

Summary of Research on Parent Engagement - Lists the benefits of parent engagement. The full report, A New Generation of Evidence: The Family is Critical to Student Achievement, covers 66 studies, reviews, reports, analyses, and books. Offers concrete reasons "why" and "how" educators should involve parents in their student's education. (Center for Law and Education, 1996)

Tier: Tier 1

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Involvement including a curriculum Open House, reading standards posted in newsletters and on District website, parent letters sent home at the beginning of each area of study, teacher newsletters/websites/weeblys including current reading instruction, and reading homework. Parent volunteers to help our students with literacy activities Watch DOGS to help our students with literacy activities	Technology, Parent Involvement	Tier 1	Implement	08/27/2019	06/03/2022	$0	No Funding Required	Teachers & Administration

Measurable Objective 4:

90% of Kindergarten grade students will demonstrate a proficiency and score at or above national and grade level norms on the NWEA MAP, F&P levels, and state tests in May in English Language Arts by 06/03/2022 as measured by MAP Reading Test.

(shared) Strategy 1:

Guaranteed & Viable Curriculum - A GVC (Guaranteed and Viable Curriculum) is one that guarantees equal opportunity for learning for all students. It guarantees adequate time for teachers to teach content and for students to learn it. A GVC is one that guarantees that the curriculum being taught is the curriculum being assessed. It is viable when Opportunity to Learn (adequate time) is ensured to teach all determined essential content.

Category: English/Language Arts

Research Cited: Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum Schmoker, M. (2005). Here and now: Improving teaching and learning. In R. DuFour, R. Eaker, & R. DuFour (Eds). On common ground: The power of professional learning communities (pp. 135-153). Bloomington, IN: Solution Tree.

"Implementing a strategy of common, rigorous standards with differentiated resources and instruction can create excellence and equity for all students." (Childress,

Doyle, & Thomas, 2009, p. 133, emphasis added).

Tier: Tier 1

Activity - Instructional & Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of MAISA with fidelity Instructional Framework of the Workshop Model in Reading and Math Implementing Personal Mastery System. Students will have clearly defined (In student language) standards aligned with the CCSS. There will be common assessments for all teachers in a grade level and rubrics for assessments of academics and behavior. Differentiated Instruction Implement the Common Core Standards with common assessments to ensure a GVC Use of Canvas to differentiate activities for students/create small groups	Technology, Curriculum Development, Direct Instruction	Tier 1	Implement	08/27/2019	06/03/2022	$0	No Funding Required	Certified Staff & Administration

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Grade Level and Curriculum/Canvas Meetings Staff Meetings Learning Labs Data Protocol Meetings-Monthly	Technology, Teacher Collaboration	Tier 1	Implement	08/27/2019	06/03/2022	$0	No Funding Required	Teaches, Coaches, & Administration

(shared) Strategy 2:

Multi-Tiered System of Supports - After examining our Comprehensive Needs Assessment, we determined that Learning Interventionists will spend time weekly with 1-4 students needing additional support to master the reading standards as shown by the NWEA MAP reading and math tests. (Tier 2)

Category: English/Language Arts

Research Cited: Fuchs, D., & Fuchs, L. (2006). Introduction to response to intervention: What, why, and how valid is it? Reading Research Quarterly, 41(1), 93-99.

Gresham, F. (2007). Evolution of the response-to-intervention concept: Empirical foundations and recent developments. In S. B. Jimerson, MK; VanDerHeyden, AM(Ed.), Handbook of response to intervention: The science and practice of assessment and intervention (pp. 10–24): Springer.

http://www.rti4success.org

Tier: Tier 2

Activity - Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coaches (.5 Intervention and .5 Coaching)-Tiers 1 & 2 Flexible Grouping-Title 1-students will be flexibly grouped for additional Tier 2 staff support based on skills deficits identified by the MAP test. Groups are scheduled every day for ½ to ¾ of an hour additional support from Title 1 staff. Summer School After School Tutoring Small group instruction	Technology, Academic Support Program	Tier 2	Implement	08/27/2019	06/03/2022	$0	No Funding Required	Teachers, Interventionists, & Administration

Activity - Policy & Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expected Number of Required Minutes Taught, and increase Time on Task to include flexible grouping, Competency-Based Education, iPads, and internet programs Child Study Team	Policy and Process, Technology	Tier 2	Implement	09/02/2019	06/03/2022	$0	No Funding Required	Interventionists, Itinerants, Administration, Teachers

(shared) Strategy 3:

Literacy Parent Involvement - Parents are informed of writing curriculum at Curriculum Night/Open House, conferences, and newsletters. Writing assignments are communicated in newsletters and on teacher websites. The Common Core writing curriculum and MAISA are posted on the KHPS website.

Category: English/Language Arts

Research Cited: Parent Involvement in Education - Research brief addressing such questions as Is parent involvement a valuable resource for schools struggling to provide state-of-the-art instruction with diminishing funds? Does it instill pride and interest in schooling? K. Cotton & K. R. Wikelund (Northwest Regional Education Lab, 2001).

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Tier: Tier 1

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Involvement including a curriculum Open House, reading standards posted in newsletters and on District website, parent letters sent home at the beginning of each area of study, teacher newsletters/websites/weeblys including current reading instruction, and reading homework. Parent volunteers to help our students with literacy activities Watch DOGS to help our students with literacy activities	Technology, Parent Involvement	Tier 1	Implement	08/27/2019	06/03/2022	$0	No Funding Required	Teachers & Administration

Measurable Objective 5:

85% of All Students will increase student growth by scoring at or above grade level and national targets in English Language Arts by 06/03/2022 as measured by MStep, F&P Levels, and NWEA reporting.

Strategy 1:

Gradual Release of Responsibility - The gradual release of responsibility model or GRR model is an instructional model of teaching which is a designed method of pedagogy framed around a process devolving responsibility within the learning process from the teacher to the eventual independence of the learner. There are four main interactive components called Focus Lesson, Guided Instruction, Collaborative Learning and Independent Work. The gradual release of responsibility model of instruction has been documented as an effective approach for improving achievement.

Category: English/Language Arts

Research Cited: •Fisher, D. and N. Frey, "Implementing a Schoolwide Literacy Framework: Improving Achievement in an Urban Elementary School," The Reading Teacher, 61, 2007, pp. 32-45. •Fisher, Douglas, and Nancy Frey. Better learning through structured teaching: A framework for the gradual release of responsibility. ASCD, 2013. •Van de Pol, Janneke, Monique Volman, and Jos Beishuizen. "Scaffolding in teacher–student interaction: A decade of research." Educational Psychology Review 22.3 (2010): 271-296. •Brown and Lara, 2011 Brown, L. & Lara, V. (2011. Oct. 9). Professional Development Module on Collaborative Learning. El Paso Community College, Texas; USA. Retrieved 5 Nov. 2011

Tier: Tier 1

Activity - Collaborative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction.2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3.Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Academic Support Program, Teacher Collaboration	Tier 1	Implement	08/24/2020	06/03/2022	$0	General Fund	Certified Teachers

Strategy 2:

Personal Mastery - "The time for competency education has come. It is vitally important for our country to move away from the restrictions of a time-based system. The reasons are many: To ensure that all students succeed in building college and career readiness, consistent with the Common Core of world class knowledge and skills; To build the capacity of districts, schools and educators to respond more rapidly to the needs of students and engage in continuous improvement; To take advantage of the extraordinary technological advances in online learning for personalization, allowing students to learn at their own pace, any time and everywhere. To provide greater flexibility for students that would otherwise not graduate from high school because they have to work or care for their families. In 2011, 100 innovators in competency education came together for the first time. At that meeting, participants fine-tuned a working definition of high quality competency education:

-Students advance upon mastery.

-Competencies include explicit, measurable, transferable learning standards that empower students.

-Assessment is meaningful and a positive learning experience for students.

-Students receive timely, differentiated support based on their individual learning needs.

-Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions."

Category: English/Language Arts

Research Cited: Research Cited: Maximizing Competency Education and Blended Learning: Insights from Experts, CompetencyWorks Issue Brief (March 2015) by Susan Patrick and Chris Sturgis.•A K–12 Federal Policy Framework for Competency Education: Building Capacity for Systems Change by Maria Worthen and Lillian Pace, February 2014. •Delorenzo, Richard A., and Wendy Battino. Delivering on the promise: The education revolution. Solution Tree Press, 2013.Bramante, Fred & Colby, Rose, Off the Clock: Moving Education from Time to Competency, Corwin, 2012.

Tier: Tier 1

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology integration through Canvas training and teacher-led PD. Formation of small groups through data analysis and differentiated instruction via Canvas, our LMS	Professional Learning, Technology, Academic Support Program, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	08/31/2020	06/03/2022	$0	General Fund	Teachers and Administration

Goal 3: All students at Central Elementary will become proficient in Science

Measurable Objective 1:

85% of Fourth and Fifth grade students will demonstrate a proficiency of concepts by scoring at or above grade level and national norms in state testing. in Science by 06/03/2022 as measured by MSTEP, grades, & Classroom Assessments.

(shared) Strategy 1:

Guaranteed & Viable Curriculum - Guaranteed & Viable Curriculum-A GVC (Guaranteed and Viable Curriculum) is one that guarantees equal opportunity for learning for all students. It guarantees adequate time for teachers to teach content and for students to learn it. A GVC is one that guarantees that the curriculum being taught is the curriculum being assessed. It is viable when Opportunity to Learn (adequate time) is ensured to teach all determined essential content.

Category: Science

Research Cited: Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum

Schmoker, M. (2005). Here and now: Improving teaching and learning. In R. DuFour, R. Eaker, & R. DuFour (Eds). On common ground: The power of professional learning communities (pp. 135-153). Bloomington, IN: Solution Tree.

"Implementing a strategy of common, rigorous standards with differentiated resources and instruction can create excellence and equity for all students." (Childress, Doyle, & Thomas, 2009, p. 133, emphasis added).

Tier: Tier 1

Activity - Instructional & Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Foss Implementing Personal Mastery System. Students will have clearly defined (In student language) standards aligned with the CCSS. There will be common assessments for all teachers in a grade level and rubrics for assessments of academics and behavior. Differentiated Instruction Implement the Common Core Standards with common assessments to ensure a GVC. In looking at our CNA data, we have a gap in our subgroup of economically disadvantaged so our MTSS strategies and activities are addressing this gap.	Technology, Curriculum Development, Direct Instruction	Tier 1	Implement	08/31/2020	06/03/2022	$0	No Funding Required	All certified staff

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Grade Level and Curriculum/Canvas Meetings Staff Meetings Learning Labs	Technology, Teacher Collaboration	Tier 1	Implement	08/24/2020	06/03/2022	$0	No Funding Required	Teachers and Administration

(shared) Strategy 2:

Multi-Tiered System of Supports - Learning Interventionists will spend time weekly with 1-4 students needing additional support to master the science standard sas shown by classroom science tests and potentially state data, if they exist. (Tier 2)

Category: Science

Research Cited: Fuchs, D., & Fuchs, L. (2006). Introduction to response to intervention: What, why, and how valid is it? Reading Research Quarterly, 41(1), 93-99.

Gresham, F. (2007). Evolution of the response-to-intervention concept: Empirical foundations and recent developments. In S. B. Jimerson, MK; VanDerHeyden, AM(Ed.), Handbook of response to intervention: The science and practice of assessment and intervention (pp. 10–24): Springer.

http://www.rti4success.org

Allen, L., & Evans, J. (1994). First Steps: oral language developmental continuum. Portsmouth, NH: Heinemann.

Batsche, G. (. (2006). Response to intervention. Alexandria, VA: National Association of State Directors of Special Education.

Brown-Chidsey, R., & Steege, M. W. (2005). Response to intervention: principles and strategies for effective practice. New York: The Guilford Press.

Dawson, P., & Guare, R. (2004). Executive skills in children and adolescents. New York: The Guilford Press.

McCook, J. E. (2006). The RtI guide: developing and implementing a model in your schools. Horsham, PA: LRP Publications.
Tier: Tier 2

Activity - Policy & Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expected Number of Required Minutes Taught, and increase Time on Task to include flexible grouping, Personal Mastery implementation, iPads, and internet programs -1-1 chromebooks 2-5 and 1-1 iPads for KK-1. Other tech integration can be Compass, Accelerated Reader, Discovery Streaming, Keyboarding, Google Docs, Think Central Math Child Study Team	Policy and Process, Technology, Academic Support Program	Tier 2	Implement	08/24/2020	06/03/2022	$0	No Funding Required	Itinerants, Administration, Teachers, and Interventionists

Activity - Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coaches (.5 Intervention and .5 Coaching)-Tiers 1 & 2 Flexible Grouping-Title 1-students will be flexibly grouped for additional Tier 2 staff support based on skills deficits identified by the MAP test. Groups are scheduled every day for ½ to ¾ of an hour additional support from Title 1 staff. (Tier 2) Summer School (Tier 2) After School Tutoring (Tier 2)	Technology, Academic Support Program	Tier 2	Implement	08/24/2020	06/03/2022	$0	No Funding Required	Itinerants, Interventionists, Teachers, and Administration

(shared) Strategy 3:

Science Parent Involvement - Parents are informed of science curriculum at Curriculum Night/Open House, conference, and newsletters. Science assignments are communicated in newsletters and on teacher websites. The science curriculum is also posted on the KHPS website.

Category: Science

Research Cited: Parent Involvement in Education - Research brief addressing such questions as Is parent involvement a valuable resource for schools struggling to provide state-of-the-art instruction with diminishing funds? Does it instill pride and interest in schooling? K. Cotton & K. R. Wikelund (Northwest Regional Education Lab, 2001).

What Research Says About Parent Involvement in Children's Education (PDF, 252 KB, 4pp) - Highlights the relationship between parent involvement and academic achievement and references Joyce L. Epstein's six types of parent involvement. (Michigan Department of Education, 2002)

A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement (PDF, 1.19 MB, 241pp) A. T. Henderson & K. L. Mapp. (Southwest Educational Development Laboratory, 2002) Report Conclusion. (PDF, 87 KB, 5pp).

Summary of Research on Parent Engagement - Lists the benefits of parent engagement. The full report, A New Generation of Evidence: The Family is Critical to Student Achievement, covers 66 studies, reviews, reports, analyses, and books. Offers concrete reasons "why" and "how" educators should involve parents in their student's education. (Center for Law and Education, 1996)

Tier: Tier 1

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Involvement including a curriculum Open House, science standards posted in newsletters and on District website, parent letters sent home at the beginning of each area of study, teacher newsletters/websites/weeblys including current science instruction, and science homework. Parent volunteers to help our students with literacy activities Watch DOGS to help our students with activities	Technology, Parent Involvement	Tier 1	Implement	08/31/2020	06/03/2022	$0	No Funding Required	Teachers, Intervention ists (potentially) Parents, and Administrati on

Measurable Objective 2:

A 8% increase of Fourth and Fifth grade Female students will demonstrate a proficiency on classroom assessments and standardized testing (when available) in Science by 06/03/2022 as measured by classroom assessments, grades, and state testing, where applicable..

(shared) Strategy 1:

Guaranteed & Viable Curriculum - Guaranteed & Viable Curriculum-A GVC (Guaranteed and Viable Curriculum) is one that guarantees equal opportunity for learning for all students. It guarantees adequate time for teachers to teach content and for students to learn it. A GVC is one that guarantees that the curriculum being taught is the curriculum being assessed. It is viable when Opportunity to Learn (adequate time) is ensured to teach all determined essential content.

Category: Science

Research Cited: Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum

Schmoker, M. (2005). Here and now: Improving teaching and learning. In R. DuFour, R. Eaker, & R. DuFour (Eds). On common ground: The power of professional

learning communities (pp. 135-153). Bloomington, IN: Solution Tree.

"Implementing a strategy of common, rigorous standards with differentiated resources and instruction can create excellence and equity for all students." (Childress,

Doyle, & Thomas, 2009, p. 133, emphasis added).

Tier: Tier 1

Activity - Instructional & Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Foss Implementing Personal Mastery System. Students will have clearly defined (In student language) standards aligned with the CCSS. There will be common assessments for all teachers in a grade level and rubrics for assessments of academics and behavior. Differentiated Instruction Implement the Common Core Standards with common assessments to ensure a GVC. In looking at our CNA data, we have a gap in our subgroup of economically disadvantaged so our MTSS strategies and activities are addressing this gap.	Technology, Curriculum Development, Direct Instruction	Tier 1	Implement	08/31/2020	06/03/2022	$0	No Funding Required	All certified staff

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Grade Level and Curriculum/Canvas Meetings Staff Meetings Learning Labs	Technology, Teacher Collaboration	Tier 1	Implement	08/24/2020	06/03/2022	$0	No Funding Required	Teachers and Administration

(shared) Strategy 2:

Multi-Tiered System of Supports - Learning Interventionists will spend time weekly with 1-4 students needing additional support to master the science standard sas

shown by classroom science tests and potentially state data, if they exist. (Tier 2)

Category: Science

Research Cited: Fuchs, D., & Fuchs, L. (2006). Introduction to response to intervention: What, why, and how valid is it? Reading Research Quarterly, 41(1), 93-99.

Gresham, F. (2007). Evolution of the response-to-intervention concept: Empirical foundations and recent developments. In S. B. Jimerson, MK; VanDerHeyden,

AM(Ed.), Handbook of response to intervention: The science and practice of assessment and intervention (pp. 10–24): Springer.

http://www.rti4success.org

Allen, L., & Evans, J. (1994). First Steps: oral language developmental continuum. Portsmouth, NH: Heinemann.

Batsche, G. (. (2006). Response to intervention. Alexandria, VA: National Association of State Directors of Special Education.

Brown-Chidsey, R., & Steege, M. W. (2005). Response to intervention: principles and strategies for effective practice. New York: The Guilford Press.

Dawson, P., & Guare, R. (2004). Executive skills in children and adolescents. New York: The Guilford Press.

McCook, J. E. (2006). The RtI guide: developing and implementing a model in your schools. Horsham, PA: LRP Publications.

Tier: Tier 2

Activity - Policy & Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expected Number of Required Minutes Taught, and increase Time on Task to include flexible grouping, Personal Mastery implementation, iPads, and internet programs -1-1 chromebooks 2-5 and 1-1 iPads for KK-1. Other tech integration can be Compass, Accelerated Reader, Discovery Streaming, Keyboarding, Google Docs, Think Central Math Child Study Team	Policy and Process, Technology, Academic Support Program	Tier 2	Implement	08/24/2020	06/03/2022	$0	No Funding Required	Itinerants, Administration, Teachers, and Interventionists

Activity - Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coaches (.5 Intervention and .5 Coaching)-Tiers 1 & 2 Flexible Grouping-Title 1-students will be flexibly grouped for additional Tier 2 staff support based on skills deficits identified by the MAP test. Groups are scheduled every day for ½ to ¾ of an hour additional support from Title 1 staff. (Tier 2) Summer School (Tier 2) After School Tutoring (Tier 2)	Technology, Academic Support Program	Tier 2	Implement	08/24/2020	06/03/2022	$0	No Funding Required	Itinerants, Interventionists, Teachers, and Administration

(shared) Strategy 3:

Science Parent Involvement - Parents are informed of science curriculum at Curriculum Night/Open House, conference, and newsletters. Science assignments are communicated in newsletters and on teacher websites. The science curriculum is also posted on the KHPS website.

Category: Science

Research Cited: Parent Involvement in Education - Research brief addressing such questions as Is parent involvement a valuable resource for schools struggling to provide state-of-the-art instruction with diminishing funds? Does it instill pride and interest in schooling? K. Cotton & K. R. Wikelund (Northwest Regional Education Lab,

2001).

What Research Says About Parent Involvement in Children's Education (PDF, 252 KB, 4pp) - Highlights the relationship between parent involvement and academic achievement and references Joyce L. Epstein's six types of parent involvement. (Michigan Department of Education, 2002)

A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement (PDF, 1.19 MB, 241pp) A. T. Henderson & K. L. Mapp. (Southwest Educational Development Laboratory, 2002) Report Conclusion. (PDF, 87 KB, 5pp).

Summary of Research on Parent Engagement - Lists the benefits of parent engagement. The full report, A New Generation of Evidence: The Family is Critical to Student Achievement, covers 66 studies, reviews, reports, analyses, and books. Offers concrete reasons "why" and "how" educators should involve parents in their student's education. (Center for Law and Education, 1996)

Tier: Tier 1

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Involvement including a curriculum Open House, science standards posted in newsletters and on District website, parent letters sent home at the beginning of each area of study, teacher newsletters/websites/weeblys including current science instruction, and science homework. Parent volunteers to help our students with literacy activities Watch DOGS to help our students with activities	Technology, Parent Involvement	Tier 1	Implement	08/31/2020	06/03/2022	$0	No Funding Required	Teachers, Interventionists (potentially) Parents, and Administration

Goal 4: All students at Central Elementary will become proficient in Social Studies

Measurable Objective 1:

85% of Fourth and Fifth grade students will demonstrate a proficiency on classroom assessments for social studies and score at or above national and state level norms on state testing, when applicable in Social Studies by 06/03/2022 as measured by the 4th and 5th grade Social Studies state/local testing & Classroom Assessments.

(shared) Strategy 1:

Guaranteed & Viable Curriculum - A GVC (Guaranteed and Viable Curriculum) is one that guarantees equal opportunity for learning for all students. It guarantees adequate time for teachers to teach content and for students to learn it. A GVC is one that guarantees that the curriculum being taught is the curriculum being assessed. It is viable when Opportunity to Learn (adequate time) is ensured to teach all determined essential content.

Category: Social Studies

Research Cited: Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum

Schmoker, M. (2005). Here and now: Improving teaching and learning. In R. DuFour, R. Eaker, & R. DuFour (Eds). On common ground: The power of professional

learning communities (pp. 135-153). Bloomington, IN: Solution Tree.

"Implementing a strategy of common, rigorous standards with differentiated resources and instruction can create excellence and equity for all students." (Childress,

Doyle, & Thomas, 2009, p. 133, emphasis added).

Tier: Tier 1

Activity - Instructional & Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementing Personal Mastery System. Students will have clearly defined (In student language) standards aligned with the CCSS. There will be common assessments for all teachers in a grade level and rubrics for assessments of academics and behavior. Implement the Common Core Standards with common assessments to ensure a GVC Differentiated Instruction/CBE	Technology , Curriculum Developme nt, Direct Instruction	Tier 1	Implement	08/31/2020	06/03/2022	$0	No Funding Required	Teachers & Administrati on

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Grade Level and Curriculum/Canvas Meetings Staff Meetings Learning Labs Literacy Coaches (.5 Intervention and .5 Coaching)-Tiers 1 & 2: In looking at our CNA data, we have a gap in our subgroup of economically disadvantaged so our MTSS strategy is addressing this gap.	Technology , Teacher Collaborati on	Tier 1	Implement	08/31/2020	06/03/2022	$0	No Funding Required	Teachers, Coaches, Administrati on

(shared) Strategy 2:

Multi-Tiered System of Supports - Classroom teachers will spend time weekly with 1-3 students needing additional support to master the social science standard as

shown by the classroom social science tests. (Tier 2)

Category: Social Studies

Research Cited: Fuchs, D., & Fuchs, L. (2006). Introduction to response to intervention: What, why, and how valid is it? Reading Research Quarterly, 41(1), 93-99.

Gresham, F. (2007). Evolution of the response-to-intervention concept: Empirical foundations and recent developments. In S. B. Jimerson, MK; VanDerHeyden,

AM(Ed.), Handbook of response to intervention: The science and practice of assessment and intervention (pp. 10–24): Springer.

http://www.rti4success.org

Allen, L., & Evans, J. (1994). First Steps: oral language developmental continuum. Portsmouth, NH: Heinemann.

Batsche, G. (. (2006). Response to intervention. Alexandria, VA: National Association of State Directors of Special Education.

Brown-Chidsey, R., & Steege, M. W. (2005). Response to intervention: principles and strategies for effective practice. New York: The Guilford Press.

Dawson, P., & Guare, R. (2004). Executive skills in children and adolescents. New York: The Guilford Press.

McCook, J. E. (2006). The RtI guide: developing and implementing a model in your schools. Horsham, PA: LRP Publications.

Tier: Tier 2

Activity - Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coaches (.5 Intervention and .5 Coaching)-Tiers 1 & 2 Flexible Grouping-Title 1-students will be flexibly grouped for additional Tier 2 staff support based on skills deficits identified by the MAP test. Groups are scheduled every day for ½ to ¾ of an hour additional support from Title 1 staff. (Tier 2) Summer School (Tier 2) After School Tutoring (Title 2)	Technology, Academic Support Program	Tier 2	Implement	08/31/2020	06/03/2022	$0	No Funding Required	Coaches, Administration, & Teachers

Activity - Policy & Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expected Number of Required Minutes Taught, and increase Time on Task to include flexible grouping, Personal Mastery implementation, iPads, and internet programs like Discovery Ed Child Study Team	Policy and Process, Technology	Tier 2	Implement	08/31/2020	06/03/2022	$0	No Funding Required	Coaches, Teaches, & Administration

(shared) Strategy 3:

Social Studies Parent Involvment - Parents are informed of Social Studies curriculum at Curriculum Night/Open House, conference, and newsletters. Social Studies assignments are communicated in newsletters and on teacher websites. The Common Core Social Studies curriculum and MAISA articulations are posted on the KHPS website.

Category: Learning Support Systems

Research Cited: Parent Involvement in Education - Research brief addressing such questions as Is parent involvement a valuable resource for schools struggling to provide state-of-the-art instruction with diminishing funds? Does it instill pride and interest in schooling? K. Cotton & K. R. Wikelund (Northwest Regional Education Lab, 2001).

What Research Says About Parent Involvement in Children's Education (PDF, 252 KB, 4pp) - Highlights the relationship between parent involvement and academic achievement and references Joyce L. Epstein's six types of parent involvement. (Michigan Department of Education, 2002)

A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement (PDF, 1.19 MB, 241pp) A. T. Henderson & K. L. Mapp. (Southwest Educational Development Laboratory, 2002) Report Conclusion. (PDF, 87 KB, 5pp).

Summary of Research on Parent Engagement - Lists the benefits of parent engagement. The full report, A New Generation of Evidence: The Family is Critical to Student Achievement, covers 66 studies, reviews, reports, analyses, and books. Offers concrete reasons "why" and "how" educators should involve parents in their student's education. (Center for Law and Education, 1996)

Tier: Tier 1

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Involvement including a curriculum Open House, social studies standards posted in newsletters and on District website, parent letters sent home at the beginning of each area of study, teacher newsletters/websites/weeblys including current social studies instruction, and social studies homework. Parent volunteers to help our students with social studies activities Watch DOGS to help our students with social studies activities	Technology, Parent Involvement	Tier 1	Implement	08/24/2020	06/03/2022	$0	No Funding Required	Teachers, Parents, and Administration

Measurable Objective 2:

A 8% increase of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency on the 4th/5th grade state testing/local testing and classroom assessments in Social Studies by 06/03/2022 as measured by State and local test scores & Classroom Assessments.

(shared) Strategy 1:

Guaranteed & Viable Curriculum - A GVC (Guaranteed and Viable Curriculum) is one that guarantees equal opportunity for learning for all students. It guarantees adequate time for teachers to teach content and for students to learn it. A GVC is one that guarantees that the curriculum being taught is the curriculum being assessed. It is viable when Opportunity to Learn (adequate time) is ensured to teach all determined essential content.

Category: Social Studies

Research Cited: Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum Schmoker, M. (2005). Here and now: Improving teaching and learning. In R. DuFour, R. Eaker, & R. DuFour (Eds). On common ground: The power of professional learning communities (pp. 135-153). Bloomington, IN: Solution Tree.

"Implementing a strategy of common, rigorous standards with differentiated resources and instruction can create excellence and equity for all students." (Childress, Doyle, & Thomas, 2009, p. 133, emphasis added).

Tier: Tier 1

Activity - Instructional & Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementing Personal Mastery System. Students will have clearly defined (In student language) standards aligned with the CCSS. There will be common assessments for all teachers in a grade level and rubrics for assessments of academics and behavior. Implement the Common Core Standards with common assessments to ensure a GVC Differentiated Instruction/CBE	Technology, Curriculum Development, Direct Instruction	Tier 1	Implement	08/31/2020	06/03/2022	$0	No Funding Required	Teachers & Administration

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Grade Level and Curriculum/Canvas Meetings Staff Meetings Learning Labs Literacy Coaches (.5 Intervention and .5 Coaching)-Tiers 1 & 2: In looking at our CNA data, we have a gap in our subgroup of economically disadvantaged so our MTSS strategy is addressing this gap.	Technology, Teacher Collaboration	Tier 1	Implement	08/31/2020	06/03/2022	$0	No Funding Required	Teachers, Coaches, Administration

(shared) Strategy 2:

Multi-Tiered System of Supports - Classroom teachers will spend time weekly with 1-3 students needing additional support to master the social science standard as shown by the classroom social science tests. (Tier 2)

Category: Social Studies

Research Cited: Fuchs, D., & Fuchs, L. (2006). Introduction to response to intervention: What, why, and how valid is it? Reading Research Quarterly, 41(1), 93-99.

Gresham, F. (2007). Evolution of the response-to-intervention concept: Empirical foundations and recent developments. In S. B. Jimerson, MK; VanDerHeyden, AM(Ed.), Handbook of response to intervention: The science and practice of assessment and intervention (pp. 10–24): Springer.

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Brown-Chidsey, R., & Steege, M. W. (2005). Response to intervention: principles and strategies for effective practice. New York: The Guilford Press.

Dawson, P., & Guare, R. (2004). Executive skills in children and adolescents. New York: The Guilford Press.

McCook, J. E. (2006). The RtI guide: developing and implementing a model in your schools. Horsham, PA: LRP Publications.

Tier: Tier 2

Activity - Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coaches (.5 Intervention and .5 Coaching)-Tiers 1 & 2 Flexible Grouping-Title 1-students will be flexibly grouped for additional Tier 2 staff support based on skills deficits identified by the MAP test. Groups are scheduled every day for ½ to ¾ of an hour additional support from Title 1 staff. (Tier 2) Summer School (Tier 2) After School Tutoring (Title 2)	Technology, Academic Support Program	Tier 2	Implement	08/31/2020	06/03/2022	$0	No Funding Required	Coaches, Administration, & Teachers

Activity - Policy & Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expected Number of Required Minutes Taught, and increase Time on Task to include flexible grouping, Personal Mastery implementation, iPads, and internet programs like Discovery Ed Child Study Team	Policy and Process, Technology	Tier 2	Implement	08/31/2020	06/03/2022	$0	No Funding Required	Coaches, Teaches, & Administration

(shared) Strategy 3:

Social Studies Parent Involvment - Parents are informed of Social Studies curriculum at Curriculum Night/Open House, conference, and newsletters. Social Studies assignments are communicated in newsletters and on teacher websites. The Common Core Social Studies curriculum and MAISA articulations are posted on the KHPS website.

Category: Learning Support Systems

Research Cited: Parent Involvement in Education - Research brief addressing such questions as Is parent involvement a valuable resource for schools struggling to provide state-of-the-art instruction with diminishing funds? Does it instill pride and interest in schooling? K. Cotton & K. R. Wikelund (Northwest Regional Education Lab, 2001).

What Research Says About Parent Involvement in Children's Education (PDF, 252 KB, 4pp) - Highlights the relationship between parent involvement and academic achievement and references Joyce L. Epstein's six types of parent involvement. (Michigan Department of Education, 2002)

A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement (PDF, 1.19 MB, 241pp) A. T. Henderson & K. L. Mapp. (Southwest Educational Development Laboratory, 2002) Report Conclusion. (PDF, 87 KB, 5pp).

Summary of Research on Parent Engagement - Lists the benefits of parent engagement. The full report, A New Generation of Evidence: The Family is Critical to

Student Achievement, covers 66 studies, reviews, reports, analyses, and books. Offers concrete reasons "why" and "how" educators should involve parents in their student's education. (Center for Law and Education, 1996)

Tier: Tier 1

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Involvement including a curriculum Open House, social studies standards posted in newsletters and on District website, parent letters sent home at the beginning of each area of study, teacher newsletters/websites/weeblys including current social studies instruction, and social studies homework. Parent volunteers to help our students with social studies activities Watch DOGS to help our students with social studies activities	Technology, Parent Involvement	Tier 1	Implement	08/24/2020	06/03/2022	$0	No Funding Required	Teachers, Parents, and Administration

Goal 5: 80% of students and staff will experience and implement personal learning in a competency based environment through our pillars of academics and wellness.

Measurable Objective 1:

collaborate to meet the needs of all individual learners and staff (teachers) to close the achievement gap. Collaboration will focus on assessments and student grouping as well as a safe and orderly environment. by 06/01/2021 as measured by the number of students that are at proficient-closing our achievement gap..

Strategy 1:

Gradual Release of Responsibility - Monthly staff meetings as well as school improvement meetings will be offered on the collaborative learning piece of GRR. Staff members will take surveys to determine how competent and confident they feel in the areas of collaboration.

The Goal of this pillar is to grow a collaborative learning culture so that by the end of the year, an increased number of staff will feel that they have the expertise needed to competently and confidently teach using the GRR model, with a specific focus on grouping, resulting in increased student achievement.

*Ratings from beginning of the year to the end of the year on the collaborative culture in the classroom on a score of 1-4. *Data from classroom visits, ie Completed by Laura or Instructional Coaches.

As shown by the evidence and data during our CNA, to close the gap in our subgroups, we will focus on the GRR area of small group instruction, and using formative assessment data to inform those groups.

In addition, we will use the Atlas Data Protocol from SRI to analyze formative and summative assessment data monthly, as well as analyze student work.

Category: English/Language Arts

Research Cited: The gradual release of responsibility model or GRR model is an instructional model of teaching which is a designed method of pedagogy framed around a process devolving responsibility within the learning process from the teacher to the eventual independence of the learner. There are four main interactive components called Focus Lesson, Guided Instruction, Collaborative Learning and Independent Work. The gradual release of responsibility model of instruction has been documented as an effective approach for improving achievement. •Fisher, D. and N. Frey, "Implementing a Schoolwide Literacy Framework: Improving Achievement in an Urban Elementary School," The Reading Teacher, 61, 2007, pp. 32-45.   •Fisher, Douglas, and Nancy Frey. Better learning through structured teaching: A framework for the gradual release of responsibility. ASCD, 2013. •Van de Pol, Janneke, Monique Volman, and Jos Beishuizen. "Scaffolding in teacher–student interaction: A decade of research." Educational Psychology Review 22.3 (2010): 271-296. •Brown and Lara, 2011 Brown, L. & Lara, V. (2011. Oct. 9). Professional Development Module on Collaborative Learning. El Paso Community College, Texas; USA. Retrieved 5 Nov. 2011

Tier: Tier 1

Activity - Small Group Instruction/Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction.2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3.Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Academic Support Program, Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/27/2019	06/04/2021	$0	General Fund	All certified staff

Measurable Objective 2:

increase student growth by improving the wellness of our staff, our students, and our families.   by 06/01/2021 as measured by individual goals for each committee in the description below. .

(shared) Strategy 1:

Safe and Orderly Environment - Family wellness: we will have one math night to promote math learning and educate parents on newer math procedures. During March is Reading Month we will enhance district and Central planned activities.

Share the Mental Health Wellness Newsletter to Families

Student wellness: 80% of students will identify what practices they use to stay well and keep others well. Activities will be, but are not limited to:

HERO team

Walking track

Capturing Kids Hearts

True Success

Behavior Improvement Team

Staff wellness: The staff wellness committee will foster inclusion by providing activities and opportunities for staff members to interact and support one another that will ultimately enhance student achievement.

By April 95% of Central teaching staff and 75% of Central support staff will feel supported by the opportunities provided by the wellness committee. Our goal is that staff members will rate their support level as a 3 or higher on a 4 point scale/rubric. Additionally, we would like 100% of teaching staff to feel that student achievement has been positively impacted because of the opportunities provided by our committee.

This addresses level 1 of our Personal Mastery Action Plan.

Category: School Culture

Research Cited: A learning community in which staff, students, parents and the community perceive and describe as safe and orderly. Stakeholders have roles that are defined in the decision-making process regarding school initiatives. PLC's and stakeholder teams work together on issues regarding curriculum, assessment, instruction, and the achievement of all students (Marzano, 2012). Stakeholders are invested in the successes of the school and all play a role in helping the learning community engage in continuous improvement. •Marzano, R. J. (2003). What works in schools: Translating research into action. Alexandria, Va: Association for Supervision and Curriculum Development.What Works in Schools (ASCD, 2003) •Reeves, M. A., Kanan, L. M., & Plog, A. E. (2010). Comprehensive planning for safe learning environments: A school professional's guide to integrating physical and psychological safety. New York, NY: Routledge.

Tier: Tier 1

Activity - Parent Engagement, SOPs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
See previous description Fully implement the Parent Compact and Family Engagement Plan with ESSA updates	Community Engagement, Behavioral Support Program, Parent Involvement	Tier 1	Getting Ready	09/01/2019	06/01/2021	$0	General Fund	All certified staff, itinerants, and paraprofessionals

Strategy 2:

Trauma PD - The need for trauma informed and trauma sensitive learning is forefront.

Staff professional development on trauma

Activities on trauma to implement in the classroom

Guest speakers on trauma

Participation in the BI Team as well as the District Wellness Team.

Category: Other - SEL (indirectly School Culture)

Research Cited: Research has shown that traumatic experiences alter the brain and can affect children socially, emotionally, behaviorally, and academically. It's a quadruple whammy. Toxic levels of stress and anxiety shape behavior and may make kids appear angry, depressed, checked out, uncooperative, or distracted, says psychologist Jamie Howard, PhD, of the Child Mind Institute in New York City. "When you adopt a trauma-informed perspective, you approach that student's behavior with openness and curiosity," she says.

Tier: Tier 1

Activity - Trauma PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trauma PD as well as implications in the classroom	Behavioral Support Program	Tier 1	Getting Ready	08/24/2020	06/03/2022	$300	General Fund	Administration Certified Staff

Measurable Objective 3:

collaborate to improve technology integration and ELOs in all classrooms (at least once) as well as our Canvas skills. by 06/03/2022 as measured by creating a tool using Canvas and utilizing technology in a new way..

Strategy 1:

Technology Integration - Each grade level team will create ELOs and grade entry using Canvas that will be used to enhance student learning.

80% of Central teaching staff will utilize technology in a new way by the end of the school year. The strategy will be implemented during staff meetings as well as our SI team meetings.

We will continue the usage of 1-1 chromebooks 2-5 and 1-1 iPads for KK-1. Other tech integration is Compass, Accelerated Reader, Discovery Streaming, Keyboarding, Google Docs, & Think Central Math.

Each month will bring a "Canvas Challenge," which will encourage staff members to grow their learning in Canvas.

Category: Technology

Research Cited: •Marzano, R. J. (2003). What works in schools: Translating research into action. Alexandria, Va: Association for Supervision and Curriculum Development.What Works in Schools (ASCD, 2003) • DuFour, R., & Marzano, R. J. (2011). Leaders of learning: How district, school, and classroom leaders improve student achievement. Bloomington, IN: Solution Tree Press.

Tier: Tier 1

Activity - Canvas and Tech PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Staff will enter grades on Canvas Staff will complete at least on ELO Certified Teachers will enter lessons in Reading, Math, Writing, SS, Science, and SEL Rollout for parent integration will begin in the Fall/Winter of 2020.	Technology	Tier 1	Implement	08/01/2019	06/03/2022	$0	General Fund	All certified teaching staff Administration

Measurable Objective 4:

increase student growth by implementing our Personal Mastery Action Plan. by 06/03/2022 as measured by meeting the success criteria outlined on our Personal Mastery Plan..

Strategy 1:

Assessment and Small Group Instruction - Using data effectively and timely

Creating flexible groups/small groups

This addresses levels 2, 3, and 4 in our personal mastery action plans. It indirectly impacts level 5.

Using data protocols during monthly Grade Level Meetings (GLM) to analyze date and student work in a timely fashion.

Professional development on Formative Assessment, Success Criteria, and Learning Targets that leads to Small Group Instruction.

Category: Career and College Ready

Research Cited: "Implementing a strategy of common, rigorous standards with differentiated resources and instruction can create excellence and equity for all students." (Childress, Doyle, & Thomas, 2009, p. 133, emphasis added)

•One of the keys to improving schools is to ensure teachers "know the learning intentions and success criteria of their lessons, know how well they are attaining these criteria for all their students, and know where to go next in light of the gap between students' current knowledge and understanding and the success criteria";this can be maximized in a safe and collaborative environment where teachers talk to each other about teaching (Hattie, 2009, p. 239).

Tier: Tier 1

Activity - Common Core Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementing the Common Core Standards with common assessments will ensure a guaranteed curriculum for all students. Pulling small groups based on current data led by one day a week flexible grouping (the entire day) as well as PD will help make this happen.	Direct Instruction	Tier 1	Getting Ready	09/24/2019	06/04/2021	$0	No Funding Required	Teaching staff

(shared) Strategy 2:

Safe and Orderly Environment - Family wellness: we will have one math night to promote math learning and educate parents on newer math procedures. During March is Reading Month we will enhance district and Central planned activities.

Share the Mental Health Wellness Newsletter to Families

Student wellness: 80% of students will identify what practices they use to stay well and keep others well. Activities will be, but are not limited to:

HERO team

Walking track

Capturing Kids Hearts

True Success

Behavior Improvement Team

Staff wellness: The staff wellness committee will foster inclusion by providing activities and opportunities for staff members to interact and support one another that will ultimately enhance student achievement.

By April 95% of Central teaching staff and 75% of Central support staff will feel supported by the opportunities provided by the wellness committee. Our goal is that staff members will rate their support level as a 3 or higher on a 4 point scale/rubric. Additionally, we would like 100% of teaching staff to feel that student achievement has been positively impacted because of the opportunities provided by our committee.

This addresses level 1 of our Personal Mastery Action Plan.

Category: School Culture

Research Cited: A learning community in which staff, students, parents and the community perceive and describe as safe and orderly. Stakeholders have roles that are defined in the decision-making process regarding school initiatives. PLC's and stakeholder teams work together on issues regarding curriculum, assessment, instruction, and the achievement of all students (Marzano, 2012). Stakeholders are invested in the successes of the school and all play a role in helping the learning community engage in continuous improvement. •Marzano, R. J. (2003). What works in schools: Translating research into action. Alexandria, Va: Association for Supervision and Curriculum Development.What Works in Schools (ASCD, 2003) •Reeves, M. A., Kanan, L. M., & Plog, A. E. (2010). Comprehensive planning for safe learning environments: A school professional's guide to integrating physical and psychological safety. New York, NY: Routledge.

Tier: Tier 1

Activity - Parent Engagement, SOPs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
See previous description Fully implement the Parent Compact and Family Engagement Plan with ESSA updates	Community Engagement, Behavioral Support Program, Parent Involvement	Tier 1	Getting Ready	09/01/2019	06/01/2021	$0	General Fund	All certified staff, itinerants, and paraprofessionals

Strategy 3:

Effective Instructional Framework - See our personal mastery action plans.

We will focus on the GRR model and the 5D teacher evaluation rubric to focus on A1-student self-assessment and A4-teacher use of the formative assessment.

Teachers will engage in PD and flexible grouping throughout the year. In looking at our CNA data, we have a gap in our subgroup of economically disadvantaged so the MTSS strategy of small group instruction will address this gap.

Category: Other - Core Content

Research Cited: Marzano High Reliability Schools

Tier: Tier 1

Activity - PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff meetings and professional development on learning targets, SEL, success criteria, and the use of formative assessment data. 5D platform Calendar invites CFV, student interviews, Ask guests to ask students about decision-making in the classroom CFV, student interviews, Ask guests to ask students about decision-making in the classroom *CFV=Classroom Follow-Up Visits (Teacher Driven or Centered/Student Centered/ Student Driven)	Academic Support Program	Tier 1	Implement	08/27/2019	06/03/2022	$0	No Funding Required	Admin & teachers

Strategy 4:

Standards Based Reporting - Teachers will be able to cite ELOs they know and they use w/ students

Teachers will be able to enter grades in Canvas.

Level 5 of the Personal Mastery Action Plan.

Category: Other - Grading and Assessing

Research Cited: Marzano High Reliability Schools

Tier: Tier 1

Activity - PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be able to cite ELOs they know and they use w/ students Teachers will enter grades on Canvas Teaches will use Canvas to inform instruction Teachers will use Canvas to create small group instruction Completion of Monthly Canvas Challenges	Technology	Tier 1	Implement	09/02/2019	06/03/2022	$0	No Funding Required	Admin, Certified Staff

Goal 6: All students will be aware of the Michigan's Six Career Zones.

Measurable Objective 1:

80% of All Students will achieve college and career readiness by being able to name all six zones and give a career example within each zone by the end of 5th grade. in Career & Technical by 06/03/2022 as measured by the ability to name all six zones and give a career example within each zone by the end of 5th grade..

Strategy 1:

Introduce students and parents to Michigan's Six Career Zones - 1. Career Awareness speakers

2. Securing grade-level reading resources

3. Career Awareness field trips (KDL, City Hall)

4. Letter to Parents introducing the Career Awareness Process

     5. STEM specials, after school STEM, 3rd grade STEM w/ KDL

     6. Junior Achievement: Graham, Weller, Eadeh, and Pikaart

     7. PBL Instruction (4th - Willink & 2nd Debri)

Category: Career and College Ready

Research Cited: ACT research has demonstrated that "students' overall risk for failure increases if they are at risk in terms of either academic readiness or academic

behavior." ... Most efforts to develop college and career readiness focus on secondary students, primarily those in high school.

Tier: Tier 1

Activity - 1. Career Awareness speakers, 2. Securing grade-level reading resources 3. Career Awareness field trip to KDL, City Hall 4. Letter to Parents introducing the Career Awareness Process . 5. PBL participation 6.Junior Achievement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Different types of career oriented people will visit Central, including, but not limited to, our fire and police department, City Hall workers, and KDL. 3 teachers will participate in Junior Achievement. Assorted field trips to City Hall, Civic Theater, and the KDL to learn about careers. 2 teachers will participate in Project Based Learning as well.	Career Preparation /Orientation	Tier 1	Getting Ready	08/31/2020	06/03/2022	$0	No Funding Required	Administration and supporting teachers

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
Monthly Grade Level Data Protocol Meetings	Monthly PLC meetings (grade level) using the Atlas Data Protocol.	Teacher Collaboration	Tier 1	Implement	08/24/2020	06/03/2022	$0	Teachers, Coaches, and Administration
Parent Involvement	Parent Involvement including a curriculum Open House, social studies standards posted in newsletters and on District website, parent letters sent home at the beginning of each area of study, teacher newsletters/websites/weeblys including current social studies instruction, and social studies homework. Parent volunteers to help our students with social studies activities Watch DOGS to help our students with social studies activities	Technology, Parent Involvement	Tier 1	Implement	08/24/2020	06/03/2022	$0	Teachers, Parents, and Administration
Teacher Collaboration	District Grade Level and Curriculum/Canvas Meetings Staff Meetings Learning Labs Data Protocol Meetings-Monthly	Technology, Teacher Collaboration	Tier 1	Implement	08/27/2019	06/03/2022	$0	Teaches, Coaches, & Administration
1. Career Awareness speakers, 2. Securing grade-level reading resources 3. Career Awareness field trip to KDL, City Hall 4. Letter to Parents introducing the Career Awareness Process . 5. PBL participation 6.Junior Achievement	Different types of career oriented people will visit Central, including, but not limited to, our fire and police department, City Hall workers, and KDL. 3 teachers will participate in Junior Achievement. Assorted field trips to City Hall, Civic Theater, and the KDL to learn about careers. 2 teachers will participate in Project Based Learning as well.	Career Preparation/Orientation	Tier 1	Getting Ready	08/31/2020	06/03/2022	$0	Administration and supporting teachers

Parent Involvement	Parent Involvement including a curriculum Open House, science standards posted in newsletters and on District website, parent letters sent home at the beginning of each area of study, teacher newsletters/websites/weeblys including current science instruction, and science homework. Parent volunteers to help our students with literacy activities Watch DOGS to help our students with activities	Technology, Parent Involvement	Tier 1	Implement	08/31/2020	06/03/2022	$0	Teachers, Interventionists (potentially) Parents, and Administration
Policy & Process	Expected Number of Required Minutes Taught, and increase Time on Task to include flexible grouping, Personal Mastery implementation, iPads, and internet programs like Discovery Ed Child Study Team	Policy and Process, Technology	Tier 2	Implement	08/31/2020	06/03/2022	$0	Coaches, Teaches, & Administration
Common Core Standards	Implementing the Common Core Standards with common assessments will ensure a guaranteed curriculum for all students. Pulling small groups based on current data led by one day a week flexible grouping (the entire day) as well as PD will help make this happen.	Direct Instruction	Tier 1	Getting Ready	09/24/2019	06/04/2021	$0	Teaching staff
Policy & Process	Expected Number of Required Minutes Taught, and increase Time on Task to include flexible grouping, Personal Mastery implementation, iPads, and internet programs -1-1 chromebooks 2-5 and 1-1 iPads for KK-1. Other tech integration can be Compass, Accelerated Reader, Discovery Streaming, Keyboarding, Google Docs, Think Central Math Child Study Team	Policy and Process, Technology, Academic Support Program	Tier 2	Implement	08/24/2020	06/03/2022	$0	Itinerants, Administration, Teachers, and Interventionists
Academic Support	Literacy Coaches (.5 Intervention and .5 Coaching)-Tiers 1 & 2 Flexible Grouping-Title 1-students will be flexibly grouped for additional Tier 2 staff support based on skills deficits identified by the MAP test. Groups are scheduled every day for ½ to ¾ of an hour additional support from Title 1 staff. Summer School After School Tutoring Small group instruction	Technology, Academic Support Program	Tier 2	Implement	08/27/2019	06/03/2022	$0	Teachers, Interventionists, & Administration
Academic Support	Literacy Coaches (.5 Intervention and .5 Coaching)-Tiers 1 & 2 Flexible Grouping-Title 1-students will be flexibly grouped for additional Tier 2 staff support based on skills deficits identified by the MAP test. Groups are scheduled every day for ½ to ¾ of an hour additional support from Title 1 staff. (Tier 2) Summer School (Tier 2) After School Tutoring (Tier 2)	Technology, Academic Support Program	Tier 2	Implement	08/24/2020	06/03/2022	$0	Itinerants, Interventionists, Teachers, and Administration

Teacher Collaboration	District Grade Level and Curriculum/Canvas Meetings Staff Meetings Learning Labs Literacy Coaches (.5 Intervention and .5 Coaching)-Tiers 1 & 2: In looking at our CNA data, we have a gap in our subgroup of economically disadvantaged so our MTSS strategy is addressing this gap.	Technology, Teacher Collaboration	Tier 1	Implement	08/31/2020	06/03/2022	$0	Teachers, Coaches, Administration
Teacher Collaboration	District Grade Level and Curriculum/Canvas Meetings Staff Meetings Learning Labs	Technology, Teacher Collaboration	Tier 1	Implement	08/24/2020	06/03/2022	$0	Teachers and Administration
Instructional & Curriculum Development	As noted in our Comprehensive Needs Analysis, we need to focus on the following to close the gap in our subgroups: Instructional Framework of the Gradual Release of Responsibility in Reading and Math Number Talks Weekly Lessons using Standards, Learning Targets, and Success Criteria Expected Number of Required Minutes Taught, and increase Time on Task to include flexible grouping, Personal Mastery (CBE) implementation, iPads, and internet programs Implementing Personal Mastery System. Students will have clearly defined (In student language) standards aligned with the CCSS. There will be common assessments for all teachers in a grade level and rubrics for assessments of academics and behavior. Basic Facts Practice/Math Operations Differentiated Instruction Implement the Common Core Standards with common assessments to ensure a GVC Canvas Usage Monthly Data Protocols	Technology, Curriculum Development, Direct Instruction	Tier 1	Implement	08/31/2020	06/03/2022	$0	Teaching staff & administration
Teacher Collaboration	District Grade Level and Curriculum/CanvasMeetings Staff Meetings Learning Labs	Technology, Teacher Collaboration	Tier 1	Implement	08/24/2020	06/03/2022	$0	Teaching Staff, Coaches, & Administration

Parent Involvement	Parent Involvement including a curriculum Open House, reading standards posted in newsletters and on District website, parent letters sent home at the beginning of each area of study, teacher newsletters/websites/weeblys including current reading instruction, and reading homework. Parent volunteers to help our students with literacy activities Watch DOGS to help our students with literacy activities	Technology, Parent Involvement	Tier 1	Implement	08/27/2019	06/03/2022	$0	Teachers & Administration
Instructional & Curriculum Development	Foss Implementing Personal Mastery System. Students will have clearly defined (In student language) standards aligned with the CCSS. There will be common assessments for all teachers in a grade level and rubrics for assessments of academics and behavior. Differentiated Instruction Implement the Common Core Standards with common assessments to ensure a GVC. In looking at our CNA data, we have a gap in our subgroup of economically disadvantaged so our MTSS strategies and activities are addressing this gap.	Technology, Curriculum Development, Direct Instruction	Tier 1	Implement	08/31/2020	06/03/2022	$0	All certified staff
PD	Teachers will be able to cite ELOs they know and they use w/ students Teachers will enter grades on Canvas Teaches will use Canvas to inform instruction Teachers will use Canvas to create small group instruction Completion of Monthly Canvas Challenges	Technology	Tier 1	Implement	09/02/2019	06/03/2022	$0	Admin, Certified Staff
Instructional & Curriculum Development	Implementation of MAISA with fidelity Instructional Framework of the Workshop Model in Reading and Math Implementing Personal Mastery System. Students will have clearly defined (In student language) standards aligned with the CCSS. There will be common assessments for all teachers in a grade level and rubrics for assessments of academics and behavior. Differentiated Instruction Implement the Common Core Standards with common assessments to ensure a GVC Use of Canvas to differentiate activities for students/create small groups	Technology, Curriculum Development, Direct Instruction	Tier 1	Implement	08/27/2019	06/03/2022	$0	Certified Staff & Administration

Policy & Process	Child Study Team Expected Number of Required Minutes Taught, and increase Time on Task to include flexible grouping, Personal Mastery implementation, iPads, and 1-1 chromebooks 2-5 and 1-1 iPads for KK-1. Other tech integration can be Canvas, Compass, Accelerated Reader, Discovery Streaming, Keyboarding, Google Docs, Think Central Math.	Policy and Process, Technology	Tier 2	Implement	07/27/2020	06/03/2022	$0	Teachers, Itinerants, Coaches, & Administration
Policy & Process	Expected Number of Required Minutes Taught, and increase Time on Task to include flexible grouping, Competency-Based Education, iPads, and internet programs Child Study Team	Policy and Process, Technology	Tier 2	Implement	09/02/2019	06/03/2022	$0	Interventionists, Itinerants, Administration, Teachers
Instructional & Curriculum Development	Implementing Personal Mastery System. Students will have clearly defined (In student language) standards aligned with the CCSS. There will be common assessments for all teachers in a grade level and rubrics for assessments of academics and behavior. Implement the Common Core Standards with common assessments to ensure a GVC Differentiated Instruction/CBE	Technology, Curriculum Development, Direct Instruction	Tier 1	Implement	08/31/2020	06/03/2022	$0	Teachers & Administration
Academic Support	Literacy Coaches (.5 Intervention and .5 Coaching)-Tiers 1 & 2 Flexible Grouping-Title 1-students will be flexibly grouped for additional Tier 2 staff support based on skills deficits identified by the MAP test. Groups are scheduled every day for ½ to ¾ of an hour additional support from Title 1 staff. (Tier 2) Summer School (Tier 2) After School Tutoring (Title 2)	Technology, Academic Support Program	Tier 2	Implement	08/31/2020	06/03/2022	$0	Coaches, Administration, & Teachers
PD	Staff meetings and professional development on learning targets, SEL, success criteria, and the use of formative assessment data. 5D platform Calendar invites CFV, student interviews, Ask guests to ask students about decision-making in the classroom CFV, student interviews, Ask guests to ask students about decision-making in the classroom *CFV=Classroom Follow-Up Visits (Teacher Driven or Centered/Student Centered/ Student Driven)	Academic Support Program	Tier 1	Implement	08/27/2019	06/03/2022	$0	Admin & teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent and Family Engagement	Parent Involvement including a curriculum Open House, math standards posted in newsletters and on District website, parent letters sent home at the beginning of each area of study, teacher newsletters/websites/weeblys including current math instruction, math homework.	Technology, Parent Involvement	Tier 1	Implement	08/24/2020	08/22/2022	$0	Teaching staff and administrators.
Collaborative Learning	Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction.2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3.Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Academic Support Program, Teacher Collaboration	Tier 1	Implement	08/24/2020	06/03/2022	$0	Certified Teachers
Small Group Instruction/Assessment	Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction.2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3.Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Academic Support Program, Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/27/2019	06/04/2021	$0	All certified staff

Collaborative Learning	Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles: 1. The learner or student is the primary focus of instruction.2. Interaction and "doing" are of primary importance. 3. Working in groups is an important mode of learning. 3.Structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.	Academic Support Program, Teacher Collaboration	Tier 2	Implement	08/27/2018	06/07/2019	$0	All classroom teachers and administrators Coaches Interventionists
Technology Integration	Teachers will engage in several tech activities to build the competencies of all staff members.1-1 chromebooks 2-5 and 1-1 iPads for KK-1. Other tech integration can be Compass, Accelerated Reader, Discovery Streaming, Keyboarding, Google Docs, Think Central Math will also be utilized.	Technology	Tier 1	Implement	08/27/2019	06/05/2020	$0	All teachers
Technology Integration	Technology integration through Canvas training and teacher-led PD. Formation of small groups through data analysis and differentiated instruction via Canvas, our LMS	Professional Learning, Technology, Academic Support Program, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	08/31/2020	06/03/2022	$0	Teachers and Administration
Parent Engagement, SOPs	See previous description Fully implement the Parent Compact and Family Engagement Plan with ESSA updates	Community Engagement, Behavioral Support Program, Parent Involvement	Tier 1	Getting Ready	09/01/2019	06/01/2021	$0	All certified staff, itinerants, and paraprofessionals
Trauma PD	Trauma PD as well as implications in the classroom	Behavioral Support Program	Tier 1	Getting Ready	08/24/2020	06/03/2022	$300	Administration Certified Staff

| Canvas and Tech PD | Staff will enter grades on Canvas
Staff will complete at least on ELO
Certified Teachers will enter lessons in Reading, Math, Writing, SS, Science, and SEL
Rollout for parent integration will begin in the Fall/Winter of 2020. | Technology | Tier 1 | Implement | 08/01/2019 | 06/03/2022 | $0 | All certified teaching staff Administration |

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Support	Literacy Coaches (.5 Intervention and .5 Coaching)-Tiers 1 & 2 Flexible Grouping-Title 1-students will be flexibly grouped for additional Tier 2 staff support based on skills deficits identified by the MAP test. Groups are scheduled every day for ½ to ¾ of an hour additional support from Title 1 staff. Summer School After School Tutoring	Technology, Academic Support Program	Tier 2	Implement	08/24/2020	06/03/2022	$0	Interventionists, After School Tutors, Administration, & Coaches