



# **Single Building District Improvement Plan**

**Gros Cap School**

**Moran Township School District**

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## **Introduction**

The SBDIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SBDIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

# **Improvement Plan Assurance**

## **Introduction**

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

**Improvement Plan Assurance**

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

# **Improvement Plan Stakeholder Involvement**



## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

All Moran Township School District staff members are valuable members of the school improvement plan creation and implementation. School board members, parents and community members contribute concerns as well. Team meetings are held during common times when members are available to meet

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

Professional teaching staff, special education staff, support staff, school board members, parents and community members contributed information concerning students' academic needs. These concerns are investigated by the team and an action plan is created to address the areas of need.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The final improvement plan is made available on our school website and is shared at a regular school board meeting. Progress on the plan is relayed through monthly newsletters to parents, shared at staff meetings throughout the school year and is posted on our website

# **Title I Targeted Assistance Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## Component 1: Needs Assessment

### 1. How was the comprehensive needs assessment process conducted?

Moran Township School District has shown success in the areas of Reading, Math, Science, and Social Studies as evident through the regionally administered grade level assessment devices and nationally normed standardized tests like AIMSweb Math. Reading fluency and comprehension has become a key component for the student success in these areas and has become our focus for the Title IA funds.

Writing and Literacy are subjects that can be taught within all subjects in school. Science and Social Studies curriculum lend themselves to the use of non-fiction text strategies, decoding methods, and summarizing information through writing process such as note taking and comprehensive essays. Writing and Literacy can also be used in Math with problem solving strategies and written responses to example processes used for mathematical reasoning. Moran Township School District uses multiple, educationally bound, objective criteria to establish assessments that evaluate our best practices. These include:

1.M-Step assessment results for 3-8 grade

a.Using cut scores of 1 or 2 to consider a student passing

2.AIMSweb Math three times a year for all students K-8 as a method of progress monitoring for identification of students that may be missing content knowledge or Common Core State Standards

a.Using cut scores that identify the bottom 20th percentile as a base line for this nationally normed assessment

3.Regionally administered NWEA nationally normed assessments in Reading, Mathematics, Science and Language Arts

a. administered three times per year

4.District Common Assessments in

a.Math (K-8 after each unit)

b.Science (K-8 after each unit)

c.Social Studies (K-8 after each unit)

d.Writing (K-8 after each unit)

e.Reading (K-8 after each unit)

5.Multiple assessments are also used in each grade level to evaluate student progress

1.MLPP assessment for sight word knowledge (K-3)

2.Decoding Practices (1-8)

a.Multiple reading assessments (grades K-5) including Hearing and Recording sounds, Letter Sound Identification, Informal Reading are tested monthly in reading and math through Star Assessments.

6.In addition to these tests, students have the opportunity to participate in After School Programs and in-school Academic Support programs that are designed with their needs in mind. Parents of the students are encouraged to be part of this process and are welcome to come and sit in on both programs to learn strategies that will be useful at home. This will help bridge the school to home gap.

\*\*Data is kept in charts that are distributed to staff members and discussed in Professional Learning Communities (PLCs) frequently.\*\*\*

### 2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

At the beginning of each school year, teachers are responsible for testing student ability levels in reading, writing and mathematics. Student data that supports below average levels will be recommended for additional Title I paraprofessional support. These students are then

progress monitored to track growth. Consideration is also given to prior year data, and analyzing where students left off the previous spring.

**3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.**

1. AIMSweb Math, NWEA Math, Reading, Language Arts and Science three times a year for all students K-8 as a method of progress monitoring for identification of students that may be missing content knowledge or Common Core State Standards. Also Star Reading and Math are used at the beginning of each month to progress monitor.

a. Using cut scores that identify the bottom 20th percentile as a base line for this nationally normed assessment

2. District Common Assessments in:

a. Math (K-8 after each unit)

b. Science (K-8 after each unit)

c. Social Studies (K-8 after each unit)

d. Writing (K-8 after each unit)

e. Reading (K-8 after each unit)

3. Multiple assessments are also used in each grade level to evaluate student progress

a. MLPP assessment for sight word knowledge (K-3)

b. Decoding Practices (1-8)

c. Multiple reading assessments (grades K-5) including Hearing and Recording sounds, Letter Sound Identification, Informal Reading Inventories, and much more.

**4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.**

Moran Township School District has Response to Intervention implemented in all K-2 elementary classrooms. This comprehensive process ensures that all students in K-2 have their literacy needs assessed three times a year through AIMSweb, Star Reading and math, NWEA and/or OS.

Students in K-2 are also paired for reading assessments in Literacy Groups based on their most current reading level using the Reading Recovery Model of text evaluation. Reading Recovery is offered to students that are not meeting their current goals and is used K-2 exclusively. In addition Kindergarten students are identified from parent interviews at Kindergarten screenings, preschool assessments and questionnaires that are shared with Kindergarten staff from previous teachers, as well as teacher judgment.

## **Component 2: Services to Eligible Students**

### **1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.**

Moran Township School District provides eligible students with a variety of services throughout the calendar year. These services include:

1. Highly qualified academic support staff that are provided to all eligible students
  - a. This teacher serves as a pull out support or in class support for eligible students K-8.
2. Scholastic Guided Readers are used grade K-8 to help students read and comprehend informational text.
3. Summer School Program that offers Title I students a nine (9) week intensive teaching focusing on math, science, literacy, and writing.
4. Web-based programs K-8 that offer students a chance to enhance educational outcomes by utilizing the schools iPads and netbooks that are distributed to each student at the beginning of the year

### **Component 3: Incorporated Into Existing School Program Planning**

#### **1. How is program planning for eligible students incorporated into the existing school improvement planning process?**

Moran Township School District is committed to the continuous school improvement in all areas of education. Administrators, teachers, support staff, community members, parents, and students are committed to working together to develop a plan to help every students find their success in education. By utilizing this systematic approach, the use of Professional Learning Communities (PLCs), Regional Curriculum Review Teams, and Parent Teacher Organizations models are used district wide.

Moran Township School District is an exemplary school district that is committed to the continued success of all students in all areas. Moran Township School District has achieved district and region wide acknowledgments for our practices, yet we continue to strive to be better.



## Component 4: Instructional Strategies

### 1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

Differentiated small group instruction by highly qualified staff that focuses on the student's level of literacy and helps scaffold their growth as well as Title I academic support in mathematics and literature through pull out /push in strategy.

### 2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

Implementation of leveled classroom libraries

Implementation of Lucy Calkins new grade level writing curriculum customized by grade level and adapted to student needs

Problem based learning training

Informational text comprehension strategies

### 3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

State standardized test scores, along with in house student growth, have increased with this targeted population after additional Title I support was provided in both upper elementary reading and K-8 math and science.

The focus for our extended learning program this year will utilize teachers to provide additional quality instruction to those students in need of additional support in mastering state requirements through push in and pull out services.

### 4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

A summer school program offering math and reading support is offered. Title I support pushed into the classroom during reading and math time and the use of Grades 2-4 leveled literacy groups also minimized the amount of time students are pulled from their regular classroom to receive instruction. This leveling allows for target specific assistance to students to be primary focus of literacy group time.

## **Component 5: Title I and Regular Education Coordination**

### **1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?**

Moran Township School District prides itself in ensuring the success of all students and expects the continuous improvement in all core academic areas as well as in the development of all students into well-rounded, responsible citizens in our community. Students receive Title I support based on the inability to successfully master state required standards through our comprehensive needs assessment process. The coordination of Title I and General Education is done through teacher collaboration and both long and short term planning by all staff members. Title I services providing paraprofessional support within the classroom enables students to receive the support necessary to be successful.

### **2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.**

Area preschool programs, as well as preschool age students, are given opportunities throughout the school year to come into Moran Township School District and our kindergarten classroom. Aside from a formal arranged visit in the spring, we also offer an open House in the fall for all community members, a holiday program, various science and social studies fairs displaying student work and an annual spaghetti dinner. These opportunities allow preschool age students chances to be in the school and in their future classroom in a nonthreatening manner

### Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All teachers meet the NCLB requirements for highly qualified.	

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## Component 7: High Quality and Ongoing Professional Development/Learning

**1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

The comprehensive needs assessment is used by the district to create a professional development plan that identifies ongoing, sustained professional development that is aligned to the goals, objectives and strategies of our district and school improvement plans. Activities are created for both the general education and Title I eligible students. Staff have received regular staff development in the areas of reading, writing, social studies, science, and math using several different methods including train the trainers, bringing in experts from the local EUPISD and our own district, model teaching classrooms, and much more.

**2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

At Moran Township School District, parents are invited to a yearly Open House, Parent Teacher Conferences, and Parent Teacher Organization Carnival. We host several events throughout the year that include pulling in students from a local college to perform a Science Day. Local Historians are invited yearly to give all students information about our diverse history in the Eastern Upper Peninsula.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes		2017-18 school calendar

## Component 8: Strategies to Increase Parental Involvement

**1. How are parents involved in the design of the Targeted Assistance program plan?**

Building targeted assistance plans are presented to parents through PTO meetings, school newsletters, and parents involved in the school improvement committee for school. The Moran Township School District has a Parent Advisory Committee that annually reviews our district parent involvement policy.

**2. How are parents involved in the implementation of the Targeted Assistance program plan?**

Title I parents are active participants in Title I programming. Parents are notified regularly of student progress for all interventions. Parents are encouraged to be classroom volunteers and observe the programs directly. Parents are invited to district and building events. Parents participate in annual Title I surveys.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Parents are able to give input into all Title I activities, policies and compacts at our Open house and through our annual spring Title I Parent Survey. Parents are always invited to share feedback with the superintendent, classroom teacher, or interventionist at any time during the year.	

**4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.**

Title I parents are active participants in Title I programming. Parents are notified regularly of student progress for all interventions. Parents are encouraged to be classroom volunteers and observe the programs directly. Parents are invited to district events. Parents participate in annual Title I surveys.

**5. Describe how the parent involvement activities are evaluated.**

Parents are invited to voice any suggestions to any teacher or administrator in the form of email or face to face conversations that happen on a daily basis. Evaluations of events are performed after the event through online and face to face means.

**6. Describe how the school-parent compact is developed.**

The school parent compact is developed by all stakeholders including the school reading specialist, interventionists, superintendent,

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classroom teachers and Title I parents.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		School parent compact

## 8. How does the school provide individual student academic assessment results in a language parents can understand?

The school communicates assessment results with parents in multiple, simple to understand formats.

- Report cards are written in simple terms and explained thoroughly at conferences.
- Individual reports are sent home to parents in K-2 in the Response to Intervention/ MTSS program (Tier II and III) for each reporting period. Language was written to limit educational jargon.
- Grades k-8 mid marking period progress and end of marking period reports sent home throughout the year.
- Parent Literacy Booklets are sent home with Parent School Compacts giving parents easy to use ideas for promoting literacy at home.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		Policy on parent involvement

## 10. Describe how the parent compact is used at elementary-level parent teacher conferences.

The parent compact promises to provide meaningful instruction and a high quality curriculum so all students will be successful in meeting the Common Core State Standards. This is implemented at parent teacher conferences by communication of the student's progress in the general education setting as well as his or her progress with Title I interventions and goals.

Opportunities for parents to ask questions and learn about the Title program are given. Current Title assessments are shared.

## **Component 9: Coordination of Title I and Other Resources**

### **1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.**

The following federal, state, and local grants or programs are coordinated at the Central Office level for Moran Township School District:

- Response to Intervention was derived from federal mandates through IDEA 2004 and is fully implemented in our elementary buildings for K-2
- Reading Recovery and Literacy Interventions reach students in grades k-4
- Title I paraprofessional support in reading comprehension and fluency for grades 2-6 identified students
- Every student is given access to a free breakfast at the school, along with free and reduced lunch participation at our district

### **2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

The plan demonstrates coordination of integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school. Students identified in nutrition programs are included in the pool of students eligible for Title services as needed.

## Component 10: Ongoing Review of Student Progress

### 1. Describe how the progress of participating students is reviewed on an ongoing basis.

Student progress is monitored frequently and efficient record keeping is in place for all K-8 students.

Students in grades K-8 are monitored through collective assessments. All students go through a universal screening process three times a year using the AIMSWeb test for mathematics, along with Star Math and Reading Assessments. These universal screens define eligible Title I students as well as show their specific needs

### 2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

Moran Township School District is constantly reviewing our assistance program and changes are made as the school deems necessary.

### 3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Professional learning of teachers and Title I staff stems from the building School Improvement goals which are based on current student data and academic achievement. The evaluation of all targeted assistance programming mentioned previously will also guide the building Title I staff and administration when planning for curriculum development and improvement.



## **Evaluation**

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

**1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.**

Staff, Parents, and Administration reviews the targeted assistance program bi-annually to ensure all students are given the best opportunities to reach their full potential.

**2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.**

Grades K-8: District Common Assessments, M-Step scores, AIMSweb assessments, Student growth percentiles, informal reading inventories and progress monitoring of the Guided Reading intervention will be reviewed for which objectives and/or state CCSS are not being met. Intervention groups will be adjusted according to the data submitted at regular intervals. Frequency and duration of the Title I Paraprofessional support is adjusted as needed throughout the year.

**3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.**

The school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving standards by analysis of student growth percentages. This, partnered with the data from AIMSWeb assessments, NWEA Map assessment data and Star Math and Reading test show if the program has been successful with the target population.

**4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.**

Staff, Parents, and Administration reviews the targeted assistance program bi-annually to ensure all students are given the best opportunities to reach their full potential.

# 2017-18 Plan

## Overview

### Plan Name

2017-18 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 will demonstrate increased student growth in scientific inquiry.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	All students will improve math proficiency in numeration and operation	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$15197
3	All students will improve their end of the year writing outcomes.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
4	All students will improve their overall reading fluency and comprehension.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$23000

## Goal 1: All students will demonstrate increased student growth in scientific inquiry.

### Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth in inquiry and content knowledge in Science by 06/09/2017 as measured by M-Step, Stanford or classroom assessments with an increase of 5%.

### Strategy 1:

Project-based learning - To promote increased achievement in scientific inquiry and content knowledge, teachers will implement project-based learning activities.

Category:

Research Cited: Marzano, R. (2007). *The Art and Science of Teaching: A comprehensive framework for effective instruction*. Alexandria, Virginia: ASCD.

Tier:

Activity - Monitor Implementation of Delta Modules	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the Delta Modules through curriculum alignment records and monthly pacing guides.	Supplemental Materials	Tier 1	Monitor	09/05/2017	06/29/2018	\$0	General Fund	Superintendent and classroom teachers in grades k-8.

## Goal 2: All students will improve math proficiency in numeration and operation

### Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth in numeration and operation further defined as fluency with operations in Mathematics by 06/29/2018 as measured by M-Step, AIMSWeb, Star Math assessments, NWEA assessments or classroom assessments by an increase of 5%.

### Strategy 1:

Assessment of mathematic progress - To promote increased achievement in mathematics, teachers will implement the use of AIMSWeb math and weekly assessments in grades k-8 to build consistency and monitor progress.

Category:

Research Cited: Marzano, R. (2001). *Classroom Instruction that Works: Researched-based strategies for increasing student achievement*. Alexandria, Virginia: ASCD.

Tier:

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Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of effective mathematical instruction through monthly pacing guides and curriculum alignment records.	Curriculum Development		Implement	09/05/2017	06/29/2018	\$0	No Funding Required	Superintendent and all teachers in grades k-8

### Strategy 2:

After school and summer school support - After school and summer school will be made available to support mathematics, English language arts, science and social studies during the 2017-18 school year.

Category: Mathematics

Research Cited: Marzano, R. (2007). The Art and Science of Teaching: A comprehensive framework for effective instruction. Alexandria, Virginia: ASCD.

Tier: Tier 1

Activity - Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of after school program and summer school program will be made available to students to support and enhance their academics, focusing on mathematics, English language arts, science and social studies.	Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$15197	Title I Part A	Superintendent and staff hired to provide instruction during academic support time.

## Goal 3: All students will improve their end of the year writing outcomes.

### Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth in writing in English Language Arts by 06/29/2018 as measured by M-Step, or classroom assessments using rubrics based on state benchmarks by an increase of 5%.

### Strategy 1:

Consistent Writing Instruction - Through the use of consistent language, rubrics and scoring, students will have a clear understanding of teacher expectations.

Category: Learning Support Systems

Research Cited: Calkins, L. (1994). The Art of Teaching Writing. Ann Arbor, Michigan: Heinemann

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Culham, R. (1995). 6+1 Traits of Writing: The complete guide grades 3 and up. Portland, Oregon: Scholastic Professional Books.

Tier: Tier 1

Activity - Cross-curricular Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to focus on process writing across the curriculum using consistent language and rubrics.	Other		Implement	09/05/2017	06/29/2018	\$0	No Funding Required	Superintendent and all teachers in grades k-8.

Activity - Implentation of Write Steps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor an updated version of The Write Steps program to strengthen and improve student writing skills.	Supplemental Materials		Monitor	09/05/2017	06/29/2018	\$0	No Funding Required	Superintendent and all teachers in grades k-5

## Goal 4: All students will improve their overall reading fluency and comprehension.

### Measurable Objective 1:

80% of Second, Third, Fourth, Fifth and Sixth grade students will increase student growth in fluency and comprehension in Reading by 06/09/2017 as measured by a Title I intervention paraprofessional as well as through the use of DIBELs literacy assessments and progress monitoring.

### Strategy 1:

Title I Paraprofessional Support - A Title I paraprofessional will work in the classrooms with small group instruction to improve student achievement in reading fluency and comprehension.

Category:

Research Cited: Marzano, R. (2001). Classroom Instruction that Works. Alexandria: Virginia.

Tier: Tier 2

Activity - Paraprofessional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessional support in the classroom utilizing small group instruction to enhance reading comprehension and fluency.	Academic Support Program	Tier 2	Implement	09/05/2017	06/29/2018	\$23000	Title I Part A	Superintendent

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Implementation of Delta Modules	Monitor the implementation of the Delta Modules through curriculum alignment records and monthly pacing guides.	Supplemental Materials	Tier 1	Monitor	09/05/2017	06/29/2018	\$0	Superintendent and classroom teachers in grades k-8.

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Paraprofessional Support	Paraprofessional support in the classroom utilizing small group instruction to enhance reading comprehension and fluency.	Academic Support Program	Tier 2	Implement	09/05/2017	06/29/2018	\$23000	Superintendent
Academic Support	Implementation of after school program and summer school program will be made available to students to support and enhance their academics, focusing on mathematics, English language arts, science and social studies.	Academic Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$15197	Superintendent and staff hired to provide instruction during academic support time.

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation of Write Steps	Teachers will monitor an updated version of The Write Steps program to strengthen and improve student writing skills.	Supplemental Materials		Monitor	09/05/2017	06/29/2018	\$0	Superintendent and all teachers in grades k-5



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Progress Monitoring	Monitor the implementation of effective mathematical instruction through monthly pacing guides and curriculum alignment records.	Curriculum Development		Implement	09/05/2017	06/29/2018	\$0	Superintendent and all teachers in grades k-8
Cross-curricular Writing	Teachers will continue to focus on process writing across the curriculum using consistent language and rubrics.	Other		Implement	09/05/2017	06/29/2018	\$0	Superintendent and all teachers in grades k-8.