



# **Single Building District Improvement Plan**

**Gros Cap School**

**Moran Township School District**

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# TABLE OF CONTENTS

Introduction.....	1
<b>Improvement Plan Assurance</b>	
Introduction.....	3
Improvement Plan Assurance.....	4
<b>Improvement Plan Stakeholder Involvement</b>	
Introduction.....	6
Improvement Planning Process.....	7
<b>Title I Targeted Assistance Diagnostic</b>	
Introduction.....	9
Component 1: Needs Assessment.....	10
Component 2: Services to Eligible Students.....	12
Component 3: Incorporated Into Existing School Program Planning.....	13
Component 4: Instructional Strategies.....	14
Component 5: Title I and Regular Education Coordination.....	15
Component 6: Instruction by Highly Qualified Staff.....	16
Component 7: High Quality and Ongoing Professional Development/Learning.....	17
Component 8: Strategies to Increase Parental Involvement.....	18
Component 9: Coordination of Title I and Other Resources.....	20

Component 10: Ongoing Review of Student Progress..... 21

Evaluation ..... 22

**2018 School Improvement Plan**

Overview..... 24

Goals Summary..... 25

    Goal 1: All students will demonstrate increased student growth in scientific inquiry. .... 26

    Goal 2: All students will improve math proficiency in numeration and operation..... 26

    Goal 3: All students will improve their end of the year writing outcomes..... 28

    Goal 4: Students in grades k-4 will improve their overall reading fluency and comprehension..... 28

Activity Summary by Funding Source..... 30

## **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 administers several different benchmark assessments throughout the year, such as NWEA and Renaissance Star Early Literacy, Reading, and Mathematics. Our team of teachers, administrators, support staff, board members and parents look to this analyzed data to find the most pressing needs to focus our school improvement on. Reading fluency and comprehension continues to be a key focal point for increasing student success. The implementation of a literacy interventionist has become the focus for our Title IA funds, with the goal of improving k-4 early literacy and overall reading skills. An additional area of concern indicated in the data continues to be numeration and number sense in mathematics. 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, using cut scores of 1 or 2 to consider a student passing
- 2.Regionally administered NWEA nationally normed assessments in Reading, Mathematics, Science and Language Arts, administered three times per year
3. Locally administered Renaissance Star Early Literacy, Reading and Mathematics assessments, administered first week of each month
- 4.District Common Assessments in Math (K-8 after each unit), Science (K-8 after each unit), Social Studies (K-8 after each unit), Writing (K-8 after each unit) and Reading (K-8 after each unit)
- 5.Multiple assessments are also used in each grade level to evaluate student progress (MLPP assessment for sight word knowledge (K-3), Decoding Practices (1-8), Multiple reading assessments (grades K-5) including Hearing and Recording sounds, Letter Sound Identification and Informal Reading, OS )
- 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 shared with staff members and discussed in full staff meetings 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 support. These students are then progress monitored to track growth. Consideration is also given to prior year data. Several pieces of data are compiled on students to determine "At-Risk" status, such as non-proficiency on M-Step in the core areas, economically disadvantaged, truancy, homelessness, etc. These students found to be failing or most at risk of failing to meet curriculum standards are provided with the support necessary to make them successful.

### 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.

and current levels to national norms, and determine equivalent grade level and projected growth. Students that are not where they need to be at any time throughout the year are determined to be at-risk and provided additional support. Students in grades k-4 with deficiencies in early literacy and reading will qualify for a literacy intervention.

NWEA Language Usage, Reading, Mathematics, and Science is given three times per year. Students not where they need to be with this assessment are also provided literacy intervention time if falling in grades k-4.

Students in grades k-8 failing or at risk of failing to meet standards in core academic areas other than reading will be supported with additional paraprofessional support, teacher one-on-one support and/or at home work. District Common Assessments in Math (K-8 after each unit), Science (K-8 after each unit), Social Studies (K-8 after each unit), Writing (K-8 after each unit), and Reading (K-8 after each unit) along with multiple assessments are used in each grade level to evaluate student progress, including MLPP assessment for sight word knowledge (K-3), Decoding Practices (1-8), Multiple reading assessments (grades K-5) including Hearing and Recording sounds, Letter Sound Identification, Informal Reading Inventories, and much more. Students failing or at risk of failing to meet standards in grades 3-8 in all other core academic areas will qualify for after school program support and summer school academic support.

**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 are assessed three times a year through OS (Observation Summary), NWEA MAP, and monthly with Renaissance Star Early Literacy, Reading and Math assessments.

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 in 1st grade exclusively. In addition, students in k-2 at risk of failing to meet standards will be offered literacy intervention. Also, 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.**

Title I, Part A funds support the role of our literacy interventionist. This role is half day, providing both push in and pull out early literacy and reading support in addition to the classroom instruction students receive daily. Since reading is cross curricular, all four academic areas are being supported.

Moran Township School District provides at risk students with the opportunity of an after school program and a summer school program.

### **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. Our existing school improvement plan incorporates the use of a literacy intervention to increase our overall reading fluency and comprehension. We also incorporate after school and summer school programs to support those students failing or at risk of failing.



## **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, along with small group support in all academic areas during after school and summer school programming.

### **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.**

The focus for our extended learning program this year will utilize a literacy intervention teacher 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.**

An after school and summer school program is offered to support students in core academic areas. Literacy support as push in or pull out of the classroom for grades k-4 is offered, with times offsetting classroom instruction 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 support based on the inability to successfully master state required standards through our comprehensive needs assessment process. The coordination of Title I services and General Education is done through teacher collaboration and both long and short term planning by all staff members. Title I services providing support within the classroom and pushed out of 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.

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**Component 6: Instruction by Highly Qualified Staff**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	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 Title I, part A instructional paraprofessionals meet the NCLB requirements for highly qualified.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	No	All teachers meet the NCLB requirement 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.

Efforts will be put into Math AVMR training for staff in grades 1,2 and 5/6. This effort will create a comprehensively trained staff in the latest "Math Recovery" strategies and skills.

**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. All of these events are advertised and parents/public are welcomed to attend.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes		2018-19 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 is transitioning to a stronger family/parent engagement program for 2018-19 school year. This enhanced engagement will provide us a stronger avenue of support as we move to whole school title programming.

**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?	No	In years past, parent involvement has been minimal, in spite of the districts's efforts to involve them. Parents have been surveyed at the end of past years, with few surveys being returned to the district. Our intent for the upcoming year is to enlist parent and family engagement and focus efforts on strengthening this connection. Parents will continue to be surveyed at the end of the year regarding their students participation in our Title program.	

**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 are encouraged to 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. Evaluations of events are performed after the event through online and face to face means. Moving forward, we hope to evaluate events the day of completion with forms available at the close of the activity. Our intent to have greater responses from participants as they are present in the building, and are only asked to give a few more minutes to help better our programming.

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

The school parent compact has been developed by all stakeholders including the school reading specialist, interventionists, superintendent, teachers and parents. Moving forward, we are hopeful to have a larger parent voice in the creation of our new compact. With our beginning of the year open house kick off event, our intent is to inspire our parents to become actively involved in the education of their sons and daughters.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	Attached is our past Title I School - Parent compact. Our goal is to modify and revamp this for the 2018-19 school year.	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.

Teachers and staff make themselves available through multiple means to communicate with parents and answer any questions that may arise around assessment results throughout the year.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	The school level parent involvement policy is attached.	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, with an ongoing Student Assistance Team for students in grades k-8
- Reading Recovery and Literacy Interventions reach students in grades k-4
- Title I after school and summer school support in the core academic areas for grades 2-8 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. Our in house team of teachers and the administrator, review the data collectively at beginning, middle and end of year, with teachers responsible for their monthly progress monitoring and screening.

Students in grades K-8 are monitored through collective assessments. All students go through a universal screening process three times a year using the NWEA test for mathematics, reading, language usage and science, along with Renaissance Star Math and Reading Assessments. Additional screenings and assessments are in place for students k-4 in regards to literacy. 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.

Our targeted assistance program has been revised to meet the intent of the Third Grade Reading Law, along with the need of our students in k-4. Reading fluency and comprehension has been a goal of ours for the past few years, and with the use of our Title funds supporting an interventionist in house on a daily basis, we feel we are providing opportunities that enable our children to meet the State's challenging student achievement standards. Along with the literacy program, we also offer after school programming and summer school, both taught by a highly qualified teacher, addressing the need of core academics.

### 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.

Staff have attended ISD sponsored trainings over the use of the NWEA assessment and data. We have also had in house experts share their knowledge of Renaissance Star Early Literacy, Reading and Math assessments and reports.



## **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. In years past, we have looked over the student data both mid year and end of year to evaluate the success or lack there of for our Title program. We intend to address this evaluation procedure over the upcoming school year, and create a more effective evaluation procedure for the program itself, and not so much the students.

### **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, NWEA assessments, Renaissance Star Early Literacy, Reading and Math 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 participation in the Literacy Intervention of the Title support is adjusted as needed throughout the year. Additional, the use of the mentioned data sources provide the baseline for after school and summer school participants.

### **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 NWEA Map assessment, and Renaissance Star Early Literacy, 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 have reviewed the program evaluation in year's past by looking to student data. This helped us to decided if the program was effectively meeting the needs of our students. Our intent for the upcoming school year is to revise our overall evaluation plan and make the necessary changes to our targeted assistance program at that time, perhaps with changing to whole school title programming, in the hopes of reaching our larger population of learners.

# **2018 School Improvement Plan**

## **Overview**

### **Plan Name**

2018 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 will demonstrate increased student growth in scientific inquiry.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$20000
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: 1	Academic	\$0
4	Students in grades k-4 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 All Students will increase student growth in inquiry and content knowledge in Science by 06/08/2018 as measured by M-Step, NWEA 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 Foss Kits	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.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/07/2019	\$0	General Fund	Superintendent and classroom teachers in grades k-8.

### Strategy 2:

Update Science Resources - Delta Foss Science Kits will be purchased for k-8 instruction and teachers trained in the implementation of such kits for instruction with students to begin 2018-19 school year.

Category: Science

Research Cited: Lake,C. and Slavin, R. May 2012. Effective Programs for Elementary Science:A Best-Evidence Synthesis. John Hopkins University.

Tier: Tier 1

Activity - Delta Foss Kits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase, train and implement instruction in science utilizing Delta Foss Kits for grades k-8 in 2018 -19 school year.	Materials	Tier 1	Implement	07/01/2018	06/30/2019	\$20000	Title IV Part A	Superintendent, professional teaching staff

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

### Measurable Objective 1:

100% of All Students will increase student growth in numeration and operation further defined as fluency with operations in Mathematics by 06/07/2019 as measured by M-Step, 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:

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	09/04/2018	06/07/2019	\$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	09/04/2018	06/07/2019	\$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 All Students will increase student growth in writing in English Language Arts by 06/07/2019 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

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	09/04/2018	06/07/2019	\$0	No Funding Required	Superintendent and all teachers in grades k-8.

### Goal 4: Students in grades k-4 will improve their overall reading fluency and comprehension.

**Measurable Objective 1:**

80% of Kindergarten, First, Second, Third and Fourth grade students will increase student growth in fluency and comprehension in Reading by 06/07/2019 as measured by Star Early Literacy and Reading assessments, NWEA, Dibels, OS, M-Step and local assessments by 5%..

**Strategy 1:**

Reading Interventionist Support - A Reading Interventionist will work in the classrooms with small group as well as one on one pull out instruction to improve student achievement in reading fluency and comprehension in grades k-4.

Category: English/Language Arts

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

Tier: Tier 2

**Single Building District Improvement Plan**

Gros Cap School

Activity - Reading Interventionist Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy support in the classroom utilizing small group instruction and pull out one on one to enhance reading comprehension and fluency.	Academic Support Program	Tier 2	Implement	09/04/2018	06/07/2019	\$23000	Title I Part A	Superintendent



## 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
Cross-curricular Writing	Teachers will continue to focus on process writing across the curriculum using consistent language and rubrics.	Other		Implement	09/04/2018	06/07/2019	\$0	Superintendent and all teachers in grades k-8.
Progress Monitoring	Monitor the implementation of effective mathematical instruction through monthly pacing guides and curriculum alignment records.	Curriculum Development		Implement	09/04/2018	06/07/2019	\$0	Superintendent and all 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
Reading Interventionist Support	Literacy support in the classroom utilizing small group instruction and pull out one on one to enhance reading comprehension and fluency.	Academic Support Program	Tier 2	Implement	09/04/2018	06/07/2019	\$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	09/04/2018	06/07/2019	\$15197	Superintendent and staff hired to provide instruction during academic support time.

### Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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**Single Building District Improvement Plan**

Gros Cap School

Delta Foss Kits	Purchase, train and implement instruction in science utilizing Delta Foss Kits for grades k-8 in 2018 -19 school year.	Materials	Tier 1	Implement	07/01/2018	06/30/2019	\$20000	Superintendent, professional teaching staff
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**General Fund**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Implementation of Foss Kits	Monitor the implementation of the Delta Modules through curriculum alignment records and monthly pacing guides.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/07/2019	\$0	Superintendent and classroom teachers in grades k-8.