

Goals and Plans 2019-2020

Rose City School

West Branch-Rose City Area Schools

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Overview

Plan Name

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Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will increase proficiency in mathematics.	Objectives: 1 Strategies: 7 Activities: 16	Academic	\$201498
2	All students will increase proficiency in English Language Arts.	Objectives: 1 Strategies: 7 Activities: 26	Academic	\$86522
3	All students will increase proficiency in science.	Objectives: 1 Strategies: 7 Activities: 18	Academic	\$5264
4	All students will increase proficiency in social studies.	Objectives: 1 Strategies: 7 Activities: 16	Academic	\$1500
5	All teachers will increase proficiency in cross-curricular instruction to	Objectives: 1 Strategies: 4 Activities: 20	Organizational	\$98133
6	All teachers will increase proficiency in data analysis to	Objectives: 1 Strategies: 3 Activities: 14	Organizational	\$14976
7	All students will participate in activities from the Michigan Career Development Model.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: All students will increase proficiency in mathematics.

Measurable Objective 1:

A 6% increase of All Students will demonstrate a proficiency on the state assessment in Mathematics by 06/30/2019 as measured by state and local assessments.

Strategy 1:

Best Practice Instruction - Staff will utilize best practice strategies presented by math consultants, math coaches, and other trainers to improve student performance on mathematics focal points identified as deficient, focusing on math computation, and problem solving skills.

Category: Mathematics

Research Cited: Response to Intervention in Math, Riccomini P. and Witzel B., 2009

RTI & Math: The Classroom Connection, Kemp K., Eaton M., and Poole S., 2009

Common Core Mathematics New York Edition, Jossey-Bass, 2013; Adaptive Schools Foundation Seminar, Garmston R., and Wellman B., 2013

Cognitive Coaching Seminars Foundation Training, Costa, A.L., Garmston, R.J., 2013

Elementary and Middle School Mathematics: Teaching Developmentally by John A. Van De Walle, Karen S. Karp, Jennifer M. Bay-Williams, Jonathan (CON) Wray in Books

Common Core Math in a PLC, Fisher and Frey

Schaffhauser, D. Wowzers Tackles Elementary Math with Online Games. 2012

Rebora, A. 2015. Study: Teacher Outreach to Parents Has 'Under-Explored Potential' in Schools.

http://blogs.edweek.org/teachers/teaching_now/2015/05/study_teacher_outreach_to_parents_boosts_student_performance.html?cmp=ENL-EU-NEWS2.

Summary: Students should learn mathematics first via concrete methods of learning, then representational learning, and then abstractly. Students should also be provided time to write about their mathematical thinking and strategies applied to problems in math.

Tier:

Activity - Effective Relationships (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop strategies to establish and maintain effective relationships with students and parents and engage students in effective learning activities. The district will provide training designed to help teachers develop these strategies through PLC's.	Parent Involvement	Tier 1	Implement	06/01/2015	06/30/2021	\$0	No Funding Required	All Staff

Activity - Family Night (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and administration will engage parents and students in activities during a Math focused Family Night. Materials include resources for make and take activities and supplies for parent/student hands-on activities. The purpose is to build better relationships between families and school staff, and educate parents on best practice strategies for differentiation. This will also serve as a platform to exchange ideas with parents about how they can help their students at home and give staff an opportunity to become more familiar with individual family needs and how we can better serve each student's needs at school. \$300	Parent Involvement	Tier 1	Implement	06/01/2016	06/30/2021	\$300	Title I Part A	Staff and administrator
Activity - Parent Instructional Materials (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase instructional materials for parents to use to develop mathematics skills at home. \$200	Parent Involvement		Getting Ready	06/01/2015	06/30/2021	\$200	Title I Part A	Title I Coordinator
Activity - Technology-Classroom Equipment and Chrome Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will implement how to use hand-held devices, tablets and apps, document cameras, Smart notebook lessons, graphing calculators, Chrome Books, open source resources, and more to improve, transform, and differentiate instruction.	Direct Instruction, Academic Support Program, Technology		Implement	06/01/2015	06/30/2021	\$0	No Funding Required	RCS classroom staff
Activity - Using Thinking Maps Effectively (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide training designed to prepare teachers to implement Thinking Maps, a common visual language for learning within and across disciplines, using a train-the-trainer model from a summer workshop, specifically using the visuals in writing and writing in reference to mathematical responses.	Professional Learning		Implement	06/01/2015	06/30/2021	\$0	No Funding Required	Title Coach, Math Instructors
Activity - Parent Involvement Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplies to support math family night activities. Supplies include hands-on family engagement activities that parents and students participate in during family night. Supplies also include make and take manipulatives and at-home practice activities. Costs also includes dinner.	Parent Involvement			08/01/2016	06/30/2021	\$300	Title II Part A	Administration and staff

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Strategy 2:

Extended Day/Extended Year - Staff will provide extended day or extended year offerings to provide additional support for low achieving students.

Category:

Research Cited: Assisting Students Struggling with Reading: Response to Intervention (Rtl) and Multi-Tier Intervention.

What Works Clearinghouse

RTI in Reading and Mathematics: Moving Evidence on What Works into Practice. www.rti4success.org

The RTI Guide: Developing and Implementing a Model in Your Schools by Jim McCook

RTI Toolkit: A Practical Guide for Schools by Jim Wright

Summary: A multi-tiered response to intervention system that includes universal screening, progress monitoring, flexible grouping, and explicit and systematic instruction is necessary for meeting the needs of all learners. Additional time for instruction is necessary to meet the needs of all learners while ensuring that all students also receive Tier I instruction.

Tier:

Activity - Tutoring (Tier 3)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Salary and benefits for 3 highly qualified teachers to provide tutoring outside the school day for students who are identified as being significantly below benchmark in reading and math. Tutoring will be offered 1 hour per day before or after school 2 or 3 days per week for 18 weeks for a total of 162 hours x \$30 = \$4860 salary + \$1993 benefits	Academic Support Program, Technology	Tier 3	Implement	06/01/2015	06/30/2021	\$6853	Title I Part A	Selected teachers

Strategy 3:

Data Analysis - Teachers will analyze formative and summative assessment data and adjust instruction and interventions.

Category:

Research Cited: Classroom Instruction that Works, by Robert Marzano

Results Now, by Mike Schmoker

<http://mikeschmoker.com/data-analysis.html>

Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning by Mike

Schomker.

Enhancing Student Achievement: A Framework for School Improvement by Charlotte Danielson

Quality curriculum instruction is based on data and evaluated by staff at multiple levels.

A Technical Note on Meta-Analysis reports that utilizing formative assessments has an effect size of .4 to .7.

Summary: "Information is the key to holding schools accountable for improved performance every year among every student group. Data is our best management tool. I often say that what gets measured, gets done. If we know the contours of the problem, and who is affected, we can put forward a solution. Teachers can adjust lesson

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plans. Administrators can evaluate curricula. Data can inform decision-making. Thanks to No Child Left Behind, we're no longer flying blind." - Margaret Spellings, U. S. Secretary of Education

Tier:

Activity - Illuminate Data Upload & Reports (or other system adopted by COOR)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and the Title I Interventionist will utilize Illuminate to upload classroom test/module results and access reports to analyze data to drive, adjust, and differentiate instruction in determining benchmark scores or intervention needs of students.	Technology, Professional Learning		Monitor	06/01/2015	08/31/2020	\$0	No Funding Required	Teachers, Title I Interventionist

Activity - Math Data Analysis (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student reading data from testing results including math fluency screening, M-Step, classroom assessments/module tests, common assessments, and NWEA results. This evaluation will determine student growth, enrichment, and/or intervention possibilities. Teachers will locate trends and use conclusion data to drive, adjust, and differentiate instruction.	Direct Instruction, Technology		Monitor	06/01/2015	08/31/2020	\$0	No Funding Required	Title I Interventionist, Teaching Staff, Administrator

Activity - Formative Assessments (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative assessments will be used in the classroom to provide immediate feedback to the teacher about instruction and student understanding. Teachers will make necessary adjustments to delivery and/or strategies to increase student understanding.	Direct Instruction	Tier 1	Monitor	06/01/2015	06/30/2021	\$0	No Funding Required	Classroom teachers, Paraprofessionals

Strategy 4:

Instructional Coach and Interventionist - An instructional coach will support and model classroom instruction in mathematics to facilitate improving Tier I instruction for all students in order to decrease the number of students who are at risk. During interventionist time, this person will work with Tier 2 and 3 students to provide interventions that will close the gap toward achieving benchmark status.

Category:

Research Cited: Classroom Instruction that Works, by Robert Marzano

Results Now, by Mike Schmoker

A Framework Understanding Poverty, by Ruby Payne

Brain-Based Learning: Upside Down Organization, Frank Kros

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Summary: Students are more successful when there are support systems in place. Students in poverty need support systems to help to meet the needs emotionally, physically and academically which may not be met at home.

Tier:

Activity - Instructional Coaching (Tier I)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional coaches will provide ongoing training and model research based strategies for teachers and paraprofessionals in the area of teaching and mathematics and evaluating student work. Salary and benefits.	Academic Support Program	Tier 1	Implement	06/01/2015	08/31/2020	\$19136	Title I Part A	Instructional Coach

Activity - Interventionist (Tiers 2 and 3)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Salary and benefits for a highly qualified ELA/math interventionist to provide Tier 2 and Tier 3 instruction for qualifying students as outlined on the district Multi-tiered System of Support Plan. The balance of her schedule (20%) is spent as a literacy /math coach to support classroom teachers and paraprofessionals with interventions and training in best practice methodology. Schedule and deliverables are attached.	Academic Support Program, Technology	Tier 2	Implement	06/01/2015	08/31/2020	\$76544	Title I Part A	Title 1 Coordinator, Interventionists, teaching staff and paraprofessionals.

Strategy 5:

Paraprofessional Support Staff - Paraprofessionals will deliver small group instruction to identified at-risk students.

Category:

Research Cited: Classroom Instruction that Works, by Robert Marzano

Results Now, by Mike Schmoker

A Framework Understanding Poverty, by Ruby Payne

Brain-Based Learning: Upside Down Organization, Frank Kros

Summary: Students are more successful when there are support systems in place. Students in poverty need support systems to help to meet the needs emotionally, physically and academically which may not be met at home.

Tier:

Activity - Paraprofessional Support (Tier 2 and 3)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Salary and benefits for 2 highly qualified paraprofessionals (Non-Certified Staff) who provide supplemental academic interventions in English Language Arts and Mathematics during daily intervention time as outlined in the district MTSS Plan. 2 paraprofessionals @ 4 hours per day.	Academic Support Program, Technology	Tier 2	Implement	06/01/2015	06/30/2021	\$23445	Title I Part A	Paraprofessional staff along with administrative and instructional coaching support. Salary \$16435 + \$7010 benefits = \$23445
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Strategy 6:

Pupil Support Services - Counselors and social workers will support improved academic success by supporting the social and emotional needs of students.

Category:

Research Cited: Classroom Instruction that Works, by Robert Marzano

Results Now, by Mike Schmoker

A Framework Understanding Poverty, by Ruby Payne

Brain-Based Learning: Upside Down Organization, Frank Kros

Summary: Students are more successful when there are support systems in place. Students in poverty need support systems to help to meet the needs emotionally, physically and academically which may not be met at home.

Tier:

Activity - Academic Support-At Risk Students (Tier 2 and 3)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors and social workers will provide support services to students identified as at-risk based on the identified risk factors.	Academic Support Program, Technology		Implement	06/01/2015	08/31/2020	\$69720	Section 31a	Counselor and Social Worker

Activity - Math Intervention- Fraction Face-Off!	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fraction Face-Off! is a math program focused on improving students knowledge and understanding of fractions and decimals. Materials to include manuals, student materials, and manipulatives for use with students struggling with fractions grades 5-6. Possible application as a supplement for grades 3-4	Academic Support Program	Tier 1	Getting Ready	04/01/2018	08/31/2020	\$5000	Title I Part A	Instructional coach, administration, classroom teacher and intervention staff

Strategy 7:

Multi-tiered System of Support - Staff will implement a multi-tiered system of support to improve student achievement in mathematics.

Category:

Research Cited: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention.

What Works Clearinghouse

RTI in Reading and Mathematics: Moving Evidence on What Works into Practice. www.rti4success.org

The RTI Guide: Developing and Implementing a Model in Your Schools by Jim McCook

RTI Toolkit: A Practical Guide for Schools by Jim Wright

Summary: A multi-tiered response to intervention system that includes universal screening, progress monitoring, flexible grouping, and explicit and systematic instruction is necessary for meeting the needs of all learners.

Tier:

Activity - Multi-tiered System of Support Training (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will be provided with training to enable them to further understand and evaluate how to implement a multi-tiered system of support program that strengthens Tier 1, Tier 2, and Tier 3 instruction. This will also include technology in the form of teaching para professionals how to monitor students while using online resources.	Academic Support Program	Tier 3	Evaluate	06/01/2015	06/30/2022	\$0	No Funding Required	Administration, Instructional Coach, and Teaching Staff

Goal 2: All students will increase proficiency in English Language Arts.**Measurable Objective 1:**

A 4% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the state assessment in English Language Arts by 08/31/2018 as measured by state and local assessments.

Strategy 1:

Best Practice Instruction - District staff will utilize best practice strategies presented by reading consultants, literacy coaches, and other trainers to improve student performance in reading.

Category:

Research Cited: Michigan Mission Possible Literacy state-wide group Common Core State Standards

Michigan Association of Intermediate School Administrators (MAISA) Reading Units Burke, Jim, Ronadl M. Klemp, and Wendell Schwartz.

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Reader's Handbook: A Student Guide for Reading and Learning. Wilmington, MA: Great Source Education Group, 2002. Print.

Kittle, Penny. Book Love: Building Reading Lives That Last. [S.l.]: Heinemann, 2012. Print.

"Literacy Skills." LiteracyTA. Literacy TA, 2012. Web. 18 June 2012. <<http://www.literacyta.com/literacyskills>>.

Common Core ELA in a PLC, Fisher and Frey

Lucy Calkins, Mary Ehrenworth, and Christopher Lehman. Pathways to the Common Core: Accelerating Achievement.

Adaptive Schools Foundation Seminar, Garmston R., and Wellman B., 2013

Cognitive Coaching Seminars Foundation Training, Costa, A.L., Garmston, R.J., 2013

Akhavan, Nancy. The Content-Rich Reading and Writing Workshop.

Evidence of Effectiveness: Performance of English Language Learners on Headsprout, n.d.; <https://www.headsprout.com/main/ViewPage/name/efficacy-ELL-effectiveness/>

Summary: Effective reading strategies need to be continuously taught in the content areas with an emphasis being placed on informational reading material developing rigorous content and higher order thinking skills .

Tier:

Activity - Conferences MRA - Reading (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1 staff will attend the MRA conference. Teachers will attend train-the-trainer workshops to gather resources and strategies bringing them back to share with teaching and counseling staff. \$175 registration + \$300 hotel rooms + \$54 meals + \$60 mileage	Technology , Professional Learning	Tier 1	Implement	06/01/2015	06/30/2021	\$550	Title II Part A	Selected ELA teacher

Activity - Effective Relationships and Parent Involvement (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to develop strategies to establish and maintain effective relationships with students, parents, and community, engaging students and parents in effective learning activities recommended from teacher training workshops and/or best practices. The district will provide training to develop these strategies as appropriate, and activities will be designed, planned, and practiced through PLC's on site.	Parent Involvement	Tier 1	Implement	06/01/2015	06/30/2021	\$0	No Funding Required	All staff

Activity - Family Night (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and administration will engage parents and students in activities during a Reading focused Family Night. Materials include resources for make and take activities and supplies for parent-student hands-on activities. The purpose is to build better relationships between families and school staff. This will also serve as a platform to exchange ideas with parents about how they can help their students at home and give staff an opportunity to become more familiar with individual family needs and how we can better serve each student's needs at school. Dinner is included and a professional subject area presenter will be contacted for a student/parent presentation. Up to 200 people may attend. \$500 for a presenter, \$ 100 for supplies, \$200 dinner = \$700	Parent Involvement	Tier 1	Implement	06/01/2015	06/30/2021	\$700	Title I Part A	Staff and administrator
Activity - Phonics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RCS teaching staff will continue to use phonics instruction with K-2 students to develop the foundation for successful reading habits and performance.	Direct Instruction	Tier 1	Implement	06/01/2015	08/31/2020	\$0	No Funding Required	ELA teachers, paras, coach, interventionist
Activity - Common Writing Prompt	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A common writing prompt will be designed to engage all K-6 students in writing, 3 times per year-fall, winter, spring. Writings will be scored using a common rubric. Writings will be evaluated in reference to grade level skill level and expectations. Scored writings will be shared among all teaching staff and discussion will take place noting trends, deficiencies, and appropriate interventions, collecting data points for improvement in writing in response to listening/reading. Instruction may be adjusted in accordance with the results of evaluation.	Academic Support Program		Implement	06/01/2015	08/31/2018	\$0	No Funding Required	Instructional Staff, Title Interventionist, FAME members, Administrator
Activity - Using Thinking Maps Effectively (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide training designed to prepare teachers to implement Thinking Maps, a common visual language for learning within and across disciplines, using a train-the-trainer model from a summer workshop, specifically using the visuals in writing and writing in reference to reading responses.	Direct Instruction, Academic Support Program	Tier 1	Implement	06/01/2015	06/30/2021	\$0	No Funding Required	Title I Coach and Classroom Teachers
Activity - Technology-Classroom Equipment and Chrome Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teaching staff will implement how to use hand-held devices, tablets and apps, document cameras, Smart notebook lessons, graphing calculators, Chrome Books, open source resources, and other emerging technologies to improve, transform, and differentiate instruction.	Direct Instruction, Technology	Tier 1	Implement	06/01/2015	08/31/2020	\$0	No Funding Required	Classroom teachers and Para professionals
Activity - BOOK BAGS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase books to distribute to elementary students during March is Reading Month. Teachers will model strategies during family night for parents to use with their children at home to increase parent support for literacy activities.	Parent Involvement	Tier 1	Implement	01/13/2016	06/30/2021	\$3000	Title I Part A	Teaching staff
Activity - Literacy Instructional Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stipends and benefits for 9 teachers to attend training provided outside the regular school day that will focus on improving Tier 1 instructional strategies for literacy, including phonics, reading workshop, writing workshop, conferring, informational writing and guided reading. 11 teachers @ \$75+ 44.3% x 6 sessions= \$7143	Professional Learning	Tier 1	Implement	01/13/2016	06/30/2021	\$7143	Title II Part A	Teaching staff, administrators,
Activity - Reading Supplemental Materials to Support Intervention Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guided reading book sets to support students in intervention groups with texts that support their learning level of reading. Cost of \$700 for 30 sets at various levels.	Supplemental Materials		Implement	01/01/2017	06/30/2018	\$700	Title I Schoolwide	Administration, teaching staff
Activity - Essential Instructional Practices in Early Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Annie Spear will be presenting on the Essential Instructional Practices in Early Literacy which include Prekindergarten, K-3, and 4-5 (due out in June). These literacy Essentials are effective practices for every student, every day, in all classrooms (Tier 1) and are supported by MDE. This training will be offered to all staff K-4. The professional learning is focused on using our current resources and curriculum to build classroom community in the first 6 weeks of school while purposefully infusing literacy practices aligned with the Essentials. While this plan directly correlates to the kindergarten pacing guides for community, it certainly supports the work ALL teachers do at the beginning of the year. This will build upon the work we've done (e.g., FIT Teaching and PBIS) through the lens of literacy and will support you to incorporate the Essentials using the curriculum and resources you have. Stipends for 5 teachers to attend for 3 days @ \$150 per day = \$2250	Teacher Collaboration, Curriculum Development, Professional Learning		Getting Ready	05/01/2017	08/31/2020	\$2250	Title II Part A	Administration, teaching staff, literacy coach from COOR
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Activity - ELA Professional Development-Pearson	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA Pearson Training 2019-20. ELA staff will have the opportunity to participate in professional learning to implement the Pearson Ready Gen (K-5) or My Perspectives (6-12) curriculum with fidelity. Stipends and benefits for 10 teachers to attend 3 sessions of professional learning provided outside the school day by the Pearson consultant or instructional coach that will focus on utilizing best practices to fully implement the Ready Gen and My Perspectives curriculum with fidelity for all general education, special education, and Intervention staff 10 teachers @ \$75 + 44.3% (108.23) = \$1082.30 x 3 sessions = \$3246.90	Direct Instruction, Curriculum Development	Tier 1	Implement	06/01/2019	06/30/2021	\$4000	Title II Part A	Administration, teaching staff

Strategy 2:

Data Analysis - Teachers will analyze assessment data and adjust instruction and interventions.

Category:

Research Cited: Classroom Instruction that Works, by Robert Marzano

Results Now, by Mike Schmoker

Understanding Poverty, by Ruby Payne

Brain-Based Learning: Upside Down Organization, Frank Kros

Enhancing Student Achievement: A Framework for School Improvement by Charlotte Danielson

Summary: Quality curriculum instruction is based on data and works best when evaluated by staff at multiple levels. Data drives instruction, differentiated teaching, and adjustments to daily deliveries, therefore the corner stone to best teaching practices.

Tier:

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Activity - Common Writing Prompt Scoring (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will develop skills in scoring writing using rubrics. This common rubric will be used in scoring writing across the curriculum.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1		06/01/2015	06/30/2021	\$0	No Funding Required	All Staff
Activity - Reading Data Analysis (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student reading data from testing results including phonemic awareness screening, DRA, reading fluency screening, M-Step, classroom assessments, common assessments, and NWEA results. This evaluation will determine student growth, enrichment, and/or intervention possibilities. Teachers will locate trends and use conclusion data to drive, adjust, and differentiate instruction.	Technology, Professional Learning	Tier 1	Monitor	06/01/2014	06/30/2021	\$0	No Funding Required	All staff
Activity - Illuminate Upload & Reports (or other system adopted by COOR)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and the Title I Interventionist will utilize Illuminate as the data warehouse adopted by COOR ISD to upload classroom test results and access reports to analyze data to drive, adjust, and differentiate instruction in determining benchmark scores or intervention needs of students.	Technology, Professional Learning	Tier 1	Implement	06/01/2015	08/31/2020	\$0	No Funding Required	All staff
Activity - Formative Assessments (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative assessments will be used in the classroom to provide immediate feedback to the teacher about instruction and student understanding. Teachers will make necessary adjustments to delivery and/or strategies to increase student understanding.	Direct Instruction		Monitor	06/01/2015	08/31/2020	\$0	No Funding Required	Classroom teachers and Para professionals

Strategy 3:

Extended Day/Extended Year - Staff will provide extended day or extended year offerings to provide additional support for low achieving students.

Category:

Research Cited: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention. What Works Clearinghouse

RTI in Reading and Mathematics: Moving Evidence on What Works into Practice. www.rti4success.org

The RTI Guide: Developing and Implementing a Model in Your Schools by Jim McCook

RTI Toolkit: A Practical Guide for Schools by Jim Wright

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Summary: A multi-tiered response to intervention system that includes a universal screener, progress monitoring, flexible grouping, and explicit and systematic instruction is necessary for meeting the needs of all learners. Additional time for instruction is necessary to meet the needs of all learners while ensuring that all students also receive Tier I instruction.

Tier:

Activity - Tutoring (Tier 3)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff and paraprofessionals will provide student support during tutoring sessions designed to help students identified as At risk improve academic achievement. Tutoring will be scheduled before or after school. 4 teachers @ \$30 per hour, 2 hours a week for 30 weeks during the school year.	Academic Support Program, Technology	Tier 3	Implement	06/01/2015	06/30/2021	\$7200	Title I Part A	Title I and selected certified teaching staff
Activity - Summer Literacy Home Visitation Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Salary and material costs to expand Early Literacy teaching team as they go into homes during a 6 week program to work with students and families on literacy skills. Teaching teams will support instruction of phonics, build fluency and comprehension skills with students at risk of not being at grade level in 3rd grade, and to model for parents;	Parent Involvement, Academic Support Program	Tier 2	Implement	05/01/2017	06/30/2021	\$15000	Section 31a	teaching staff, administration, central office staff

Strategy 4:

Instructional Coach and Interventionist - An instructional coach/interventionist will support classroom instruction in English Language Arts to facilitate or provide additional instruction for students who are below benchmark.

Category:

Research Cited: Classroom Instruction that Works, by Robert Marzano

Results Now, by Mike Schmoker

Understanding Poverty, by Ruby Payne

Brain-Based Learning: Upside Down Organization, Frank Kros

Summary: Students are more successful when there are support systems in place. Students in poverty need support systems to help to meet the needs emotionally, physically and academically, which may not be met at home.

Tier:

Activity - Instructional Coaching (Tier I)-Ongoing Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Goals and Plans 2019-2020

Rose City School

The instructional coach will provide ongoing training and model research based strategies for teachers and paraprofessionals in the area of English Language Arts and mathematics, training on best practice methodology. This coach will also support classroom interventions	Academic Support Program			06/01/2015	08/31/2018	\$18738	Title I Schoolwide	Instructional Coach, Administrator
Activity - Interventionist (Tiers 2 and 3)-Coordinate and Analyze Student Reading Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The interventionists will coordinate administration of progress monitoring tools and analyze data to provide Tier 2 and Tier 3 intervention for students who are below benchmark in reading.	Academic Support Program			06/01/2015	08/31/2020	\$0	No Funding Required	Title 1 Coordinator, Interventionists, teaching staff and paraprofessionals.
Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Salary and benefits for a highly qualified instructional coach to support Tier 1 instruction in Kindergarten and first grade in coordination with the ISD early literacy coach; support implementation of the state recommended essential practices from GELN.	Teacher Collaboration, Other - coaching, Professional Learning	Tier 1		11/01/2016	08/31/2020	\$1588	Title I Part A	Administration

Strategy 5:

Paraprofessionals - Paraprofessionals will deliver small group instruction to identified Title I/At Risk students.

Category:

Research Cited: Classroom Instruction that Works, by Robert Marzano

Results Now, by Mike Schmoker

Understanding Poverty, by Ruby Payne

Brain-Based Learning: Upside Down Organization, Frank Kros

Summary: Students are more successful when there are support systems in place. Students in poverty need support systems to help to meet the needs emotionally, physically and academically, which may not be met at home.

Tier:

Goals and Plans 2019-2020

Rose City School

Activity - Paraprofessional Support (Tier 2 and 3)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will provide Tier 2 and Tier 3 instruction for students below benchmark in reading during intervention time.	Academic Support Program			06/01/2015	08/31/2020	\$0	No Funding Required	Paraprofessional staff along with administrative and instructional coaching support.

Activity - 2 Highly Qualified Paraprofessionals-ELA/Math during Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Salary and benefits for 2 highly qualified paraprofessionals (non-certified) to provide supplemental academic interventions in ELA and math during daily intervention time as outlined in the district MTSS plan. 1@4 hrs and 1@3.75hrs.	Academic Support Program	Tier 3	Implement	06/01/2015	06/30/2021	\$22653	Title I Part A	RCS Administrator and Paraprofessionals

Strategy 6:

Pupil Support Services - School counselors and social workers will support improved academic success by supporting social and emotional needs of students.

Category:

Research Cited: Classroom Instruction that Works, by Robert Marzano

Results Now, by Mike Schmoker

Understanding Poverty, by Ruby Payne

Brain-Based Learning: Upside Down Organization, Frank Kros

Summary: Students are more successful when there are support systems in place. Students in poverty need support systems to help to meet the needs emotionally, physically and academically, which may not be met at home.

Tier:

Activity - Academic Support—At Risk Students (Tier 2 and 3)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors and social workers will provide support services to students identified as At Risk based on the identified risk factors. The purpose of this support is to strengthen the emotional well-being of each student to meet needs that may not be met at home.	Academic Support Program			06/01/2014	08/31/2020	\$0	No Funding Required	School counselors and social workers

Goals and Plans 2019-2020

Rose City School

Strategy 7:

Multi-tiered System of Support - Staff will implement Multi-tiered system of support (MTSS) to improve student achievement in reading as outlined in district policy.

Category:

Research Cited: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention. What Works Clearinghouse

RTI in Reading and Mathematics: Moving Evidence on What Works into Practice. www.rti4success.org

The RTI Guide: Developing and Implementing a Model in Your Schools by Jim McCook

RTI Toolkit: A Practical Guide for Schools by Jim Wright

Summary: A tiered response to intervention system that includes universal screening, progress monitoring, flexible grouping, and explicit and systematic instruction is necessary for meeting the needs of all learners.

Tier:

Activity - Multi-tiered System of Support Training (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will be provided with training to enable them to understand how to implement a multi-tiered system of support program that strengthens Tier 1, Tier 2, and Tier 3 instruction.	Academic Support Program		Implement	06/01/2015	06/30/2021	\$0	No Funding Required	Administration, Instructional Coach, and Teaching Staff

Activity - Tier 2-3 Informational Book Resources (Tiers 2 and 3)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase leveled informational books relevant to the needs of intervention students.	Academic Support Program	Tier 2	Implement	06/01/2015	06/30/2021	\$3000	Title I Part A	Administration and Title I Coordinator

Goal 3: All students will increase proficiency in science.

Measurable Objective 1:

A 8% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the state assessment in Science by 08/31/2018 as measured by state and local assessments.

Strategy 1:

Best Practice Instruction - Staff will utilize best practice strategies to improve student performance in science, focusing on science inquiry skills

Goals and Plans 2019-2020

Rose City School

Category:

Research Cited: DuFour, Richard et. al "Whatever It Takes, How Professional Learning Communities Respond When Kids Don't Learn."

Kagan, Spencer "Cooperative Learning Strategies."

Kros, Frank "Brain-Based Learning: Upside Down Organization"

Marzano, Robert J. et. al "Classroom Instruction that Works."

Payne, Ruby, "A Framework for Understanding Poverty."

Schmoker, Mike "Results Now."

Tomlinson, Carol Ann et. al "Integrating Differentiated Instruction & Understanding by Design."

Vaughn, Sharon and Sylvia Linan-Thompson "Research Based Methods of Reading Instruction Grades K-3"

Adaptive Schools Foundation Seminar, Garmston R., and Wellman B., 2013

Cognitive Coaching Seminars Foundation Training, Costa, A.L., Garmston, R.J., 2013

Summary: Content instruction should be developed and assessed in groups and established across content areas.

Students need opportunities to connect to the material numerous times and in a variety of situations to commit the information to memory.

Vocabulary instruction must be direct and engaging of all students to be committed to memory.

Tier:

Activity - Effective Relationships (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop strategies to establish and maintain effective relationships with students and parents and engage students in effective learning activities. Discussions, planning, and evaluation of this goal will take place during PLC's.	Parent Involvement			06/01/2015	08/31/2020	\$0	No Funding Required	All Staff
Activity - Effective Teaching Training-Science (Tier 1)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend training designed to implement inquiry based instruction in science. Training will be facilitated by consultants from the ISD.	Professional Learning			06/01/2015	08/31/2020	\$0	No Funding Required	Selected Staff
Activity - Family Night (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Goals and Plans 2019-2020

Rose City School

Teachers and administration will engage parents and students in activities during a Science Family Night. Materials include resources for make and take activities and supplies for parent-student hands-on activities. The purpose is to build better relationships between families and school staff. This will also serve as a platform to exchange ideas with parents about how they can help their students at home and give staff an opportunity to become more familiar with individual family needs and how we can better serve each student's needs at school. Supplies \$400, Dinner \$200 = \$600	Parent Involvement			06/01/2015	08/31/2020	\$600	Title I Part A	Staff and administrator
Activity - Parent Instructional Materials (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase supplies to support science family night activities. Supplies include hands-on family engagement activities that parents and student participate in during family night. Supplies also include make and take science experiments. Instructional materials for parents to use will help to develop science inquiry and literacy skills.	Parent Involvement	Tier 2	Implement	06/01/2015	08/31/2020	\$0	No Funding Required	Title 1 Coordinator
Activity - Using Thinking Maps Effectively (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide training designed to prepare teachers to implement Thinking Maps, a common visual language for learning within and across disciplines, using a train-the-trainer model from a summer workshop, specifically using the visuals in writing and writing in reference to scientific responses.	Professional Learning		Implement	06/01/2015	08/31/2020	\$0	No Funding Required	Instructional Coaches and Teachers
Activity - Technology-Classroom Equipment and Chrome Books (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will implement how to use hand-held devices, tablets and apps, document cameras, Smart notebook lessons, graphing calculators, Chrome Books, open source resources, and other emerging technologies to improve, transform, and differentiate instruction.	Direct Instruction, Technology		Implement	06/01/2015	08/31/2020	\$0	No Funding Required	Title I Coach and Teachers
Activity - Geographic Information Systems in the Classroom Trainers 2018-19	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Goals and Plans 2019-2020

Rose City School

GEOGRAPHIC INFORMATION SYSTEMS IN THE CLASSROOM TRAINERS 2018: Stipends and benefits for 2 teachers (Chris Powley and Carl Bragg) with current GIS training to present four 3 hour training sessions outside of the work day designed to develop higher level thinking in students as they explore cross-curricular themes applying mathematical and reading skills to real-world, local environmental issues. Each session:9 teachers @ \$75 + 44.5%	Professional Learning	Tier 1	Implement	06/01/2018	08/31/2020	\$1000	Title II Part A	Staff
Activity - Project Lead the Way	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rose City School will prepare to use Project Lead The Way as a science curriculum for K-5. Preparation will include staff training costs and curriculum materials.	Supplemental Materials, Direct Instruction, Curriculum Development, Professional Learning	Tier 1	Getting Ready	05/15/2019	06/30/2020	\$3000	Title II Part A	Administration Leaders Teachers staff

Strategy 2:

Data Analysis - Teachers will analyze assessment data and adjust instruction for student growth.

Category:

Research Cited: Classroom Instruction that Works, by Robert Marzano

Results Now, by Mike Schmoker

Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning by Mike Schomker.

Goals Details for Rose City Middle School

Enhancing Student Achievement: A Framework for School Improvement by Charlotte Danielson

Summary: "Information is the key to holding schools accountable for improved performance every year among every student group. Data is our best management tool. I often say that what gets measured, gets done. If we know the contours of the problem, and who is affected, we can put forward a solution. Teachers can adjust lesson plans. Administrators can evaluate curricula. Data can inform decision-making. Thanks to No Child Left Behind, we're no longer flying blind." - Margaret Spellings, U. S. Secretary of Education

Tier:

Activity - Science Data Analysis (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Goals and Plans 2019-2020

Rose City School

Teachers will analyze data, to inform instruction and interventions, and implement school improvement strategies. They will use various data points including science test results to determine student growth.	Direct Instruction, Technology, Professional Learning			06/01/2015	08/31/2020	\$0	No Funding Required	All Staff
Activity - Illuminate Data Upload & Reports (or other system adopted by COOR)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and the Title I Interventionist will utilize Illuminate as the data warehouse adopted by COOR ISD to upload classroom test results and access reports to analyze data to drive, adjust, and differentiate instruction in determining benchmark scores or intervention needs of students.	Teacher Collaboration, Technology, Professional Learning		Implement	06/01/2015	08/31/2020	\$0	No Funding Required	All staff
Activity - Formative Assessment (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative assessments will be used in the classroom to provide immediate feedback to the teacher about instruction and student understanding. Teachers will make necessary adjustments to delivery and/or strategies to increase student understanding.	Teacher Collaboration, Direct Instruction		Monitor	06/01/2015	08/31/2020	\$0	No Funding Required	Classroom teachers, Title I

Strategy 3:

Extended Day and Extended Year - Staff will provide extended day or extended year offerings to provide additional support for low achieving students.

Category:

Research Cited: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention. What Works Clearinghouse

RTI in Reading and Mathematics: Moving Evidence on What Works into Practice. www.rti4success.org

The RTI Guide: Developing and Implementing a Model in Your Schools by Jim McCook

RTI Toolkit: A Practical Guide for Schools by Jim Wright

Summary: A multi-tiered response to intervention system that includes a universal screener, progress monitoring, flexible grouping, and explicit and systematic instruction is necessary for meeting the needs of all learners. Additional time for instruction is necessary to meet the needs of all learners while ensuring that all students also receive Tier I instruction.

Tier:

Activity - Tutoring (Tier 3)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Goals and Plans 2019-2020

Rose City School

Instructional staff will provide student support during tutoring sessions designed to help identified at-risk students improve academic achievement. Tutors will work before and/or after school and during the summer school schedule.	Academic Support Program, Technology			06/01/2015	08/31/2020	\$0	No Funding Required	Title I Coordinator and selected staff
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Strategy 4:

Instructional Coach and Interventionist - The instructional coach and interventionist will support literacy instruction in science to facilitate or provide additional instruction for below benchmark students.

Category:

Research Cited: Classroom Instruction that Works, by Robert Marzano

Results Now, by Mike Schmoker

A Framework Understanding Poverty, by Ruby Payne

Brain-Based Learning: Upside Down Organization, Frank Kros

Summary: Students are more successful when there are support systems in place. Students in poverty need support systems to help to meet the needs emotionally, physically and academically which may not be met at home.

Tier:

Activity - Instructional Coaching (Tier I)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional coach will provide ongoing training and modeling for teachers based on research strategies in the area of science.	Academic Support Program			06/01/2015	08/31/2018	\$0	No Funding Required	Instructional Coach

Activity - Interventionist (Tiers 2 and 3)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Interventionists will coordinate administration of progress monitoring tools and analyze data to provide Tier 2 and Tier 3 intervention for students below benchmark in reading.	Academic Support Program			06/01/2015	08/31/2018	\$0	No Funding Required	Title 1 Coordinator, Interventionists, Teaching Staff, Paraprofessionals

Strategy 5:

Para Professionals - Para Professionals will deliver small group instruction to identified Title I and at-risk students.

Category:

Goals and Plans 2019-2020

Rose City School

Research Cited: Classroom Instruction that Works, by Robert Marzano

Results Now, by Mike Schmoker

A Framework Understanding Poverty, by Ruby Payne

Brain-Based Learning: Upside Down Organization, Frank Kros

Summary: Students are more successful when there are support systems in place. Students in poverty need support systems to help to meet the needs emotionally, physically and academically which may not be met at home.

Tier:

Activity - Paraprofessional Support (Tier 2 and 3)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will provide Tier 2 and Tier 3 instruction for students below benchmark in reading during intervention time. Paraprofessionals will provide tutoring during academic support periods or outside the school day.	Academic Support Program			06/01/2015	08/31/2018	\$0	No Funding Required	Paraprofessional staff along with administrative and instructional coaching support.

Strategy 6:

Pupil Support Services - Counselors and social workers will support improved academic success of below benchmark and at-risk students as well as above and at benchmarked students by providing social and emotional services to the student population.

Category:

Research Cited: Classroom Instruction that Works, by Robert Marzano

Results Now, by Mike Schmoker

A Framework Understanding Poverty, by Ruby Payne

Brain-Based Learning: Upside Down Organization, Frank Kros

Summary: Students are more successful when there are support systems in place. Students in poverty need support systems to help to meet the needs emotionally, physically and academically which may not be met at home.

Tier:

Activity - Academic Support of At-Risk Students (Tiers 2 and 3)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors and social workers will provide support services to students identified as At-Risk based on the identifiable risk factors.	Academic Support Program	Tier 3	Implement	06/01/2015	06/30/2020	\$0	No Funding Required	Counselors and Social Workers

Goals and Plans 2019-2020

Rose City School

Strategy 7:

Multi-tiered System of Support - Staff will implement Multi-tiered System of Support (MTSS) to improve literacy across the curriculum.

Category:

Research Cited: Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention.

What Works Clearinghouse

RTI in Reading and Mathematics: Moving Evidence on What Works into Practice. www.rti4success.org

The RTI Guide: Developing and Implementing a Model in Your Schools by Jim McCook

RTI Toolkit: A Practical Guide for Schools by Jim Wright

Summary: A multi-tiered response to intervention system that includes universal screening, progress monitoring, flexible grouping, and explicit and systematic instruction is necessary for meeting the needs of all learners. Additional time for instruction is necessary to meet the needs of all learners while ensuring that all students also receive Tier I instruction.

Tier:

Activity - Multi-tiered System of Support Training (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will be provided with training to enable them to understand how to implement a multi-tiered system of support program that strengthens Tier 1, Tier 2, and Tier 3 instruction.	Academic Support Program	Tier 2	Monitor	06/01/2015	06/30/2020	\$0	No Funding Required	Administration, Instructional Coach, and Teaching Staff

Activity - Tier 2-3 Supplemental Literature Resources (Tiers 2 and 3)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase supplementary literature leveled resources including high interest informational science text, for teachers and paraprofessionals to provide supplemental instruction during Tier 2 and Tier 3 Intervention relevant to the subgroups experiencing gaps: economically disadvantaged students and male students. Grades 2-6 may purchase National Geographic Explorer, Ranger Rick, Science Spin, or other relevant titles.	Academic Support Program	Tier 3	Implement	06/01/2015	06/30/2020	\$664	Title I Part A	Administrator and Title I Coordinator

Goal 4: All students will increase proficiency in social studies.

Measurable Objective 1:

A 8% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the state assessment in Social Studies by 08/31/2018 as measured by state and local assessments.

Strategy 1:

Best Practices Instruction-Social Studies - Staff will utilize best practice strategies to improve student performance in social studies, by building on students' skills and experiences, designing learning events that challenge students to make meaningful connections and expand their knowledge and viewpoints. Learners benefit from having a variety of ways to understand a given concept.

Category:

Research Cited: Classroom Instruction that Works, by Robert Marzano

Results Now, by Mike Schmoker

Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning by Mike Schomker.

Enhancing Student Achievement: A Framework for School Improvement by Charlotte Danielson

Adaptive Schools Foundation Seminar, Garmston R., and Wellman B., 2013

Cognitive Coaching Seminars Foundation Training, Costa, A.L., Garmston, R.J., 2013

Summary: Social Studies teachers can better facilitate understanding when they create learning environments where students are active participants as individuals and as members of collaborative groups. By building on students' skills and experiences, teachers can design learning events that challenge students to make meaningful connections and expand their knowledge and viewpoints. In social studies, as in any knowledge domain, learners benefit from having a variety of ways to understand a given concept.

<http://education.ky.gov/curriculum/docs/Documents/SocStudConnections.pdf>

Tier:

Activity - Effective Relationships (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend training to develop strategies to establish and maintain effective relationships with students and parents and engage students in effective learning activities through PBIS.	Parent Involvement			06/01/2015	08/31/2020	\$0	No Funding Required	All Staff
Activity - Family Night (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Goals and Plans 2019-2020

Rose City School

Teachers and administration will engage parents and students in activities during a Social Studies Family Night. Materials include resources for make and take activities and supplies for parent-student hands-on activities. The purpose is to build better relationships between families and school staff. This will also serve as a platform to exchange ideas with parents about how they can help their students at home and give staff an opportunity to become more familiar with individual family needs and how we can better serve each student's needs at school. Supplies \$300, Dinner \$200 = \$500	Parent Involvement		Implement	06/01/2015	08/31/2020	\$500	Title I Part A	All staff and administrator
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Activity - Parent Instructional Materials (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase instructional materials for parents to use to develop social studies and literacy skills at home.	Parent Involvement			06/01/2015	08/31/2020	\$200	Title I Part A	Title I Coordinator

Activity - Using Thinking Maps Effectively (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Thinking Maps, a common visual language for learning within and across disciplines, using a model from a summer workshop, specifically using the visuals in writing and writing in reference to social studies responses.	Direct Instruction, Professional Learning		Implement	06/01/2015	08/31/2020	\$0	No Funding Required	Classroom teachers

Activity - Technology-Classroom Equipment and Chrome Books (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will implement how to use hand-held devices, tablets and apps, document cameras, Smart notebook lessons, graphing calculators, Chrome Books, open source resources, and other emerging technologies to improve, transform, and differentiate instruction.	Direct Instruction, Academic Support Program, Technology		Implement	06/01/2015	08/31/2020	\$0	No Funding Required	Classroom staff and paraprofessionals

Strategy 2:

Data Analysis - Teachers will analyze data and adjust instruction.

Category:

Research Cited: Classroom Instruction that Works, by Robert Marzano

Results Now, by Mike Schmoker

Understanding Poverty, by Ruby Payne

Brain-Based Learning: Upside Down Organization, Frank Kros

Enhancing Student Achievement: A Framework for School Improvement by Charlotte Danielson

Goals and Plans 2019-2020

Rose City School

Summary: "Information is the key to holding schools accountable for improved performance every year among every student group. Data is our best management tool. I often say that what gets measured, gets done. If we know the contours of the problem, and who is affected, we can put forward a solution. Teachers can adjust lesson plans. Administrators can evaluate curricula. Data can inform decision-making. Thanks to No Child Left Behind, we're no longer flying blind." - Margaret Spellings, U. S. Secretary of Education

Tier:

Activity - Writing-Common Scoring (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-6 staff will use a common scoring rubric for writing. Writing will take place across the curriculum. Discussions will take place during PLC's. Results will drive instruction.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	06/01/2015	08/31/2020	\$0	No Funding Required	All Staff

Activity - Social Studies Data Analysis (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student data from testing results including M-Step, classroom assessments, common assessments, and NWEA results. This evaluation will determine student growth, enrichment, and/or intervention possibilities. Teachers will locate trends and use conclusion data to drive, adjust, and differentiate instruction.	Technology, Professional Learning	Tier 1	Monitor	06/01/2015	08/31/2020	\$0	No Funding Required	All Staff

Activity - Illuminate Upload & Reports (or other system adopted by COOR)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and the Title I Interventionist will utilize Illuminate as the data warehouse adopted by COOR ISD to upload classroom test results and access reports to analyze data to drive, adjust, and differentiate instruction in determining benchmark scores or intervention needs of students.	Technology, Professional Learning		Implement	06/01/2015	08/31/2020	\$0	No Funding Required	All staff

Activity - Formative Assessments (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative assessments will be used in the classroom to provide immediate feedback to the teacher about instruction and student understanding. Teachers will make necessary adjustments to delivery and/or strategies to increase student understanding.	Direct Instruction		Monitor	06/01/2015	08/31/2020	\$0	No Funding Required	Classroom teachers

Strategy 3:

Extended Day and Extended Year - Staff will provide extended day or extended year offerings to provide additional support for low achieving students.

Goals and Plans 2019-2020

Rose City School

Category:

Research Cited: Classroom Instruction that Works, by Robert Marzano

Results Now, by Mike Schmoker

Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning by Mike Schmoker.

Enhancing Student Achievement: A Framework for School Improvement by Charlotte Danielson

Summary: A multi-tiered response to intervention system that includes a universal screener, progress monitoring, flexible grouping, and explicit and systematic instruction is necessary for meeting the needs of all learners. Additional time for instruction is necessary to meet the needs of all learners while ensuring that all students also receive Tier I instruction.

Tier:

Activity - Tutoring (Tier 3)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will provide student support during tutoring sessions designed to help students identified as At Risk improve academic achievement. Tutoring will be scheduled before or after school and during summer school.	Academic Support Program, Technology			06/01/2015	08/31/2020	\$0	No Funding Required	Title I Coordinator and selected teachers

Strategy 4:

Instructional Coach and Interventionist - An instructional coach/interventionist will support literacy instruction in social studies to facilitate or provide additional instruction for students who are below benchmark.

Category:

Research Cited: Classroom Instruction that Works, by Robert Marzano

Results Now, by Mike Schmoker

Understanding Poverty, by Ruby Payne

Brain-Based Learning: Upside Down Organization, Frank Kros

Summary: A multi-tiered response to intervention system that includes universal screening, progress monitoring, flexible grouping, and explicit and systematic instruction is necessary for meeting the needs of all learners. Additional time for instruction is necessary to meet the needs of all learners while ensuring that all students also receive Tier I instruction.

Goals and Plans 2019-2020

Rose City School

Tier:

Activity - Instructional Coaching (Tier I)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional coaches will provide ongoing training and model research based strategies for teachers in the area of literacy.	Academic Support Program			06/01/2015	08/31/2020	\$0	No Funding Required	Instructional Coaches

Activity - Interventionist (Tiers 2 and 3)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The interventionists will coordinate administration of progress monitoring tools and analyze data to provide Tier 2 and Tier 3 intervention for students who are below benchmark in reading.	Academic Support Program			06/01/2015	08/31/2020	\$0	No Funding Required	Title I Coordinator, Interventionists, teaching staff, paraprofessionals

Strategy 5:

Para Professionals - Para Professionals will deliver small group instruction to identified Title I and At-Risk Students.

Category:

Research Cited: Classroom Instruction that Works, by Robert Marzano

Results Now, by Mike Schmoker

Understanding Poverty, by Ruby Payne

Brain-Based Learning: Upside Down Organization, Frank Kros

Summary: Students are more successful when there are support systems in place. Students in poverty need support systems to help to meet the needs emotionally, physically and academically which may not be met at home.

Tier:

Activity - Paraprofessional Support (Tier 2 and 3)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Paraprofessionals will provide Tier 2 and Tier 3 instruction for students below benchmark in reading during intervention time. Paraprofessionals will provide tutoring during academic support periods or outside the school day.	Academic Support Program			06/01/2015	08/31/2020	\$0	No Funding Required	Paraprofessional staff along with administrative and instructional coaching support.
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Strategy 6:

Pupil Support Services - Counselors and social workers will support improved academic success by supporting social and emotional needs of students.

Category:

Research Cited: Classroom Instruction that Works, by Robert Marzano

Results Now, by Mike Schmoker

A Framework Understanding Poverty, by Ruby Payne

Brain-Based Learning: Upside Down Organization, Frank Kros

Summary: Students are more successful when there are support systems in place. Students in poverty need support systems to help to meet the needs emotionally, physically and academically which may not be met at home.

Tier:

Activity - Academic Support—At Risk Students (Tier 2 and 3)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors and social workers will provide support services to students identified as At Risk based on the identified risk factors.	Academic Support Program	Tier 3		06/01/2015	08/31/2020	\$0	No Funding Required	Counselors and Social Workers

Strategy 7:

Multi-tiered System of Support - Staff (K-6) will implement Multi-tiered System of Support (MTSS) to improve literacy across the curriculum.

Category:

Research Cited: Classroom Instruction that Works, by Robert Marzano

Results Now, by Mike Schmoker

A Framework Understanding Poverty, by Ruby Payne

Brain-Based Learning: Upside Down Organization, Frank Kros

Summary: A multi-tiered response to intervention system that includes universal screening, progress monitoring, flexible

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grouping, and explicit and systematic instruction is necessary for meeting the needs of all learners. Additional time for instruction is necessary to meet the needs of all learners while ensuring that all students also receive Tier I instruction.

Tier:

Activity - Multi-tiered System of Approach Training (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will be provided with training to enable them to understand how to implement a multi-tiered system of support program that strengthens Tier 1, Tier 2, and Tier 3 instruction.	Professional Learning			06/01/2015	08/31/2020	\$0	No Funding Required	Administration, Instructional Coach, and Teaching Staff

Activity - Intervention Literacy-Social Studies Resources (Tiers 2 and 3)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase leveled informational books and literature such as Time for Kids, Scholastic News and others relevant to the subgroups experiencing gaps; economically disadvantaged students and male students.	Academic Support Program			06/01/2015	08/31/2020	\$800	Title I Part A	Administrator and Title I Coordinator

Goal 5: All teachers will increase proficiency in cross-curricular instruction to

Measurable Objective 1:

demonstrate a behavior to implement cross-curricular practices by 08/31/2018 as measured by academic achievement.

Strategy 1:

Formative, Differentiate, Adjust, Align - All teachers will teach, formatively assess, adjust, and differentiate the district curriculum, aligned to state standards, using district pacing guides and curriculum maps.

Category:

Research Cited: How to Create a Culture of Achievement in your School and Classroom, Fisher, Frey, and Pumpian

Formative Assessment that Works, Fisher and Frey

Choice Words, Fisher and Frey

Summary: Teaching relies on the independent teacher following through with district processes and policies. By organizing a common guide and/or map teachers will be able to see the outcomes of expectations for the teaching year. Practices need to be discussed, outlined, and consistent for both teacher and student success.

Assessments, differentiation, adjustment, and alignment activities will better equip the teacher for those successes.

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Tier: Tier 1

Activity - Pacing Guides & Curriculum Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Consider direct instruction and professional learning to fully develop the district curriculum, aligned to state standards, adding common, formative, and summative assessment pieces to pacing guides and curriculum maps	Teacher Collaboration, Direct Instruction, Curriculum Development, Technology, Professional Learning	Tier 1	Implement	06/01/2015	08/31/2020	\$1500	Title I Part A	Coaches, Interventionists, and all teachers
Activity - Book Study-Eric Jensen	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will participate in a book study using, a book of building/district choice written by Eric Jensen as a supplement to his training and workshop that all staff will be attending in August 2018. 20 books x \$25.00 (approximately) per book = \$500.00 (approximately)	Professional Learning		Implement	06/01/2015	08/31/2020	\$500	Title II Part A	Administrator, FAME team, all teachers
Activity - Parent Involvement Supervision	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supervision, planning, and implementation of parent involvement programs by one staff member at Rose City School. Specifically, the staff member would plan at least one parent night in each of the four subject areas, schedule speakers and presenters, communicate, run, and evaluate the activity. All work would be done outside the regular contracted day. A job description is on file. Salary \$2500 + benefits \$1025 = \$3525.	Parent Involvement		Implement	06/01/2015	08/31/2020	\$3525	Title I Part A	Volunteer staff or other appointed from RCS
Activity - Parent Involvement-Planning and Supervision (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supervision, planning, and implementation of parent involvement programs by one staff member at Rose City School. Specifically, the staff member would plan at least one parent night in each of the four core subject areas, schedule dinners, schedule speakers or presenters, communicate and advertise, run, and evaluate the activity. All work would be done outside the regular contracted day. A job description is on file.	Parent Involvement	Tier 1	Implement	06/01/2015	06/30/2020	\$3608	Title I Part A	One selected Rose City Staff

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Activity - COOR-New Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Newly hired teachers are invited and encouraged to attend the new teacher training sessions held at COOR to learn about policies, procedures, data analysis, and other trends throughout the district.	Professional Learning		Implement	06/01/2015	08/31/2020	\$0	No Funding Required	New Teachers
Activity - Administrative Training-6 Days (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RCS Administrator to attend 6 days of training outside of approved contract. Final cost to be determined. Estimated is per the principal's daily rate x 6 days + .41 benefits, meals, mileage, and hotel if necessary. Below \$ amount is only an estimate for allotment purposes.	Professional Learning		Getting Ready	06/01/2015	08/31/2020	\$2000	Title II Part A	RCS Administrator
Activity - Salary Increase	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase in salary for the Title 1 Interventionist. $\$595 + 41\% = \839	Academic Support Program	Tier 1	Implement	01/13/2016	06/30/2018	\$839	Title I Part A	central office
Activity - Co-Teaching Training Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase Teaching in Tandem to be used as a resource for the co-teaching training. Teaching in Tandem provides knowledge and tools to use to create effective partnerships and powerful learning environments for teachers and students alike. 20 books @ \$18.55	Teacher Collaboration, Professional Learning	Tier 1	Implement	01/13/2016	08/31/2020	\$371	Title II Part A	Administration, principals
Activity - Co-Teaching Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stipends and benefits for 20 staff members to participate in a series of 3 hour training sessions facilitated by the special services supervisor outside of the work day designed to teach staff strategies for effective co-teaching. 20 teachers x \$50 + 41% x 3 sessions = \$4230	Teacher Collaboration, Professional Learning	Tier 1		01/13/2016	08/31/2020	\$4230	Title II Part A	Special Services Supervisor, selected teaching staff
Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Salary and benefits for a highly qualified instructional coach to support classroom teachers with modeling and training in best practice methodology, specifically literacy strategies and implementation of Thinking Maps across the curriculum.	Teacher Collaboration, Direct Instruction	Tier 1	Implement	05/12/2016	08/31/2018	\$65477	Title II Part A	Instructional Coach, administration, central office
Activity - Parent Involvement Presenter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fee for presenter at family night to engage students and parents in hands-on activities.	Parent Involvement			05/13/2016	08/31/2018	\$600	Title I Part A	Parent Involvement Supervisor
Activity - Best Practice Instructional Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Best Practice Instructional Training: Stipends and benefits for 12 teachers to attend training outside of the contracted school day. Training to be provided by the district instructional coaches focusing on literacy and math strategies across the curriculum including close reading, writing, vocabulary, number talks, student engagement, discourse and the literacy essential practices. 12 teachers x 6 sessions @ \$75 per 3 hour session (\$5400) x 44.5% = \$7803	Professional Learning	Tier 1	Implement	01/01/2018	08/31/2020	\$7803	Title I Part A	Instructional coach, administration, teaching staff
Activity - School Resource Officer	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Resource Officer supports and facilitates the educational process within the West Branch-Rose City Area School District by providing a safe and secure environment through building and establishing meaningful relationships with students and staff and proactively interacting with the school community to ensure the enforcement of city and state laws, preservation of public order, protection of life and the prevention, detection, or investigation of crime. The assigned officer will work effectively with students, parents, school personnel and community agencies to support teaching and learning in the schools. The School Resource Officer will patrol district property to protect students, staff and visitors from physical harm and prevent loss to district property resulting from criminal activity. The funding for this is written into the district plan.	Community Engagement, Parent Involvement, Behavioral Support Program	Tier 1	Implement	01/01/2018	08/31/2020	\$0	General Fund	Administration, school resource officer, police department
Activity - Sonny Magana Presentation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Sonny Magana will present on establishing a culture of innovation by introducing, implementing, and continuously evaluating the impact of the T3 Framework for innovation on instructional quality, student achievement, and engagement.	Professional Learning	Tier 1	Getting Ready	06/01/2019	06/30/2020	\$4000	Title II Part A	Administration and teachers.
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Strategy 2:

Close and Critical Reading for Informational Text and Writing - Use close and critical reading strategies and resources for complex informational text, all other text across the curriculum, and teachers will also integrate argument and informational writing across the curriculum.

Category:

Research Cited: Closing in on Critical Reading, <http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Closing-in-on-Close-Reading.aspx>

Summary: To non-critical readers, texts provide facts. Readers gain knowledge by memorizing the statements within a text.

To the critical reader, any single text provides but one portrayal of the facts, one individual's "take" on the subject matter. Critical readers thus recognize not only what a text says, but also how that text portrays the subject matter. They recognize the various ways in which each and every text is the unique creation of a unique author.

Non-critical reading is satisfied with recognizing what a text says and restating the key remarks.

Critical reading goes two steps further. Having recognized what a text says, it reflects on what the text does by making such remarks. Is it offering examples? Arguing? Appealing for sympathy? Making a contrast to clarify a point? Finally, critical readers then infer what the text, as a whole, means, based on the earlier analysis. http://www.criticalreading.com/critical_reading.htm

Tier: Tier 1

Activity - Integrate Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teach close and critical reading skills; integrate argument and informational writing across the curriculum.	Direct Instruction, Professional Learning	Tier 1	Implement	06/01/2015	08/31/2020	\$0	No Funding Required	Interventionists, coaches, and teachers

Activity - Writer's Workshop (Stipends for Attendance) (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stipends for teachers to attend writer's workshop professional development sessions outside of the normal school day. 10 staff x \$50 stipend per workshop x two 3-hour workshops = \$1000. Coach and Interventionist will also attend at \$50 per workshop = \$100 x two workshop(s) or days = \$200 (total \$1200)	Professional Learning		Getting Ready	06/01/2015	08/31/2020	\$1200	Title II Part A	Classroom teachers, Special Education Teachers, Coaches, and Interventionists

Strategy 3:

PLC's - Meet to explore best practice strategies, participate in book studies, research, plan, develop, and practice instructional strategies, evaluation, and student growth monitoring during grade level meetings and PLC's.

Category:

Research Cited: Examining the impact of professional learning communities, <https://ed.stanford.edu/spotlight/examining-impact-professional-learning-communities>

The Center for Comprehensive School Reform and Improvement. Updated on Jul 9, 2010. Maximizing the Impact of Teacher Collaboration.

http://www.education.com/reference/article/Ref_Maximizing_Impact/

Summary: Structured professional collaboration that focuses on improved instruction benefits both teachers and students. School staff members who aspire to grow through professional learning communities can start by learning how to more effectively use the opportunities they have to work together.

Tier: Tier 1

Activity - Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meet during grade level meetings and PLC's and use meeting times to further develop differentiated instruction, practice formative assessment, discuss assessment results, analyze student data to determine growth or intervention needs and collaborate with peers.	Technology , Professional Learning	Tier 1	Implement	06/01/2015	08/31/2020	\$0	No Funding Required	Interventionists, coaches, and teachers
Activity - Peer Observations (Subs)(All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development via Peer Teacher Observations and Coaching for 11 staff x 2 observations each teacher = 22 observations throughout the school year. 4 subs (4 days with one sub per day) @ \$80 per sub = \$1280 The purpose is to provide opportunity to observe teaching styles and innovations in action in the active classroom to motivate the ingenuity of all teachers in this school.	Teacher Collaboration, Professional Learning			06/01/2015	08/31/2020	\$1280	Title II Part A	Teaching staff, administrator, PLC FAME team

Strategy 4:

Incorporate Technology - Teachers will use technology in the classroom during direct instruction.

Category:

Research Cited: TECHNOLOGY IN THE CLASSROOM: THE BENEFITS OF BLENDED LEARNING, <http://www.nms.org/Blog/TabId/58/PostId/188/technology-in-the-classroom-the-benefits-of-b>

Arena, D.A. (2012). Commercial Video Games as Preparation for Future Learning [Abstract]

Bransford, J.D., Brown, A.L., and Cocking, R.R. (2000). How People Learn: Brain, Mind, Experience, and School

Ertmer, P.A., and Ottenbreit-Leftwich, A.T. (2010). [Teacher technology change: How Knowledge, Confidence, Beliefs, and Culture Intersect \(PDF\)](#)

Innovative Teaching and Learning Research (2011). Findings and Implications (PDF)

Lemke, C., Coughlin, E., and Reifsneider, D. (2009). Technology in Schools: What the Research Says (PDF)

Lynch, M.(2015). 4 Ways Digital Tech has Changed K-12 Learning. <http://thejournal.com/articles/2015/05/20/4-ways-digital-tech-has-changed-k12-learning.aspx>

Summary: Technology empowers teachers to not only enhance current styles of teaching, but fundamentally changes teaching by improving the quality of delivery and differentiation; it improves the dynamics between teachers and students, teachers planning, students completion of tasks, access, and offers an opportunity for both teachers and students to develop an understanding of the kinds of tools and resources available both during school and after school hours.

Tier: Tier 1

Activity - Technology Training-MACUL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2 teachers will be provided with technology training to enhance instruction, including addressing various learning styles and engaging students in active learning activities. Teachers and administrators will attend the MACUL conference. Train-the-trainer activities and resources will be brought back to use with campus teaching staff.	Technology			06/01/2015	08/31/2020	\$700	Title II Part A	Teachers, Instructional Coaches, and Administrator

Activity - Intervention Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase high interest Kindle reading and math apps to provide supplemental instruction during Tier 2 and Tier 3 Intervention	Technology	Tier 1	Implement	01/13/2016	08/31/2020	\$500	Title I Part A	Teaching staff, interventionist

Goal 6: All teachers will increase proficiency in data analysis to

Measurable Objective 1:

collaborate to analyze data to adjust instruction and interventions by 08/31/2018 as measured by academic achievement.

Strategy 1:

Data analysis and common assessments

- Staff will utilize, develop and revise, analyze and adjust instruction using data

Category:

Research Cited: Marsh, J.A., Pane, J.F., and Hamilton, L.S. (2006). Making Sense of Data-Driven Decision Making in Education Evidence from Recent RAND Research (PDF)

McLeod, S. (2005). Data-Driven Teachers (PDF)

Means, B., Padilla, C., and Gallagher, L. (2009). Use of Education Data at the Local Level: From Accountability to Instructional Improvement (PDF)

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Summary: "Information is the key to holding schools accountable for improved performance every year among every student group. Data is our best management tool. I often say that what gets measured, gets done. If we know the contours of the problem, and who is affected, we can put forward a solution. Teachers can adjust lesson plans. Administrators can evaluate curricula. Data can inform decision-making. Thanks to No Child Left Behind, we're no longer flying blind." - Margaret Spellings, U. S. Secretary of Education

Tier: Tier 1

Activity - Use pacing guides and technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Drive instruction, use technology, develop or revise common assessments, then analyze data to adjust instruction	Other, Technology	Tier 1		06/01/2015	08/31/2018	\$0	No Funding Required	Interventionists, coaches, teaching staff

Activity - Analyze state data and focus on student deficiencies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze state assessment data to target teaching focuses in which students are deficient	Teacher Collaboration, Other, Technology	Tier 2	Evaluate	06/01/2015	06/30/2020	\$0	No Funding Required	Interventionists, coaches, teaching staff

Activity - Training to develop common assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide training to pertinent staff in areas of evaluating, developing, and revising common assessments for core curriculum and to use data to measure growth and accelerate achievement.	Curriculum Development, Technology, Professional Learning	Tier 1	Implement	06/01/2015	06/30/2020	\$0	No Funding Required	Pertinent staff

Activity - NWEA data analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze NWEA results and that data will be used to improve Tier 1 instruction, create targets, form student groups. Data perception will be used to inform instruction, determine targets for intervention, evaluate instructional effectiveness, and monitor student progress.	Other, Technology, Professional Learning	Tier 1	Monitor	06/01/2015	06/30/2020	\$0	No Funding Required	Interventionists, coaches, and teaching staff

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Activity - Coordinate data for school improvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and school improvement team members will analyze data to determine areas of school improvement plan. The school improvement team will update and coordinate the plan to reflect the use of strategies and activities needed to improve student academic achievement.	Teacher Collaboration, Technology	Tier 2	Evaluate	06/01/2017	08/31/2020	\$0	No Funding Required	Interventionists, coaches, teaching staff, counseling staff, school improvement team members
Activity - Illuminate Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Salary and benefits for staff to participate in training outside the school day in conjunction with the ISD that is designed to develop skill in using Illuminate to develop local assessments and to analyze and use data to inform instruction and interventions based on individual student needs. 50 teachers x 3 sessions @\$50 = \$7500 + 41% = \$10575	Professional Learning	Tier 1	Implement	05/12/2016	08/01/2018	\$10575	Title II Part A	teaching staff and administration
Activity - School Improvement Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Registration for 1 (Rose City) administrator to attend the MDE Fall School Improvement Conference in Lansing	Professional Learning		Implement	06/01/2017	08/31/2020	\$150	Title II Part A	Administration
Activity - School Improvement Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Registration and mileage for 1 staff member to attend the MDE Fall School Improvement Conference in Lansing. 1 staff x \$350 + \$100 mileage + \$250 overnight lodging and meals= \$650	Professional Learning	Tier 1	Implement	06/01/2017	08/31/2020	\$700	Title II Part A	Selected staff, administration
Activity - School Improvement Conference Substitute	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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SI Conference- Substitute Costs for 1 staff member to attend a 2 day conference. 2 days x \$90 = \$180	Professional Learning	Tier 1	Implement	06/01/2017	08/31/2020	\$180	Title II Part A	Administration, selected staff (building school improvement chairs)
Activity - COOR School Improvement Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School improvement workshops will kick off with a two-day session with Victoria Bernhardt, who will help us understand the four types of data. Subsequent sessions will be deep data dives into that data, with a final session scheduled to work on finalizing school improvement plans.	Professional Learning		Implement	06/01/2017	08/31/2020	\$2136	Title II Part A	COOR staff, administration, school improvement chairs
Activity - Survey of Enacted Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SEC (SURVEY OF ENACTED CURRICULUM) 2018-19: Test fee for 8 staff to take SEC outside of school day. Focus on ELA, new staff and math staff (who have not taken SEC) \$17/test x 8 staff = \$150	Teacher Collaboration, Direct Instruction, Academic Support Program, Curriculum Development	Tier 2	Implement	06/01/2018	08/31/2020	\$150	Title II Part A	Staff
Activity - Survey of Enacted Curriculum Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SEC TRAINER & TRAINING (SURVEY OF ENACTED CURRICULUM) 2018-19: STIPENDS FOR 10 STAFF TO TAKE SEC (SURVEY OF ENACTED CURRICULUM). 10 staff X \$75(\$750) +44.5% = \$1085	Academic Support Program, Professional Learning	Tier 2	Implement	06/01/2018	08/31/2020	\$1085	Title II Part A	staff, trainer, admin, coaches, interventionists

Strategy 2:

Response to intervention - It will work to determine use of differentiated instructional strategies in the classroom, and also target weaknesses in student learning so teachers can provide students with the means necessary to self-monitor, evaluate, and reflect on their own learning.

Category:

Research Cited: Burns, M. Ph.D. Response-to-Intervention Research: Is the Sum of the Parts as Great as the Whole? published in Perspectives on Language and Literacy, vol. 36, No. 2, Spring 2010.

Griffin, A. J., Parsons, L., Burns, M. K., & VanDerHeyden, A. (2007). Response to intervention research to practice. Washington, DC, National Association of State Directors of Special Education.

McNamara, K., & Hollinger, C. (2003). Intervention-based assessment: Evaluation rates and eligibility findings. Exceptional Children, 69, 181–194.

Vaughn, S., Wanzek, J., Linan-Thompson, S., & Murray, C. (2007). Monitoring response to intervention for students at-risk for reading difficulties: High and low responders. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), The handbook of response to intervention: The science and practice of assessment and intervention (pp. 234–243). New York: Springer.

Summary: In education, response to intervention (commonly abbreviated RTI or RtI) is an approach to academic and behavioral intervention used in the United States to provide early, systematic, and appropriately intensive assistance to children who are at risk for or already underperforming as compared to appropriate grade- or age-level standards. RTI seeks to prevent academic and behavioral failure through universal screening, early intervention, frequent progress monitoring, and increasingly intensive research-based instruction or interventions for children who continue to have difficulty. RTI is a multileveled approach for aiding students that is adjusted and modified as needed. http://en.wikipedia.org/wiki/Response_to_intervention May, 5, 2015

Tier: Tier 3

Activity - Differentiated instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement differentiated instructional strategies identified in the district RTI plan, including small group instruction. Administor universal screeners and utilize progress monitoring tools.	Other, Technology	Tier 3	Implement	06/01/2015	08/31/2020	\$0	No Funding Required	Intervention ists, coaches, teaching staff

Strategy 3:

District Data Meetings (All Tiers) - Meetings will be facilitated via district funds across buildings and grade levels to gather, analyze, draw conclusions, and find trends in order to determine future educational actions/decisions using student/classroom data from testing, fluency results, demographic and behavioral information and other various sources including Data Director, NWEA, SDS, and Illuminate (if appropriate).

Category:

Research Cited: Institute of Education Sciences. 2009. Using Student Achievement Data to Support Instructional Decision-Making. What Works Clearinghouse; http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf 2015

Summary: It is recommended in the above guide to make data part of an ongoing cycle of instructional improvement; teach students to examine their own data and set learning goals; establish a clear vision for school-wide data use; provide supports that foster a data-driven culture within the school and; develop and maintain a district-wide data system.

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Tier:

Activity - District Meetings (All Tiers)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meet to use student and classroom data to identify trends and make educational decisions	Teacher Collaboration, Technology			06/01/2015	08/31/2020	\$0	No Funding Required	Administrator, teachers, coaches, interventionists

Goal 7: All students will participate in activities from the Michigan Career Development Model.

Measurable Objective 1:

increase student growth participation in the activities suggested by the Michigan Career Development Model by 06/30/2021 as measured by as measured by participation in planned career development activities..

Strategy 1:

Inventory - Our schools will do an inventory of current career activities that are available for participation of students.

Category: Career and College Ready

Tier:

Activity - Michigan Career Development Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rose City School will do a self-assessment of activities that they are currently doing from the Michigan Career Development Model.	Career Preparation /Orientation		Getting Ready	03/01/2019	06/30/2021	\$0	No Funding Required	Administration, teaching staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
COOR School Improvement Workshops	School improvement workshops will kick off with a two-day session with Victoria Bernhardt, who will help us understand the four types of data. Subsequent sessions will be deep data dives into that data, with a final session scheduled to work on finalizing school improvement plans.	Professional Learning		Implement	06/01/2017	08/31/2020	\$2136	COOR staff, administration, school improvement chairs
Literacy Instructional Training	Stipends and benefits for 9 teachers to attend training provided outside the regular school day that will focus on improving Tier 1 instructional strategies for literacy, including phonics, reading workshop, writing workshop, conferring, informational writing and guided reading. 11 teachers @ \$75+ 44.3% x 6 sessions= \$7143	Professional Learning	Tier 1	Implement	01/13/2016	06/30/2021	\$7143	Teaching staff, administrators,
Instructional Coach	Salary and benefits for a highly qualified instructional coach to support classroom teachers with modeling and training in best practice methodology, specifically literacy strategies and implementation of Thinking Maps across the curriculum.	Teacher Collaboration, Direct Instruction	Tier 1	Implement	05/12/2016	08/31/2018	\$65477	Instructional Coach, administration, central office
Sonny Magana Presentation	Sonny Magana will present on establishing a culture of innovation by introducing, implementing, and continuously evaluating the impact of the T3 Framework for innovation on instructional quality, student achievement, and engagement.	Professional Learning	Tier 1	Getting Ready	06/01/2019	06/30/2020	\$4000	Administration and teachers.
Book Study-Eric Jensen	Teaching staff will participate in a book study using, a book of building/district choice written by Eric Jensen as a supplement to his training and workshop that all staff will be attending in August 2018. 20 books x \$25.00 (approximately) per book = \$500.00 (approximately)	Professional Learning		Implement	06/01/2015	08/31/2020	\$500	Administrator, FAME team, all teachers
School Improvement Conference	Registration and mileage for 1 staff member to attend the MDE Fall School Improvement Conference in Lansing. 1 staff x \$350 + \$100 mileage + \$250 overnight lodging and meals= \$650	Professional Learning	Tier 1	Implement	06/01/2017	08/31/2020	\$700	Selected staff, administration

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Essential Instructional Practices in Early Literacy	Annie Spear will be presenting on the Essential Instructional Practices in Early Literacy which include Prekindergarten, K-3, and 4-5 (due out in June). These literacy Essentials are effective practices for every student, every day, in all classrooms (Tier 1) and are supported by MDE. This training will be offered to all staff K-4. The professional learning is focused on using our current resources and curriculum to build classroom community in the first 6 weeks of school while purposefully infusing literacy practices aligned with the Essentials. While this plan directly correlates to the kindergarten pacing guides for community, it certainly supports the work ALL teachers do at the beginning of the year. This will build upon the work we've done (e.g., FIT Teaching and PBIS) through the lens of literacy and will support you to incorporate the Essentials using the curriculum and resources you have. Stipends for 5 teachers to attend for 3 days @ \$150 per day = \$2250	Teacher Collaboration, Curriculum Development, Professional Learning		Getting Ready	05/01/2017	08/31/2020	\$2250	Administration, teaching staff, literacy coach from COOR
School Improvement Conference	Registration for 1 (Rose City) administrator to attend the MDE Fall School Improvement Conference in Lansing	Professional Learning		Implement	06/01/2017	08/31/2020	\$150	Administration
School Improvement Conference Substitute	SI Conference- Substitute Costs for 1 staff member to attend a 2 day conference. 2 days x \$90 = \$180	Professional Learning	Tier 1	Implement	06/01/2017	08/31/2020	\$180	Administration, selected staff (building school improvement chairs)
Writer's Workshop (Stipends for Attendance) (All Tiers)	Stipends for teachers to attend writer's workshop professional development sessions outside of the normal school day. 10 staff x \$50 stipend per workshop x two 3-hour workshops = \$1000. Coach and Interventionist will also attend at \$50 per workshop = \$100 x two workshop(s) or days = \$200 (total \$1200)	Professional Learning		Getting Ready	06/01/2015	08/31/2020	\$1200	Classroom teachers, Special Education Teachers, Coaches, and Interventionists
Geographic Information Systems in the Classroom Trainers 2018-19	GEOGRAPHIC INFORMATION SYSTEMS IN THE CLASSROOM TRAINERS 2018: Stipends and benefits for 2 teachers (Chris Powley and Carl Bragg) with current GIS training to present four 3 hour training sessions outside of the work day designed to develop higher level thinking in students as they explore cross-curricular themes applying mathematical and reading skills to real-world, local environmental issues. Each session: 9 teachers @ \$75 + 44.5%	Professional Learning	Tier 1	Implement	06/01/2018	08/31/2020	\$1000	Staff

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Project Lead the Way	Rose City School will prepare to use Project Lead The Way as a science curriculum for K-5. Preparation will include staff training costs and curriculum materials.	Supplemental Materials, Direct Instruction, Curriculum Development, Professional Learning	Tier 1	Getting Ready	05/15/2019	06/30/2020	\$3000	Administration Leaders Teachers staff
Illuminate Training	Salary and benefits for staff to participate in training outside the school day in conjunction with the ISD that is designed to develop skill in using Illuminate to develop local assessments and to analyze and use data to inform instruction and interventions based on individual student needs. 50 teachers x 3 sessions @\$50 = \$7500 + 41% = \$10575	Professional Learning	Tier 1	Implement	05/12/2016	08/01/2018	\$10575	teaching staff and administration
Administrative Training- 6 Days (All Tiers)	RCS Administrator to attend 6 days of training outside of approved contract. Final cost to be determined. Estimated is per the principal's daily rate x 6 days + .41 benefits, meals, mileage, and hotel if necessary. Below \$ amount is only an estimate for allotment purposes.	Professional Learning		Getting Ready	06/01/2015	08/31/2020	\$2000	RCS Administrator
Parent Involvement Supplies	Supplies to support math family night activities. Supplies include hands-on family engagement activities that parents and students participate in during family night. Supplies also include make and take manipulatives and at-home practice activities. Costs also includes dinner.	Parent Involvement			08/01/2016	06/30/2021	\$300	Administration and staff
Co-Teaching Training	Stipends and benefits for 20 staff members to participate in a series of 3 hour training sessions facilitated by the special services supervisor outside of the work day designed to teach staff strategies for effective co-teaching. 20 teachers x \$50 + 41% x 3 sessions = \$4230	Teacher Collaboration, Professional Learning	Tier 1		01/13/2016	08/31/2020	\$4230	Special Services Supervisor, selected teaching staff
Technology Training-MACUL	2 teachers will be provided with technology training to enhance instruction, including addressing various learning styles and engaging students in active learning activities. Teachers and administrators will attend the MACUL conference. Train-the trainer activities and resources will be brought back to use with campus teaching staff.	Technology			06/01/2015	08/31/2020	\$700	Teachers, Instructional Coaches, and Administrator

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Peer Observations (Subs)(All Tiers)	Professional Development via Peer Teacher Observations and Coaching for 11 staff x 2 observations each teacher = 22 observations throughout the school year. 4 subs (4 days with one sub per day) @ \$80 per sub = \$1280 The purpose is to provide opportunity to observe teaching styles and innovations in action in the active classroom to motivate the ingenuity of all teachers in this school.	Teacher Collaboration, Professional Learning			06/01/2015	08/31/2020	\$1280	Teaching staff, administrator, PLC FAME team
Survey of Enacted Curriculum	SEC (SURVEY OF ENACTED CURRICULUM) 2018-19: Test fee for 8 staff to take SEC outside of school day. Focus on ELA, new staff and math staff (who have not taken SEC) \$17/test x 8 staff = \$150	Teacher Collaboration, Direct Instruction, Academic Support Program, Curriculum Development	Tier 2	Implement	06/01/2018	08/31/2020	\$150	Staff
ELA Professional Development-Pearson	ELA Pearson Training 2019-20. ELA staff will have the opportunity to participate in professional learning to implement the Pearson Ready Gen (K-5) or My Perspectives (6-12) curriculum with fidelity. Stipends and benefits for 10 teachers to attend 3 sessions of professional learning provided outside the school day by the Pearson consultant or instructional coach that will focus on utilizing best practices to fully implement the Ready Gen and My Perspectives curriculum with fidelity for all general education, special education, and Intervention staff 10 teachers @ \$75 + 44.3% (108.23) = \$1082.30 x 3 sessions = \$3246.90	Direct Instruction, Curriculum Development	Tier 1	Implement	06/01/2019	06/30/2021	\$4000	Administration, teaching staff
Co-Teaching Training Materials	Purchase Teaching in Tandem to be used as a resource for the co-teaching training. Teaching in Tandem provides knowledge and tools to use to create effective partnerships and powerful learning environments for teachers and students alike. 20 books @ \$18.55	Teacher Collaboration, Professional Learning	Tier 1	Implement	01/13/2016	08/31/2020	\$371	Administration, principals
Survey of Enacted Curriculum Training	SEC TRAINER & TRAINING (SURVEY OF ENACTED CURRICULUM) 2018-19: STIPENDS FOR 10 STAFF TO TAKE SEC (SURVEY OF ENACTED CURRICULUM). 10 staff X \$75(\$750) +44.5% = \$1085	Academic Support Program, Professional Learning	Tier 2	Implement	06/01/2018	08/31/2020	\$1085	staff, trainer, admin, coaches, interventionists
Conferences MRA - Reading (All Tiers)	1 staff will attend the MRA conference. Teachers will attend train-the-trainer workshops to gather resources and strategies bringing them back to share with teaching and counseling staff. \$175 registration + \$300 hotel rooms + \$54 meals + \$60 mileage	Technology, Professional Learning	Tier 1	Implement	06/01/2015	06/30/2021	\$550	Selected ELA teacher

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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer Literacy Home Visitation Program	Salary and material costs to expand Early Literacy teaching team as they go into homes during a 6 week program to work with students and families on literacy skills. Teaching teams will support instruction of phonics, build fluency and comprehension skills with students at risk of not being at grade level in 3rd grade, and to model for parents;	Parent Involvement, Academic Support Program	Tier 2	Implement	05/01/2017	06/30/2021	\$15000	teaching staff, administration, central office staff
Academic Support-At Risk Students (Tier 2 and 3)	Counselors and social workers will provide support services to students identified as at-risk based on the identified risk factors.	Academic Support Program, Technology		Implement	06/01/2015	08/31/2020	\$69720	Counselor and Social Worker

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Supplemental Materials to Support Intervention Groups	Guided reading book sets to support students in intervention groups with texts that support their learning level of reading. Cost of \$700 for 30 sets at various levels.	Supplemental Materials		Implement	01/01/2017	06/30/2018	\$700	Administration, teaching staff
Instructional Coaching (Tier I)-Ongoing Training	The instructional coach will provide ongoing training and model research based strategies for teachers and paraprofessionals in the area of English Language Arts and mathematics, training on best practice methodology. This coach will also support classroom interventions	Academic Support Program			06/01/2015	08/31/2018	\$18738	Instructional Coach, Administrator

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Resource Officer	The School Resource Officer supports and facilitates the educational process within the West Branch-Rose City Area School District by providing a safe and secure environment through building and establishing meaningful relationships with students and staff and proactively interacting with the school community to ensure the enforcement of city and state laws, preservation of public order, protection of life and the prevention, detection, or investigation of crime. The assigned officer will work effectively with students, parents, school personnel and community agencies to support teaching and learning in the schools. The School Resource Officer will patrol district property to protect students, staff and visitors from physical harm and prevent loss to district property resulting from criminal activity. Th funding for this is written into the district plan.	Community Engageme nt, Parent Involvement, Behavioral Support Program	Tier 1	Implement	01/01/2018	08/31/2020	\$0	Administrati on, school resource officer, police department
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Multi-tiered System of Approach Training (All Tiers)	Teachers and paraprofessionals will be provided with training to enable them to understand how to implement a multi-tiered system of support program that strengthens Tier 1, Tier 2, and Tier 3 instruction.	Professional Learning			06/01/2015	08/31/2020	\$0	Administrati on, Instructional Coach, and Teaching Staff
Math Data Analysis (All Tiers)	Teachers will analyze student reading data from testing results including math fluency screening, M-Step, classroom assessments/module tests, common assessments, and NWEA results. This evaluation will determine student growth, enrichment, and/or intervention possibilities. Teachers will locate trends and use conclusion data to drive, adjust, and differentiate instruction.	Direct Instruction, Technology		Monitor	06/01/2015	08/31/2020	\$0	Title I Intervention ist, Teaching Staff, Administrator
Multi-tiered System of Support Training (All Tiers)	Teachers and paraprofessionals will be provided with training to enable them to understand how to implement a multi-tiered system of support program that strengthens Tier 1, Tier 2, and Tier 3 instruction.	Academic Support Program		Implement	06/01/2015	06/30/2021	\$0	Administrati on, Instructional Coach, and Teaching Staff

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Tutoring (Tier 3)	Instructional staff will provide student support during tutoring sessions designed to help students identified as At Risk improve academic achievement. Tutoring will be scheduled before or after school and during summer school.	Academic Support Program, Technology			06/01/2015	08/31/2020	\$0	Title I Coordinator and selected teachers
Effective Relationships (All Tiers)	Teachers will attend training to develop strategies to establish and maintain effective relationships with students and parents and engage students in effective learning activities through PBIS.	Parent Involvement			06/01/2015	08/31/2020	\$0	All Staff
Effective Teaching Training-Science (Tier 1)	Teachers will attend training designed to implement inquiry based instruction in science. Training will be facilitated by consultants from the ISD.	Professional Learning			06/01/2015	08/31/2020	\$0	Selected Staff
Using Thinking Maps Effectively (All Tiers)	The district will provide training designed to prepare teachers to implement Thinking Maps, a common visual language for learning within and across disciplines, using a train-the-trainer model from a summer workshop, specifically using the visuals in writing and writing in reference to mathematical responses.	Professional Learning		Implement	06/01/2015	06/30/2021	\$0	Title Coach, Math Instructors
Interventionist (Tiers 2 and 3)	The interventionists will coordinate administration of progress monitoring tools and analyze data to provide Tier 2 and Tier 3 intervention for students who are below benchmark in reading.	Academic Support Program			06/01/2015	08/31/2020	\$0	Title I Coordinator, Interventionists, teaching staff, paraprofessionals
Technology-Classroom Equipment and Chrome Books	Teaching staff will implement how to use hand-held devices, tablets and apps, document cameras, Smart notebook lessons, graphing calculators, Chrome Books, open source resources, and other emerging technologies to improve, transform, and differentiate instruction.	Direct Instruction, Technology	Tier 1	Implement	06/01/2015	08/31/2020	\$0	Classroom teachers and Paraprofessionals
Effective Relationships (All Tiers)	Teachers will develop strategies to establish and maintain effective relationships with students and parents and engage students in effective learning activities. The district will provide training designed to help teachers develop these strategies through PLC's.	Parent Involvement	Tier 1	Implement	06/01/2015	06/30/2021	\$0	All Staff
Using Thinking Maps Effectively (All Tiers)	The district will provide training designed to prepare teachers to implement Thinking Maps, a common visual language for learning within and across disciplines, using a train-the-trainer model from a summer workshop, specifically using the visuals in writing and writing in reference to reading responses.	Direct Instruction, Academic Support Program	Tier 1	Implement	06/01/2015	06/30/2021	\$0	Title I Coach and Classroom Teachers

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Social Studies Data Analysis (All Tiers)	Teachers will analyze student data from testing results including M-Step, classroom assessments, common assessments, and NWEA results. This evaluation will determine student growth, enrichment, and/or intervention possibilities. Teachers will locate trends and use conclusion data to drive, adjust, and differentiate instruction.	Technology, Professional Learning	Tier 1	Monitor	06/01/2015	08/31/2020	\$0	All Staff
Illuminate Data Upload & Reports (or other system adopted by COOR)	Teachers and the Title I Interventionist will utilize Illuminate as the data warehouse adopted by COOR ISD to upload classroom test results and access reports to analyze data to drive, adjust, and differentiate instruction in determining benchmark scores or intervention needs of students.	Teacher Collaboration, Technology, Professional Learning		Implement	06/01/2015	08/31/2020	\$0	All staff
Common Writing Prompt	A common writing prompt will be designed to engage all K-6 students in writing, 3 times per year-fall, winter, spring. Writings will be scored using a common rubric. Writings will be evaluated in reference to grade level skill level and expectations. Scored writings will be shared among all teaching staff and discussion will take place noting trends, deficiencies, and appropriate interventions, collecting data points for improvement in writing in response to listening/reading. Instruction may be adjusted in accordance with the results of evaluation.	Academic Support Program		Implement	06/01/2015	08/31/2018	\$0	Instructional Staff, Title Interventionist, FAME members, Administrator
Technology-Classroom Equipment and Chrome Books (All Tiers)	Teaching staff will implement how to use hand-held devices, tablets and apps, document cameras, Smart notebook lessons, graphing calculators, Chrome Books, open source resources, and other emerging technologies to improve, transform, and differentiate instruction.	Direct Instruction, Technology		Implement	06/01/2015	08/31/2020	\$0	Title I Coach and Teachers
Multi-tiered System of Support Training (All Tiers)	Teachers and paraprofessionals will be provided with training to enable them to further understand and evaluate how to implement a multi-tiered system of support program that strengthens Tier 1, Tier 2, and Tier 3 instruction. This will also include technology in the form of teaching paraprofessionals how to monitor students while using online resources.	Academic Support Program	Tier 3	Evaluate	06/01/2015	06/30/2022	\$0	Administration, Instructional Coach, and Teaching Staff
Phonics	RCS teaching staff will continue to use phonics instruction with K-2 students to develop the foundation for successful reading habits and performance.	Direct Instruction	Tier 1	Implement	06/01/2015	08/31/2020	\$0	ELA teachers, paras, coach, interventionist
Instructional Coaching (Tier I)	The instructional coach will provide ongoing training and modeling for teachers based on research strategies in the area of science.	Academic Support Program			06/01/2015	08/31/2018	\$0	Instructional Coach

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Differentiated instruction	Implement differentiated instructional strategies identified in the district RTI plan, including small group instruction. Administor universal screeners and utilize progress monitoring tools.	Other, Technology	Tier 3	Implement	06/01/2015	08/31/2020	\$0	Intervention ists, coaches, teaching staff
Tutoring (Tier 3)	Instructional staff will provide student support during tutoring sessions designed to help identified at-risk students improve academic achievement. Tutors will work before and/or after school and during the summer school schedule.	Academic Support Program, Technology			06/01/2015	08/31/2020	\$0	Title I Coordinator and selected staff
Formative Assessments (All Tiers)	Formative assessments will be used in the classroom to provide immediate feedback to the teacher about instruction and student understanding. Teachers will make necessary adjustments to delivery and/or strategies to increase student understanding.	Direct Instruction		Monitor	06/01/2015	08/31/2020	\$0	Classroom teachers
Use pacing guides and technology	Drive instruction, use technology, develop or revise common assessments, then analyze data to adjust instruction	Other, Technology	Tier 1		06/01/2015	08/31/2018	\$0	Intervention ists, coaches, teaching staff
Technology-Classroom Equipment and Chrome Books	Teaching staff will implement how to use hand-held devices, tablets and apps, document cameras, Smart notebook lessons, graphing calculators, Chrome Books, open source resources, and more to improve, transform, and differentiate instruction.	Direct Instruction, Academic Support Program, Technology		Implement	06/01/2015	06/30/2021	\$0	RCS classroom staff
Paraprofessional Support (Tier 2 and 3)	Paraprofessionals will provide Tier 2 and Tier 3 instruction for students below benchmark in reading during intervention time.	Academic Support Program			06/01/2015	08/31/2020	\$0	Paraprofes sional staff along with administrati ve and instructiona l coaching support.
Analyze state data and focus on student deficiencies	Analyze state assessment data to target teaching focuses in which students are deficient	Teacher Collaborati on, Other, Technology	Tier 2	Evaluate	06/01/2015	06/30/2020	\$0	Intervention ists, coaches, teaching staff
Technology-Classroom Equipment and Chrome Books (All Tiers)	Teaching staff will implement how to use hand-held devices, tablets and apps, document cameras, Smart notebook lessons, graphing calculators, Chrome Books, open source resources, and other emerging technologies to improve, transform, and differentiate instruction.	Direct Instruction, Academic Support Program, Technology		Implement	06/01/2015	08/31/2020	\$0	Classroom staff and para professiona ls

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NWEA data analysis	Teachers will analyze NWEA results and that data will be used to improve Tier 1 instruction, create targets, form student groups. Data perception will be used to inform instruction, determine targets for intervention, evaluate instructional effectiveness, and monitor student progress.	Other, Technology, Professional Learning	Tier 1	Monitor	06/01/2015	06/30/2020	\$0	Interventionists, coaches, and teaching staff
Coordinate data for school improvement	Teachers and school improvement team members will analyze data to determine areas of school improvement plan. The school improvement team will update and coordinate the plan to reflect the use of strategies and activities needed to improve student academic achievement.	Teacher Collaboration, Technology	Tier 2	Evaluate	06/01/2017	08/31/2020	\$0	Interventionists, coaches, teaching staff, counseling staff, school improvement team members
Academic Support—At Risk Students (Tier 2 and 3)	Counselors and social workers will provide support services to students identified as At Risk based on the identified risk factors. The purpose of this support is to strengthen the emotional well-being of each student to meet needs that may not be met at home.	Academic Support Program			06/01/2014	08/31/2020	\$0	School counselors and social workers
Paraprofessional Support (Tier 2 and 3)	Paraprofessionals will provide Tier 2 and Tier 3 instruction for students below benchmark in reading during intervention time. Paraprofessionals will provide tutoring during academic support periods or outside the school day.	Academic Support Program			06/01/2015	08/31/2020	\$0	Paraprofessional staff along with administrative and instructional coaching support.
Science Data Analysis (All Tiers)	Teachers will analyze data, to inform instruction and interventions, and implement school improvement strategies. They will use various data points including science test results to determine student growth.	Direct Instruction, Technology, Professional Learning			06/01/2015	08/31/2020	\$0	All Staff
Using Thinking Maps Effectively (All Tiers)	Teachers will implement Thinking Maps, a common visual language for learning within and across disciplines, using a model from a summer workshop, specifically using the visuals in writing and writing in reference to social studies responses.	Direct Instruction, Professional Learning		Implement	06/01/2015	08/31/2020	\$0	Classroom teachers
Academic Support—At Risk Students (Tier 2 and 3)	Counselors and social workers will provide support services to students identified as At Risk based on the identified risk factors.	Academic Support Program	Tier 3		06/01/2015	08/31/2020	\$0	Counselors and Social Workers

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Paraprofessional Support (Tier 2 and 3)	Paraprofessionals will provide Tier 2 and Tier 3 instruction for students below benchmark in reading during intervention time. Paraprofessionals will provide tutoring during academic support periods or outside the school day.	Academic Support Program			06/01/2015	08/31/2018	\$0	Paraprofessional staff along with administrative and instructional coaching support.
Formative Assessments (All Tiers)	Formative assessments will be used in the classroom to provide immediate feedback to the teacher about instruction and student understanding. Teachers will make necessary adjustments to delivery and/or strategies to increase student understanding.	Direct Instruction		Monitor	06/01/2015	08/31/2020	\$0	Classroom teachers and Paraprofessionals
Common Writing Prompt Scoring (All Tiers)	Staff will develop skills in scoring writing using rubrics. This common rubric will be used in scoring writing across the curriculum.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1		06/01/2015	06/30/2021	\$0	All Staff
Writing-Common Scoring (All Tiers)	K-6 staff will use a common scoring rubric for writing. Writing will take place across the curriculum. Discussions will take place during PLC's. Results will drive instruction.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	06/01/2015	08/31/2020	\$0	All Staff
Instructional Coaching (Tier I)	The instructional coaches will provide ongoing training and model research based strategies for teachers in the area of literacy.	Academic Support Program			06/01/2015	08/31/2020	\$0	Instructional Coaches
Reading Data Analysis (All Tiers)	Teachers will analyze student reading data from testing results including phonemic awareness screening, DRA, reading fluency screening, M-Step, classroom assessments, common assessments, and NWEA results. This evaluation will determine student growth, enrichment, and/or intervention possibilities. Teachers will locate trends and use conclusion data to drive, adjust, and differentiate instruction.	Technology, Professional Learning	Tier 1	Monitor	06/01/2014	06/30/2021	\$0	All staff
Integrate Writing	Teach close and critical reading skills; integrate argument and informational writing across the curriculum.	Direct Instruction, Professional Learning	Tier 1	Implement	06/01/2015	08/31/2020	\$0	Interventionists, coaches, and teachers
Multi-tiered System of Support Training (All Tiers)	Teachers and paraprofessionals will be provided with training to enable them to understand how to implement a multi-tiered system of support program that strengthens Tier 1, Tier 2, and Tier 3 instruction.	Academic Support Program	Tier 2	Monitor	06/01/2015	06/30/2020	\$0	Administration, Instructional Coach, and Teaching Staff

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Training to develop common assessments	The district will provide training to pertinent staff in areas of evaluating, developing, and revising common assessments for core curriculum and to use data to measure growth and accelerate achievement.	Curriculum Development, Technology, Professional Learning	Tier 1	Implement	06/01/2015	06/30/2020	\$0	Pertinent staff
Formative Assessment (All Tiers)	Formative assessments will be used in the classroom to provide immediate feedback to the teacher about instruction and student understanding. Teachers will make necessary adjustments to delivery and/or strategies to increase student understanding.	Teacher Collaboration, Direct Instruction		Monitor	06/01/2015	08/31/2020	\$0	Classroom teachers, Title I
Interventionist (Tiers 2 and 3)-Coordinate and Analyze Student Reading Data	The interventionists will coordinate administration of progress monitoring tools and analyze data to provide Tier 2 and Tier 3 intervention for students who are below benchmark in reading.	Academic Support Program			06/01/2015	08/31/2020	\$0	Title 1 Coordinator, Interventionists, teaching staff and paraprofessionals.
Meetings	Meet during grade level meetings and PLC's and use meeting times to further develop differentiated instruction, practice formative assessment, discuss assessment results, analyze student data to determine growth or intervention needs and collaborate with peers.	Technology, Professional Learning	Tier 1	Implement	06/01/2015	08/31/2020	\$0	Interventionists, coaches, and teachers
Michigan Career Development Model	Rose City School will do a self-assessment of activities that they are currently doing from the Michigan Career Development Model.	Career Preparation /Orientation		Getting Ready	03/01/2019	06/30/2021	\$0	Administration, teaching staff
Illuminate Upload & Reports (or other system adopted by COOR)	Teachers and the Title I Interventionist will utilize Illuminate as the data warehouse adopted by COOR ISD to upload classroom test results and access reports to analyze data to drive, adjust, and differentiate instruction in determining benchmark scores or intervention needs of students.	Technology, Professional Learning		Implement	06/01/2015	08/31/2020	\$0	All staff
Formative Assessments (All Tiers)	Formative assessments will be used in the classroom to provide immediate feedback to the teacher about instruction and student understanding. Teachers will make necessary adjustments to delivery and/or strategies to increase student understanding.	Direct Instruction	Tier 1	Monitor	06/01/2015	06/30/2021	\$0	Classroom teachers, Paraprofessionals
Academic Support of At-Risk Students (Tiers 2 and 3)	Counselors and social workers will provide support services to students identified as At-Risk based on the identifiable risk factors.	Academic Support Program	Tier 3	Implement	06/01/2015	06/30/2020	\$0	Counselors and Social Workers

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Using Thinking Maps Effectively (All Tiers)	The district will provide training designed to prepare teachers to implement Thinking Maps, a common visual language for learning within and across disciplines, using a train-the-trainer model from a summer workshop, specifically using the visuals in writing and writing in reference to scientific responses.	Professional Learning		Implement	06/01/2015	08/31/2020	\$0	Instructional Coaches and Teachers
Illuminate Upload & Reports (or other system adopted by COOR)	Teachers and the Title I Interventionist will utilize Illuminate as the data warehouse adopted by COOR ISD to upload classroom test results and access reports to analyze data to drive, adjust, and differentiate instruction in determining benchmark scores or intervention needs of students.	Technology, Professional Learning	Tier 1	Implement	06/01/2015	08/31/2020	\$0	All staff
District Meetings (All Tiers)	Meet to use student and classroom data to identify trends and make educational decisions	Teacher Collaboration, Technology			06/01/2015	08/31/2020	\$0	Administrator, teachers, coaches, interventionists
COOR-New Teacher Training	Newly hired teachers are invited and encouraged to attend the new teacher training sessions held at COOR to learn about policies, procedures, data analysis, and other trends throughout the district.	Professional Learning		Implement	06/01/2015	08/31/2020	\$0	New Teachers
Illuminate Data Upload & Reports (or other system adopted by COOR)	Teachers and the Title I Interventionist will utilize Illuminate to upload classroom test/module results and access reports to analyze data to drive, adjust, and differentiate instruction in determining benchmark scores or intervention needs of students.	Technology, Professional Learning		Monitor	06/01/2015	08/31/2020	\$0	Teachers, Title I Interventionist
Parent Instructional Materials (All Tiers)	Purchase supplies to support science family night activities. Supplies include hands-on family engagement activities that parents and student participate in during family night. Supplies also include make and take science experiments. Instructional materials for parents to use will help to develop science inquiry and literacy skills.	Parent Involvement	Tier 2	Implement	06/01/2015	08/31/2020	\$0	Title 1 Coordinator
Effective Relationships (All Tiers)	Teachers will develop strategies to establish and maintain effective relationships with students and parents and engage students in effective learning activities. Discussions, planning, and evaluation of this goal will take place during PLC's.	Parent Involvement			06/01/2015	08/31/2020	\$0	All Staff

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Interventionist (Tiers 2 and 3)	The Interventionists will coordinate administration of progress monitoring tools and analyze data to provide Tier 2 and Tier 3 intervention for students below benchmark in reading.	Academic Support Program			06/01/2015	08/31/2018	\$0	Title 1 Coordinator, Interventionists, Teaching Staff, Paraprofessionals
Effective Relationships and Parent Involvement (All Tiers)	Teachers will continue to develop strategies to establish and maintain effective relationships with students, parents, and community, engaging students and parents in effective learning activities recommended from teacher training workshops and/or best practices. The district will provide training to develop these strategies as appropriate, and activities will be designed, planned, and practiced through PLC's on site.	Parent Involvement	Tier 1	Implement	06/01/2015	06/30/2021	\$0	All staff

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Resources	Purchase high interest Kindle reading and math apps to provide supplemental instruction during Tier 2 and Tier 3 Intervention	Technology	Tier 1	Implement	01/13/2016	08/31/2020	\$500	Teaching staff, interventionist
Parent Involvement Presenter	Fee for presenter at family night to engage students and parents in hands-on activities.	Parent Involvement			05/13/2016	08/31/2018	\$600	Parent Involvement Supervisor
Parent Involvement-Planning and Supervision (All Tiers)	Supervision, planning, and implementation of parent involvement programs by one staff member at Rose City School. Specifically, the staff member would plan at least one parent night in each of the four core subject areas, schedule dinners, schedule speakers or presenters, communicate and advertise, run, and evaluate the activity. All work would be done outside the regular contracted day. A job description is on file.	Parent Involvement	Tier 1	Implement	06/01/2015	06/30/2020	\$3608	One selected Rose City Staff

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Paraprofessional Support (Tier 2 and 3)	Salary and benefits for 2 highly qualified paraprofessionals (Non-Certified Staff) who provide supplemental academic interventions in English Language Arts and Mathematics during daily intervention time as outlined in the district MTSS Plan. 2 paraprofessionals @ 4 hours per day.	Academic Support Program, Technology	Tier 2	Implement	06/01/2015	06/30/2021	\$23445	Paraprofessional staff along with administrative and instructional coaching support. Salary \$16435 + \$7010 benefits = \$23445
BOOK BAGS	Purchase books to distribute to elementary students during March is Reading Month. Teachers will model strategies during family night for parents to use with their children at home to increase parent support for literacy activities.	Parent Involvement	Tier 1	Implement	01/13/2016	06/30/2021	\$3000	Teaching staff
Instructional Coach	Salary and benefits for a highly qualified instructional coach to support Tier 1 instruction in Kindergarten and first grade in coordination with the ISD early literacy coach; support implementation of the state recommended essential practices from GELN.	Teacher Collaboration, Other - coaching, Professional Learning	Tier 1		11/01/2016	08/31/2020	\$1588	Administration
Parent Involvement Supervision	Supervision, planning, and implementation of parent involvement programs by one staff member at Rose City School. Specifically, the staff member would plan at least one parent night in each of the four subject areas, schedule speakers and presenters, communicate, run, and evaluate the activity. All work would be done outside the regular contracted day. A job description is on file. Salary \$2500 + benefits \$1025 = \$3525.	Parent Involvement		Implement	06/01/2015	08/31/2020	\$3525	Volunteer staff or other appointed from RCS

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Family Night (All Tiers)	Teachers and administration will engage parents and students in activities during a Science Family Night. Materials include resources for make and take activities and supplies for parent-student hands-on activities. The purpose is to build better relationships between families and school staff. This will also serve as a platform to exchange ideas with parents about how they can help their students at home and give staff an opportunity to become more familiar with individual family needs and how we can better serve each student's needs at school. Supplies \$400, Dinner \$200 = \$600	Parent Involvement			06/01/2015	08/31/2020	\$600	Staff and administrator
Salary Increase	Increase in salary for the Title 1 Interventionist. \$595 + 41% = \$839	Academic Support Program	Tier 1	Implement	01/13/2016	06/30/2018	\$839	central office
Math Intervention-Fraction Face-Off!	Fraction Face-Off! is a math program focused on improving students knowledge and understanding of fractions and decimals. Materials to include manuals, student materials, and manipulatives for use with students struggling with fractions grades 5-6. Possible application as a supplement for grades 3-4	Academic Support Program	Tier 1	Getting Ready	04/01/2018	08/31/2020	\$5000	Instructional coach, administration, classroom teacher and intervention staff
Tier 2-3 Informational Book Resources (Tiers 2 and 3)	Purchase leveled informational books relevant to the needs of intervention students.	Academic Support Program	Tier 2	Implement	06/01/2015	06/30/2021	\$3000	Administration and Title I Coordinator
Tier 2-3 Supplemental Literature Resources (Tiers 2 and 3)	Purchase supplementary literature leveled resources including high interest informational science text, for teachers and paraprofessionals to provide supplemental instruction during Tier 2 and Tier 3 Intervention relevant to the subgroups experiencing gaps: economically disadvantaged students and male students. Grades 2-6 may purchase National Geographic Explorer, Ranger Rick, Science Spin, or other relevant titles.	Academic Support Program	Tier 3	Implement	06/01/2015	06/30/2020	\$664	Administrator and Title I Coordinator
Best Practice Instructional Training	Best Practice Instructional Training: Stipends and benefits for 12 teachers to attend training outside of the contracted school day. Training to be provided by the district instructional coaches focusing on literacy and math strategies across the curriculum including close reading, writing, vocabulary, number talks, student engagement, discourse and the literacy essential practices. 12 teachers x 6 sessions @ \$75 per 3 hour session (\$5400) x 44.5% = \$7803	Professional Learning	Tier 1	Implement	01/01/2018	08/31/2020	\$7803	Instructional coach, administration, teaching staff

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Intervention Literacy-Social Studies Resources (Tiers 2 and 3)	Purchase leveled informational books and literature such as Time for Kids, Scholastic News and others relevant to the subgroups experiencing gaps; economically disadvantaged students and male students.	Academic Support Program			06/01/2015	08/31/2020	\$800	Administrator and Title I Coordinator
Parent Instructional Materials (All Tiers)	Purchase instructional materials for parents to use to develop social studies and literacy skills at home.	Parent Involvement			06/01/2015	08/31/2020	\$200	Title I Coordinator
Parent Instructional Materials (All Tiers)	Purchase instructional materials for parents to use to develop mathematics skills at home. \$200	Parent Involvement		Getting Ready	06/01/2015	06/30/2021	\$200	Title I Coordinator
Family Night (All Tiers)	Teachers and administration will engage parents and students in activities during a Reading focused Family Night. Materials include resources for make and take activities and supplies for parent-student hands-on activities. The purpose is to build better relationships between families and school staff. This will also serve as a platform to exchange ideas with parents about how they can help their students at home and give staff an opportunity to become more familiar with individual family needs and how we can better serve each student's needs at school. Dinner is included and a professional subject area presenter will be contacted for a student/parent presentation. Up to 200 people may attend. \$500 for a presenter, \$ 100 for supplies, \$200 dinner = \$700	Parent Involvement	Tier 1	Implement	06/01/2015	06/30/2021	\$700	Staff and administrator
Family Night (All Tiers)	Teachers and administration will engage parents and students in activities during a Math focused Family Night. Materials include resources for make and take activities and supplies for parent/student hands-on activities. The purpose is to build better relationships between families and school staff, and educate parents on best practice strategies for differentiation. This will also serve as a platform to exchange ideas with parents about how they can help their students at home and give staff an opportunity to become more familiar with individual family needs and how we can better serve each student's needs at school. \$300	Parent Involvement	Tier 1	Implement	06/01/2016	06/30/2021	\$300	Staff and administrator

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Pacing Guides & Curriculum Maps	Consider direct instruction and professional learning to fully develop the district curriculum, aligned to state standards, adding common, formative, and summative assessment pieces to pacing guides and curriculum maps	Teacher Collaboration, Direct Instruction, Curriculum Development, Technology, Professional Learning	Tier 1	Implement	06/01/2015	08/31/2020	\$1500	Coaches, Interventionists, and all teachers
Instructional Coaching (Tier I)	The instructional coaches will provide ongoing training and model research based strategies for teachers and paraprofessionals in the area of teaching and mathematics and evaluating student work. Salary and benefits.	Academic Support Program	Tier 1	Implement	06/01/2015	08/31/2020	\$19136	Instructional Coach
Tutoring (Tier 3)	Instructional staff and paraprofessionals will provide student support during tutoring sessions designed to help students identified as At risk improve academic achievement. Tutoring will be scheduled before or after school. 4 teachers @ \$30 per hour, 2 hours a week for 30 weeks during the school year.	Academic Support Program, Technology	Tier 3	Implement	06/01/2015	06/30/2021	\$7200	Title I and selected certified teaching staff
Family Night (All Tiers)	Teachers and administration will engage parents and students in activities during a Social Studies Family Night. Materials include resources for make and take activities and supplies for parent-student hands-on activities. The purpose is to build better relationships between families and school staff. This will also serve as a platform to exchange ideas with parents about how they can help their students at home and give staff an opportunity to become more familiar with individual family needs and how we can better serve each student's needs at school. Supplies \$300, Dinner \$200 = \$500	Parent Involvement		Implement	06/01/2015	08/31/2020	\$500	All staff and administrator
Tutoring (Tier 3)	Salary and benefits for 3 highly qualified teachers to provide tutoring outside the school day for students who are identified as being significantly below benchmark in reading and math. Tutoring will be offered 1 hour per day before or after school 2 or 3 days per week for 18 weeks for a total of 162 hours x \$30 = \$4860 salary + \$1993 benefits	Academic Support Program, Technology	Tier 3	Implement	06/01/2015	06/30/2021	\$6853	Selected teachers
2 Highly Qualified Paraprofessionals-ELA/Math during Intervention	Salary and benefits for 2 highly qualified paraprofessionals (non-certified) to provide supplemental academic interventions in ELA and math during daily intervention time as outlined in the district MTSS plan. 1@4 hrs and 1@3.75hrs.	Academic Support Program	Tier 3	Implement	06/01/2015	06/30/2021	\$22653	RCS Administrator and Paraprofessionals

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Interventionist (Tiers 2 and 3)	Salary and benefits for a highly qualified ELA/math interventionist to provide Tier 2 and Tier 3 instruction for qualifying students as outlined on the district Multi-tiered System of Support Plan. The balance of her schedule (20%) is spent as a literacy /math coach to support classroom teachers and paraprofessionals with interventions and training in best practice methodology. Schedule and deliverables are attached.	Academic Support Program, Technology	Tier 2	Implement	06/01/2015	08/31/2020	\$76544	Title 1 Coordinator, Interventionists, teaching staff and paraprofessionals.
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