School Improvement Plan

Will L. Lee School

Richmond Community Schools

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Introduction

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

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Will L. Lee Elementary is located in Richmond, Michigan. Richmond is a small rural community, and within the Richmond School District, there is one elementary, one middle, and one high school. Lee Elementary serves over 500 students, pre-school through fourth grade. The student population is mainly caucasian with a small number of English Language Learners. Over 65% of our student population qualifies for free and reduced lunch. Twenty-five teachers and seven Title One Technicians service students at the elementary school.

Over the last several years, our student population has decreased. While staffing numbers have remained the same, teachers have been placed in different positions as a result of the changing student population. We have full day kindergarten. We have recently upgraded the technology in our classrooms with Smart Boards and projectors have been installed in all of the elementary classrooms. We provide a number of after-school activities for students to participate in, from reading and math support programs to Lego Clubs and K-Kids. We host several Title One nights to provide families with activities and resources to help develop skills at home. We have an active PTO that provides a variety of family events throughout the year.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Our Mission statement is "Working together=Learning for All". This philosophy is observed through our grade level meetings as teachers collaborate on curriculum and content. We recite the mission statement each morning. We promote this philosophy through our communications with home. We invite parents to participate in classroom and grade level activities. This mission statement is a living document that is visible in each classroom at every grade level. The principal works closely with parents and community members to create an environment that welcomes the community to our school.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Student achievement continues to improve with Language Arts, and we're making progress with our math curriculum. We have developed a successful reading intervention program for our student population, kindergarten through fourth grade, and our Language Arts series has provided students with more opportunities to explore a variety of texts. The adoption of the 6 + 1 Traits in writing has given our staff consistent vocabulary and resources for writing instruction, and student performance has increased.

Over the past couple years, we have spent a lot of time on our math curriculum. We have adopted a new math series, and we are in the process of aligning our instruction with the Common Core State Standards. Our new math series provides more opportunities for critical thinking and student mastery, and we're looking forward to the growth we'll see with our students as we continue to roll out the series. We're also developing an intervention system for math to help struggling students build necessary skills to succeed in the classroom. We continue to look for ways to involve parents, not only in the day to day activities like reading groups and celebrations, but with techniques to support their child's learning and opportunities to voice their opinions in our decision making at Lee.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

The staff at Lee Elementary has worked hard to created a caring, positive learning environment for the students. They've dedicated many hours to aligning their instruction to the Common Core State Standards in order to prepare students for high school and beyond. They spend a great deal of their own time creating lessons to inspire and engage students. They take advantage of teachable moments, and make every effort to teach the whole child.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Teachers refer responsible, reliable parents for the School Improvement Team. Referred parents are contacted and invited to participate on our School Improvement Team. Teachers are selected by colleagues to represent each grade level on the team. Administrators, the superintendent, and curriculum director all play a role in the decision making process of the team. An informal survey is administered in the fall to choose dates to accommodate the School Improvement Team's schedule.

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

The plan was developed using feedback from the entire staff during monthly staff meetings, PLC time and during common prep periods. The SIT committee analyzed the staff data and input as well as student assessment data to create the School Improvement Plan. It is the responsibility of the grade level representatives to share information and updates regarding the annual School Improvement Plan to grade level colleagues. The administrators provided feedback from the MDE visit and worked along with all stakeholders to create the School Improvement Plan document. The SIT Committee members shared the responsibility to input data on the AdvancED site.

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

The final improvement plan is communicated to all stakeholders during professional development inservices and monthly staff meetings. Communication takes place using printed documents of goal sheets, verbal discussion and group dialogue. Ongoing communication will take place weekly through e-mail, administrative weekly reports, and grade level PLC time.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Declining enrollment and a decrease in public education funding seem to go hand in hand. Our student population has decreased over the last couple years, so we're receiving less funding from the state. Because we're receiving less funding, we have less money to spend on classroom resources, staffing, etc. Staff members do the best they can to make up for the limited funds being allotted to each classroom.They spend a lot of their own time and money searching for lessons, activities, trade books, manipulatives, etc. to help bridge any gaps between the curriculum and the resources/ text currently used in our classrooms. It's very challenging for staff members because of the many requirements/ responsibilities they now have (benchmark assessing, progress monitoring, data collection/ storage/ analyzation, etc.) Because of the declining enrollment, a small number of teaching

positions have shifted (for example, one section of first grade has been closed and a new section of fourth grade has been opened due to class size) and a small number of positions have been eliminated. Some teachers have been moved from one grade level to another. Many classes have been filled to capacity (or very close to capacity) which has resulted in a need for fewer teachers.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

We have a number of families who have poor attendance or arrive to school tardy on a regular basis. Truancy notices are sent to these families, but many of them don't take the notices seriously. Excuses for absences and tardies include everything from "We had no milk or cereal in the house so we had to run to a fast food restaurant" to "We needed a family day together." Many families don't seem to understand that they are required by law to make sure their children are at school on time all the time.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

We currently have no behavior data. A few years ago, we were using a data system tied with MiBLiSi, but it's been several years since we've tracked behavior data. We have a lot of behavior issues in our school, and we need a system to organize behavior referrals and help students correct behavior. We're working hard to get our behavior program back on track, and we plan to monitor data during the 2015-2016 school year.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

We need to continue to advertise our school and the programs we have. We need to make sure communication with the community is clear and positive. With regards to student attendance, we need to be stricter with our truancy guidelines. When we observe students with attendance issues, we need to take action immediately. We need to spend more time on our school-wide behavior program, and put steps in place to support students with behavior issues.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

During the 2014-2015 school year, we had four different administrators in charge of our building, all with different levels of experience in education. What made it challenging wasn't the level of experience of the administrator but the ability for the administrator to come in and support the staff and students. With having so many different administrators in charge, it was hard to follow through on decisions that were made by previous administrators.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

In our building, with the group of teachers currently on staff, we don't believe that seniority (or a lack of seniority) has that much of an impact on student achievement. What impacts student achievement more is a teacher's willingness to change with the times, adopting the new Common Core State Standards, adjusting instruction to meet the new standards, utilizing all of the components of the series used at our school, assessing students on a regular basis, and analyzing the assessment data to change instruction. There are "newer" and "older" teachers who struggle with these tasks, and there are "newer" and "older" teachers who handle these tasks with ease.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

When substitutes are in the classroom, it's obviously challenging for them to carry out lessons to the extent that the normal classroom teacher would. A substitute does the best they can with the lesson plans left for them, especially if they're not familiar with the grade level/ curriculum being taught. If teachers have a high number of absences, for whatever reason, this could impact their students' learning. We also realize that it's important for teachers to attend conferences and workshops. Conferences and workshops provide teachers with the ability to improve instruction and student learning in their classroom.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

When substitutes are in the classroom, it's obviously challenging for them to carry out lessons to the extent that the normal classroom teacher would. A substitute does the best they can with the lesson plans left for them, especially if they're not familiar with the grade

level/curriculum being taught. If teachers have a high number of absences, for whatever reason, this could impact their students' learning.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

Administrators carry out walk-through's to make sure all educators, regardless of their teaching experiences or years as a teacher, are utilizing best practices and providing quality instruction for the students in their room. Administrators are also responsible for approving   any absences for conferences. If they are concerned about the number of days teachers are out for professional development, they can limit the number of days teachers take. Teacher absences can't be helped when it comes to illness, but administrators make important decisions about long term subs.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Communication from the teacher is a strength. Teachers communicate classroom information, weekly curriculum, upcoming events, etc.through newsletters, class websites, and Remind (a texting/ email service set up by the classroom teacher). Assessments have become a strength for our school. We have adopted the NWEA assessment, and we're on our second year of administering the test. We have spent more time looking at data, and it's been great to look at trends in student growth over the course of two years. We have been using DIBELS Next assessments to measure student growth and progress monitor as well. We will continue to use DIBELS Next for at least one more year before looking at some alternative methods for progress monitoring.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

We had a lot of areas that, this year, were a challenge for us. We had four different administrators running our building this year, and because of that, there were a lot of discrepancies/ inconsistency. We started out the school year on one path and a lot of things were changed or put on hiatus as we changed administrators. Our Title One program was changed mid-year, including how we serviced students and which students met the requirements to be serviced. Certain testing was halted mid-year. After-school programs were put on hold pending new legislation and the arrival of a new administrator. Administrator walk-through's were not conducted in a timely manner because of complications in administration. We had a lot of challenges this year, and we look forward to improving on them next year.

12. How might these challenges impact student achievement?

We tried our best not to let these challenges affect student achievement. Our staff, both teachers and Title One technicians, worked together to support student learning. Staff members utilized information from professional development (including CHAMPS and Classroom Instruction That Works) to improve classroom instruction and management. Teachers held high expectations for students, and teachers and Title staff used the resources available to reach students at their level. Looking at spring NWEA data, most teachers are pleased with the growth students have made over the course of the year.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

We would like to see program continuity. For example, this year, eSpark was a high leverage strategy used to support Title One students in reading and math. There has been some discussion about whether or not to continue with eSpark after a few issues with support and program set-up with the company. Our staff would like to continue to utilize the program instead of changing programs every year. It's hard to measure growth when support programs aren't consistent. We'd also like to see portions of the School Improvement plan carried out. We had several opportunities for after school reading and math support in our plan. Because of staffing and funding issues, we offered only one

after-school program this year, and it was only to students in third and fourth grade. It would be helpful to have continuity with our administration. This would allow for follow through with projects and professional development listed in our School Improvement Plan.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Students with disabilities are afforded the same rights and opportunities as all other students at Lee. During student IEP's, student progress is discussed and plans and accommodations are made to support a student's needs. Students who receive support in the resource room also participate in our reading intervention program. If a student with a disability qualifies for our after-school math or reading program, then they are invited to attend. (Students are invited to participate based on DIBELS Next and NWEA scores. Students with the lowest overall scores in each grade level are invited to attend the after-school program.)

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

During the 2014-2015 school year, Extended Learning Opportunities were provided to a limited number of students during grade level intervention time. We were only able to offer one after-school program during the 2014-2015 school year to support students who could benefit from extra practice and instruction. We're hoping to make some changes to our intervention program and support during the 2015-2016 school year to provide more of these opportunities for students who could benefit from them.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

At the beginning of the year, students are assessed using the NWEA assessment and Dibels Next. These scores along with teacher input, are used as a basis for identifying students who require extra support, and students who might benefit from more challenging learning opportunities. If students were a part of our Title One program the school year before, parents do not receive a second "introduction" letter, but teachers discuss the supports in place for the child through emails to parents, phone calls,and conferences. When a student is admitted to intervention program, teachers call home to discuss the program and a letter is sent home as well.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

We have adopted and implemented new language arts and math programs that are both aligned to the Common Core State Standards. We have started to map our curriculum (reading, writing, math, science, and social studies) and align our instruction with the Common Core Standards. We will spend a lot more time next year using the ATLAS system to plan out our instruction and align it to the Common Core.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

N/A

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Based on the 2013-2014 MEAP, the content area showing the highest level of achievement is reading. Seventy-four percent of fourth graders were proficient in reading, and 59.5% of third graders were proficient. This was, by-far, our strongest content area. When looking at grade level cohorts, for the past several years, the number of students proficient increases from third grade to fourth grade.

19b. Reading- Challenges

Our special education and ELL subgroups contain less than 10 students each, so we don't have specific percentages from our MEAP data for these groups. We know that reading continues to be a struggle for students in these two groups, and it's something we plan for with our lessons, classroom instruction, and support.

19c. Reading- Trends

We haven't had a steady upward or downward trend with our reading scores. The scores have fluctuated over the past several years. One trend we have noticed is that from third grade to fourth grade, the number of students proficient in a cohort increases from third grade to fourth grade. For example, in 2011, 57% of our third graders were proficient in reading. In 2012, 68% of the students in this cohort were proficient on their fourth grade reading MEAP. In 2012, 68.9% of the third graders were proficient in reading. In 2013, 74.8% of the students in this cohort were proficient on their fourth grade reading MEAP.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

In previous years, our staff has done a great job of monitoring student growth. We've had a great intervention program and we've offered a lot of extended learning opportunities to support students' reading skills. During the 2014-2015 school year, our intervention program went through a lot of changes, and we weren't able to offer as many after school support programs as in previous years. We're hoping to introduce a new intervention program next year which will address the level of support needed for each tier of students. We're also hoping to reinstate some of our after school programs. In our School Improvement Plan, we have also addressed the need for better reading comprehension at all levels, and we've included Professional Development to help support this need.

20a. Writing- Strengths

The number of students proficient on the fourth grade writing portion of the MEAP has been close to the state average of proficiency for the last four years.

20b. Writing- Challenges

The level of proficiency on the writing portion of the MEAP averages around 50%. We obviously would like to see a higher percentage of our students scoring proficient in writing. On our school-wide writing prompt, almost all students show growth from beginning to end-of-the-year, but we would like to see more growth.

20c. Writing- Trends

Looking at the MEAP data for fourth grade, there has been no general upward or downward trend in proficiency. The scores fluctuate depending on the cohort being tested. As a whole, the number of economically disadvantaged students earning proficiency in writing is always smaller than the number of non-economically disadvantaged students earning proficiency.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We need to continue to devote a lot of classroom time to writing instruction. It would be nice to have more PD/ PLC time devoted to implementing and utilizing the Six Traits. As a building, we need to do a better job of providing writing feedback to our students. Just like with reading and math assessments, we need to help students understand their skill level (with regards to writing) and how to improve their writing.

21a. Math- Strengths

Math has been a weakness for our building for a couple years. Two years ago, we adopted a new math series based on the Common Core State Standards. In the classroom, we've seen a lot of improvement in student skills. We're hoping to see this growth in the state test scores from 2014-2015.

21b. Math- Challenges

Math has been a challenge for our building for a couple years. In both third and fourth grade, the proficiency level on the math MEAP has been below 36% for the past four years.

21c. Math- Trends

The math MEAP scores for third and fourth grade for the past four years have all been below 36%. There isn't a downward trend, but there is no increase in the number of students proficient.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Last year, we adopted a new math series, "Math Expressions". The curriculum is more rigorous, and it's aligned with the Common Core. We have more tools to utilize during math instruction, and there are more hands-on learning experiences as well as more opportunities for critical thinking. We believe the upcoming test scores will reflect the more challenging curriculum students have been introduced to. We're also hoping to introduce an intervention program next year which will address the level of support needed for each tier of students in math. We're also hoping to reinstate some of our after school programs.

22a. Science- Strengths

Science is an area we're dedicating more time to. Our reading series devotes a lot of time to non-fiction text, and teachers have supplemented classroom resources with non-fiction from sources like Time for Kids, Weekly Reader, Scholastic News, etc.

22b. Science- Challenges

We are a K-4 building, so we do not administer the science MEAP. The fifth graders in our middle school take the science MEAP and, over the last several years, less than 11% of our students have demonstrated proficiency in science. In our building, we do not have a grade-level common assessment for science concepts, but instead, are evaluating reading comprehension of science text.This makes it challenging to monitor student growth in science. We plan to spend time during the 2015-2016 school year looking at ways to evaluate student growth in science.

22c. Science- Trends

We are a K-4 building, so we do not administer the science MEAP. However, the science MEAP scores for our fifth graders (and for the state) are low. Less than 10% of our fifth grade students have scored proficient over the last four years.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We would like to spend more time working on DOK and Close and Critical Reading. We believe building comprehension skills for informational text will help students learn more from science and Social Studies instruction. We would like to put in place grade-level assessments to measure students' growth in science. Our district will also be evaluating our science curriculum and resources in the next couple years. Purchasing new resources would help create a cohesive curriculum in our building.

23a. Social Studies- Strengths

Social Studies has definitely been a challenging area for us at the elementary level for a variety of reasons. We are a K-4 building, so we do not take the Social Studies MEAP assessment, but sixth graders at our middle school take the Social Studies MEAP. Social Studies scores have been much higher than science scores, with students scoring anywhere from 21% to 41% proficiency over the last several years.

23b. Social Studies- Challenges

We are a K-4 building, so we do not administer the Social Studies MEAP. The sixth graders in our middle school take the Social Studies MEAP and, over the last several years, the number of proficient students has varied from 21% to 41%. In our building, we do not have a grade-level common assessment for science concepts, but instead, are evaluating reading comprehension of science text.This makes it challenging to monitor student growth in science. We plan to spend time during the 2015-2016 school year looking at ways to evaluate student growth in science.

23c. Social Studies- Trends

We are a K-4 building, so we do not administer the Social Studies MEAP. However, the Social Studies MEAP scores for our sixth graders (and the state) are low. MEAP scores for Social Studies fluctuated between 21% and 41% over the past several years. Statewide scores have fluctuated between 26% and 33%, so our scores are similar to the statewide average.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We would like to spend more time working on DOK and Close and Critical Reading. We believe building comprehension skills for informational text will help students learn more from science and Social Studies instruction. We would like to put in place grade-level assessments to measure students' growth in Social Studies. We would also like to spend more time developing and evaluating our Social Studies curriculum. A few years ago, we spent a lot of time mapping our science and Social Studies curriculum, but that was put on hold during the 2014-2015 school year. We'd like to spend time reviewing the work we've done and evaluating Social Studies instruction in the classroom.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

Over 92% of the student population surveyed agreed with the following statements: 1. In my school, teachers want me to do my best work. 2. My school has computers to help me learn. 3. My school has many places where I can learn, such as the library.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

The following statements indicate the areas with the lowest level of satisfaction: 1. My principal and teachers ask me what I think about school. 2. In my school, students treat adults with respect. 3. My school is safe and clean.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

We want to continue to foster open communication with students and families. We want students to be active participants in their education-to know their opinion matters. During the 2014-2015 school year, we had plans to put a positive behavior intervention system (PBIS) in place. We didn't get as far as we would have liked with the administrative changes that took place throughout the year. By putting a behavior intervention system in place, we'll eliminate some of the issues we have. Students will be aware of behavior expectations in the classroom, bathroom, hallways, lunchroom, etc. and we'll reduce some of the problems we currently have like messy bathrooms, students who aren't always respectful to each other and/ or adults, problems transitioning to other classrooms like specials, etc. We hope to have an intervention component in place to help students who are having a hard time with our behavior system.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

One hundred percent of parents who completed the survey strongly agreed or agreed to the following statements: 1. All of my child's teachers report on my child's progress in easy to understand language. 2. My child is given multiple assessments to measure his/ her understanding of what is taught. 3. Our school provides a safe learning environment. 4. Our school ensures that all staff members monitor and report the achievement of school goals.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Less than 50% of the parents who completed the survey agreed or strongly agreed with the following statements: 1. Our school ensures the effective use of financial resources. 2. Our school provides excellent support services (e.g., counseling, career planning, etc.) 3. Our school shares responsibility for student learning with its stakeholders. 4. Our school's governing body does not interfere with the operation or leadership of our school.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

Two areas of concern have to do with our governing body (the school board) and how we utilize resources. As a school, we need to continue to invite parents to participate at school board meetings, at PTO meetings, on the School Improvement Team, etc. so they have opportunities to share their opinions and concerns. Our administration has done a great job of promoting events and activities as well as school board meetings on our school Facebook page. Our staff needs to encourage parents to check out our Facebook page for updates on events, meetings, and legislation. We also have to do a better job of providing parents with opportunities to support learning at school and at home. In previous years, we've invited parents in for math and reading nights where they've played games and learned activities that can be used at home to help their child learn. We've had workshops to help parents with behavior management at home. We need to provide plenty of opportunities for parents to be involved in their child's education.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

The following areas indicate the overall highest level of satisfaction among teachers/staff: 43% of our staff strongly agree that all teachers in our schools personalize instructional strategies and interventions to address individual learning needs of students. 43% of our staff strongly agree that our school provides qualified staff members to support student learning.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

The following areas indicate the overall level of satisfaction among teachers/staff: 11% of our staff strongly disagree that our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning). 22% of our staff disagree that our school ensures all staff members are trained in the evaluation, interpretation, and use of data.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

The following actions will be taken to improve teacher/staff satisfaction in the lowest areas: there will be a more defined role of counseling position, and there will more training offered to staff.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakholders/community?

Richmond community members and stakeholders are strong supporters of Richmond Community Schools. They were happy to approve a $12 million bond for school improvement including a technology upgrade. This is an area the community is particularly proud of.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

The community would like the district and building to provide even more opportunities for learning. This is especially true for our advanced learners. This is something the district is working on within our tight budget.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

This upcoming school year includes a budget line item for providing services to our advanced students.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

One strength evident in most of our data sources is our staff. We have a hard-working staff with a lot of classroom experience. Our staff has a lot of experience with Common Core, and we received a lot of training in best practices such as Classroom Instruction that Works, CHAMPS, PBIS, etc. Assessment scores, perception surveys, and process data can attest to this. Another strength is the increased used of technology in the classroom. The use of Smart Boards allows students to watch curriculum related videos, play interactive games, take virtual field trips, conduct research investigations, and much more. Students have access to a media center computer lab (in addition to their weekly technology class) to practice word processing skills, build reading and math skills, and take practice tests. Title One students also receive reading and math support through a variety of iPad apps. Challenges that were evident across various data sources include a lack of communication between administration and staff/ parents, top-down decision making without input from staff, and negative publicity for our school/ district.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

A lack of communication and top-down decision making without staff input can have an impact on student achievement. Both leave parents and staff members feeling frustrated as well. This school year, we started the year using DIBELS Next as a benchmark and progress monitoring tool for our entire student body. Half way through the year, the decision was made (without staff input) to stop using DIBELS Next. The staff was left without a tool for progress monitoring and while teachers continued to assess students in the classroom, we had no building-wide tool for progress monitoring. Thankfully, DIBELS Next is back in place for next year, but the decision this year impacted student groups and support for Title One.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

It's important that stakeholders make decisions for our school together. Plans will be put in place before the start of the school year (in our School Improvement Plan) that will be followed by all staff members, Title staff, teachers, and administrators alike. Stakeholders will discuss assessments used during the school year, curriculum choices and resources, professional development, etc. at the beginning of the school year and abide by the plan put together for our building.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	All students, kindergarten through fourth grade, participate in benchmark testing. Students' reading skills are tested using DIBELS Next. Students are tested in September, January, and May to measure progress. In the classroom, students are assessed with running records and reading comprehension tests (third/ fourth grade). We use NWEA to assess students' reading and math skills. Benchmark testing with NWEA is conducted three times a year to measure student grow. Classroom teachers also give a beginning and end-of-the-year assessment from our math series, Math Expressions.	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	The Richmond Community Schools website offers information on the 2013-2014 Annual Education Report. By accessing MI School Data, information can be obtained about our AER. The following is a link to this report: https://www.mischooldata.org/DistrictSchoolProfiles/ReportCard/AccountabilityScorecard/AccountabilityScorecard.aspx	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Will L. Lee is an elementary building that services Pre-K through 4th grade, therefore, we do not have 8th grade parent approved Educational Development Plans (EDPs) on file.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Will L. Lee is an elementary building that services Pre-K through 4th grade, therefore, we do not have 8th grade parent approved Educational Development Plans (EDPs) on file.	

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	Richmond Community Schools complies with all federal laws and regualtions prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education.	

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Brian Walmsley, Superintendent, 35250 Division Road, Richmond, MI, 48062 (586) 727 3565 ext. 6005	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	Will L. Lee Elementary has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy.	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	At the beginning of the year, Will L. Lee requires all students and parents to read our school handbook and to sign a School-Parent Compact Agreement. Richmond Community Schools has a School-Parent Compact which is called the PowerSchool Parent Portal.	

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes	The district is always in support of the buildings and their improvement plans.	

Title I Targeted Assistance Diagnostic

Introduction

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

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment requires participation from all stake-holders. Teachers and Title One staff worked together to complete the school process rubric. Staff members evaluated several different aspects of our school, from instruction and curriculum to school climate. We had a chance to discuss areas where our school is successful and areas that show a need for improvement. Members of the school improvement team input data such as overall achievement and subgroup achievement on the MEAP/M-STEP, NWEA, program planning, teacher attendance, etc. once the information has been discussed during staff meetings/PLC time.

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

Students are assessed each fall with grade level math and reading assessments. DIBELS Next, NWEA, and grade level math and writing assessments are used school wide to identify potential at-risk students. During the 2015-2016 school year, teachers will be working to create grade level social studies and science assessments. Interventions are based on the RTI model. In addition, at-risk students are progress monitored on an ongoing basis to assess progress in all subjects. Students participate in additional learning opportunities in language arts, science, and social studies through our computer/technology teacher.

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

We use DIBELS Next, MLPP, NWEA, and teacher input to identify at-risk students. A student's need for support is identified as Tier I, Tier II, or Tier III based on our data. Staff members examine assessment scores and classroom performance to decide how much support students require along with the type of support they need. Staff members meet several times a year to look at assessment scores and performance data and adjust student support as needed.

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

Our school uses MLPP at this age level. Teachers conduct fluency, rhyming, letter/sound correspondence, and blending assessments to gauge student's skills and abilities. In addition to MLPP assessments, we use DIBELS Next assessments which test a number of skills including initial sounds, letter naming fluency, phoneme segmentation, nonsense words, and oral reading fluency. Our reading series (Journey's) also provides assessments which can be used to identify potential at-risk students.

Component 2: Services to Eligible Students

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

At risk students, kindergarten through fourth grade, receive Tier II and Tier III interventions several days a week. Supplemental instruction is differentiated to meet the needs of students. At-risk students receive remedial instruction to help them master grade-level standards. Students who have mastered grade-level standards work on more advanced skills. In addition to Tier II interventions, targeted students receive Tier III interventions daily in math and/or reading. Social studies and science supplemental services are provided to students through our computer teacher or classroom teacher. Students receive academic support by participating in Web-quests, research activities, and projects on the computer. In addition, we would like to run several after school programs for math and reading next year.

Component 3: Incorporated Into Existing School Program Planning

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

School Improvement planning includes the intervention component at our school. The intervention program is critical to our school improvement strategies and activities as they relate to our goals in Reading, Writing, and Math. Our plan is a guide for staff, stating how benchmark testing and progress monitoring are to be carried out and what staff members will do with the data that is collected. Teachers have worked collaboratively with the curriculum director, principal, and staff to select research based programs for use in interventions that will benefit students. The Title staff also works closely with the curriculum director, principal, and teachers to plan for the after-school programs and summer learning opportunities.

Component 4: Instructional Strategies

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

All strategies, Tier I through Tier III, help students reach the state standards. Our Tier I strategies (Classroom Instruction that Works and Balanced Literacy) strengthen teacher instruction and support all K-4 students in our building. These two strategies will teach staff members instructional strategies to improve students learning and provide them with a guide for literacy management. Tier II and Tier III strategies (differentiation, small group support, and eSpark) support students who are at risk. Kindergarten through fourth grade, receive Tier II and Tier III support several days a week. Title One eligible students receive appropriate grade level or remedial support to help them work toward mastery of the State's standards. Technology is an important component of our school improvement plan, and it plays an important roll in our intervention program. In the classroom, students receive Tier II support through differentiation and small group support. Title staff utilize Smart Boards, and interactive activities during Tier III support to help students develop basic skills. Tier III support is provided for those students who show the greatest need. Tier II and Tier III interventions are a crucial part of the school improvement plan.

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

Our intervention program is based on the RTI model, a research-based model used in conjunction with the MiBlisi program. During the 2015-2016 school year, our building will be using Balanced Literacy and Classroom Instruction That Works (CITW) as a model for classroom instruction. Journeys (intervention component), Math Expressions (intervention component), Close and Critical Reading, Depth of Knowledge (DOK), and eSpark are just some of the research-based programs that offer extra support to those in need.

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

During the 2014-2015 school year, we struggled to offer an extended learning program. We weren't able to offer some of the after-school programs we had in the previous years. We only offered one after-school program to one grade level. We offered a few after school presenters but the presentations had poor attendance. June and August of 2015, we will be offering a two-week summer enrichment program to support Tier II and Tier III students. We hope to have our after-school support programs back in place for the 2015-2016 school year.

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

Our school schedule and Title One schedule can attest to the fact that students are rarely pulled during core instruction blocks. We have a ninety minute block of time set aside for Langauge Arts instruction and about an hour set aside for core math instruction. An intervention schedule was created using the school schedule as a reference to eliminate unnecessary interruptions from the student day. Each grade level has a designated block of time for Title One where Tier III students are pulled out for additional support. Students receive supplemental instruction based on their specific needs. This is the only time students are pulled from their classroom for supplemental instruction. During

the 2015-2016 school year, we hope to have our after-school programs back in place where students have additional opportunities to receive academic support in reading and math.

Component 5: Title I and Regular Education Coordination

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

Grade level meetings are scheduled twice a year. Classroom teachers and Title staff meet to analyze DIBELS Next and NWEA, and provide classroom input on students. Students are organized (or reorganized) into intervention groups, and teachers and Title staff collaborate regarding lesson planning and supplemental instruction. Progress monitoring occurs periodically to insure students are responding to interventions. Teachers and Title staff also participate in Title One meetings at the end of the year to discuss yearly progress of Title students and how to proceed with students the following year. In addition to the scheduled meetings addressed above, teachers and Title staff participate in many impromptu meetings where individual student progress, supplemental instruction, remedial work, and after-school program participation are discussed.

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

A Kindergarten team attends a conference each year to provide assistance in transitioning preschool students to kindergarten. The preschool classroom is housed in the elementary school, where all children will attend kindergarten. During Kindergarten Parent Night, parents and students are invited into the school to tour the kindergarten classrooms and to meet the teachers and principal.

Component 6: Instruction by Highly Qualified Staff

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

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

Component 7: High Quality and Ongoing Professional Development/Learning

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

Most Title One staff members and general education teachers are trained with DIBELS Next. Staff members have been trained to use NWEA assessments. All staff have been trained in Smartboard technology, and more technology-based professional development is planned for the 2015-2016 school year. During the 2015-2016 school year, staff members will receive more training on Balanced Literacy and Classroom Instruction that Works. Staff will receive more CHAMPS and PBIS training, along with professional development on differentiated instruction.

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

Every year, we try to hold math and literacy nights to provide parents with information on our elementary curriculum and provide them with activities for learning at home. At our open house, teachers provide parents with information on the curriculum and Common Core State Standards. Kindergarten parent night provides prospective kindergarten parents with information on kindergarten and materials to work with their child so their child will be prepared to enter kindergarten. Teachers also post a variety of resources for parents on their classroom webpages.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	A majority of our professional development plan is scheduled before the start of the school year. A few sessions are left open in case any needs arise during the school year.	

Component 8: Strategies to Increase Parental Involvement

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

Parents give permission for their students to participate in our Title program. Parents can attend our Title One informational meeting, and they are encouraged to provide input and feedback during curriculum and literacy nights. Parents are invited to complete an online survey as part of our School Data Profile to provide input and feedback on services provided by the district. We also encourage parent involvement with our School Improvement Team and PTO, so parents can voice their opinions and concerns.

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

This is one area we would like to see improve. We have had some parent involvement, but we would like to get more parents involved. Parents are encouraged to attend Title One meetings, and this year we held two "assemblies" after school for families to attend on math and reading. We need to reach out to parents more and provide more opportunities for them to be involved in the 2015-2016 school year.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Yes, parents were invited to attend meetings with our Title Staff and principal. Parents had the opportunity to provide input and ask questions during the parent teacher conferences. They were invited to attend open house and curriculum nights to provide input and ask questions. Parents were asked to complete surveys and provide their opinion on our Title One program. They also have the opportunity to correspond by email with the principal, Title staff, and teachers.	

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

The student parent school compact, which is signed each year, provides responsibilities that the school and parent share to provide the necessary support for children. Parents are asked to read through the compact and sign it a the beginning of the year. The compact will be addressed as needed at Parent Teacher conferences to reiterate the responsibilities of each stakeholder.

5. Describe how the parent involvement activities are evaluated.

After each parent involvement activity, feedback surveys will be given. Data from the surveys will be analyzed and recorded, and it will be shared with stakeholders involved in the activity. Stakeholders will use the feedback to make adjustments to programs for the future.

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

The student parent compact was developed in conjunction with the local Macomb ISD and surrounding districts. It includes components we feel are essential for a successful learning experience, and it holds staff, students, and parents responsible for a successful experience. It lists specific tasks for students, parents, and staff members to undertake throughout the year to help each student learn.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	The Title 1 compact is the same as the school wide compact.	Title I Compact

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

At the beginning of the year, many teachers provide information in their newsletter regarding the assessments that are conducted in September. Parents are encouraged to call or email teachers with questions or concerns they have regarding the assessments. We abide by an open communication policy between parents and teachers where parents are encouraged to ask questions/contact the teachers about their child's academic progress. During conferences, parents meet with the classroom teacher to go over testing results and student progress, and teachers have a chance to explain how assessments are used and what skills they evaluate.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	Attached is the school Parent Involvement Plan/Policy with regard to Title 1.	Parent Involvement

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

In an effort to get parents more involved in their child's education and behavior at school, we plan to address the parent compact again at parent teacher conferences. Teachers can highlight particular responsibilities students are successful with or behaviors/responsibilities that students are struggling with. Parents will be asked to sign the parent compact again during conferences, and they'll also have a chance to connect with the Title staff during conferences to discuss their child's progress during interventions/Title One time.

Component 9: Coordination of Title I and Other Resources

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

In our school, federal funds are used to pay for Title I staff salaries and intervention materials/supplies. Select professional development opportunities are paid for through our Title I grant. Title technicians work within the scope and boundaries of federal regulations about working with targeted students. State and local programs are integrated to address specific needs such as K-3 reading intervention. Each program is designed to add a layer of support for the same goals.

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

There is a lead staff member who provides training and seminars for targeted student's parents. We have free and reduced breakfast and lunch. We offer parent nights that provide information and resources for struggling readers and enrichment materials are supplied. Opportunities will be available to use online reading and math programs at home. Dentist R Us visits the school annually to provide at-risk students with dental care. Both the school plan and the district plan are designed with the district budget. This includes integration of Federal, State, and General Fund obligations to ensure student learning.

Component 10: Ongoing Review of Student Progress

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

The teachers use DIBELS Next assessments to benchmark test every student, three times a year. We have also started using NWEA to assess students' reading and math skills three times a year. Progress monitoring is conducted on a regular basis (at least once a month) to monitor student progress. Additional assessments such as Spelling Inventory, MLPP, and Journeys and Math Expressions assessments are also reviewed periodically to determine student progress. Data is then shared between the teacher and Title staff to evaluate student performance. Teachers and Title staff collaborate on student progress and areas of weaknesses and strengths. Staff will also be moving from DIBELS to DRA this year. Professional development will be provided.

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

We use standardized scores within math and reading to adjust our instruction and curriculum focus for our intervention program. We look at State Test scores, NWEA scores, Journeys assessments, Math Expressions assessments, and DIBELS Next scores to make decisions about the needs of our students and how to adjust our instruction. The program has been revised in the areas of social studies and science based upon grade level assessments and teacher input.

With regards to the structure of out Title I and intervention program, teachers are asked for input at the beginning of the year. Teachers have the opportunity to provide input during grade level meetings in September and January. Teachers are also provided with the opportunity to make comments and recommendations at the end of the year. Throughout the course of the year, the SIT regularly discusses our Title I program and we make adjustments as necessary. Teachers also guide the Title I staff in the supplemental learning taking place during pull out intervention.

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

A majority of the teachers and Title I staff have been trained in MLPP and DIBELS Next. These tools are used on a regular basis to monitor student growth. During the 2014-2015 school year, our staff spent a lot of time analyzing NWEA assessment data. NWEA provides a variety of reports to evaluate students' growth, and there are a variety of resources to help teachers understand the specific strengths and weaknesses of a student depending on the results of his/ her assessment. NWEA scores are tied directly to the programs we use for Title I support, and teachers have been trained to pull student goals directly from student NWEA results.

Evaluation

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

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

Teachers and Title I staff worked as a team to complete the school process rubric. Staff members evaluated several different aspects of our school such as instruction, supplemental support, and parent involvement. We had a chance to discuss areas where our school is successful and areas that show a need for improvement, including our intervention and Title program. Students, staff members, and community members were surveyed as part of our school data profile and were provided with an opportunity to share their thoughts on core and supplemental instruction as well as the school climate, community, extra opportunities for students, etc. The results of the surveys will be shared with stakeholders at the beginning of the next school year so that adjustments can be made.

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

Grade level MEAP (M-STEP) and NWEA results are shared among teachers and staff. The results are compared to DIBELS Next scores and other local assessments to make adjustments in core and supplemental instruction. Collaborative meetings occur two times a year between the Title One staff and teachers where student progress, the grouping of students for intervention, and instruction is discussed/evaluated. Ongoing meetings are held between the Title One staff and principal to monitor student progress.

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

Reading and math skills are tested three times a year to measure student growth and progress towards state standards. At-risk students participate in progress monitoring at least once a month to monitor academic growth and to measure students' progress towards narrowing the gap. Adjustments are made to both core and supplemental instruction to help students' master skills they are struggling with. In addition to progress monitoring, teachers assess students in the classroom on a regular basis using MLPP, Journey's assessments, and Math Expressions assessments. These assessments also provide information on a student's progress and whether a planned, focused intervention is working or not.

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

At the end of the year, we compile perception survey data from the community, parents, students, and staff. The information is used to revise instruction, curriculum, communication, etc. for the next school year. Staff members are asked to provide feedback through a staff survey, and they are also asked to share feedback and input during meetings that occur three times a year. Grade level meetings in September and January allow staff members to make changes to the structure of our program as well as student groupings., curriculum, and instruction. Independent teacher meetings (held with the Title staff) in May allow teachers to make recommendations about particular students as well as the intervention program itself. The revision process is one that we're constantly developing in order to strengthen our intervention and Title

program.

2015-2016 School Improvement Plan

Overview

Plan Name

2015-2016 School Improvement Plan

Plan Description

School Improvement Plan for the 2015-2016 school year

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Will L. Lee Elementary School will become proficient readers.	Objectives: 3 Strategies: 3 Activities: 39	Academic	$42475
2	All students at Will L. Lee Elementary School will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 10	Academic	$0
3	All students at Will L. Lee Elementary School will improve their social studies proficiency.	Objectives: 1 Strategies: 2 Activities: 19	Academic	$8800
4	All students at Will L. Lee Elementary School will improve their math proficiency	Objectives: 2 Strategies: 3 Activities: 37	Academic	$30275
5	All students at Will L. Lee Elementary School will improve their science proficiency.	Objectives: 1 Strategies: 1 Activities: 15	Academic	$1800

Goal 1: All students at Will L. Lee Elementary School will become proficient readers.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third and Fourth 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 in reading comprehension in English Language Arts by 06/30/2022 as measured by Spring State Assessments and Spring NWEA.

Strategy 1:

TIER I Core Instruction- Balanced Literacy - Balanced literacy instruction combines the strengths of whole language and skills instruction. It provides teacher-

supported, assessment-based, comprehensive skills instruction. It reflects a gradual release of responsibility from the teacher to the students. It involves the

application of skills to the reading of excellent literature and authentic writing tasks.

Research Cited: coming soon

Tier: Tier 1

Activity - 90 Minute Language Arts Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will devote a minimum of 90 minutes to Language Arts instruction every day. Our building will have a set Language Arts block where all teachers will provide instruction in Language Arts.	Academic Support Program, Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	No Funding Required	All staff members will be responsible for instruction during our Language Arts block.

Activity - Teacher Read Aloud	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teacher read loud enables the teacher to model reading fluently with expression. Teachers will read aloud a minimum of three times a week to introduce readers to new genres, authors, titles, text structures, and experiences.	Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	$0	No Funding Required	Teachers are responsible for reading aloud in their classrooms.

Activity - Shared Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Shared reading is reading done as a class. It encourages large group participation to develop reading skills and strategies. Through class discussion and reading, students can develop an understanding of different genres and their structures. Students also develop concepts of print and build fluency.	Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	$0	No Funding Required	Teachers and Title staff are responsible for Shared Reading opportunities.

Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are actively engaged in reading in a small group. Students can apply decoding, phonics, and comprehension skills in a small group setting. Guided reading reinforces reading strategies in a small group setting.	Other, Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	No Funding Required	Teachers and Title staff are responsible for guided reading.

Activity - Tier 1 Data Analysis and Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Title One technicians will meet three times a year as a grade level after each benchmark data collection to review and analyze the data to inform and make decisions about core instruction, identify students who need strategic or intensive support, and to decide which students need additional diagnostics.	Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	$2000	Title II Part A	Teachers and Title One staff participate in the teacher meetings.

Activity - Tier 1 Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will conduct Benchmark testing three times annually. We will be using DIBELS Next and the NWEA assessment to screen and assess all students in kindergarten through fourth grade.	Academic Support Program	Tier 1	Implement	04/30/2014	06/30/2015	$6000	Title I Part A	Teachers are responsible to benchmark testing.

Activity - Tier 1 Data Input and Report Generation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title One staff will input the benchmark data into Data Director and DIBELS Next to organize the data and prepare reports for data analysis.	Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	$6000	General Fund	Title One staff is responsible for data input.

Activity - Data Collection, Analysis, and Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will conduct progress monitoring meetings on a regular basis for students. They will use the data to monitor student progress and adapt instruction to meet student needs. They will also meet monthly to review and analyze data to make informed decisions regarding impact of interventions and actions necessary to support students who are not achieving.	Academic Support Program	Tier 1	Monitor	09/01/2015	06/30/2016	$0	No Funding Required	Lee principal and staff

Activity - Independent Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are encouraged to select books that are "just right" for them from a variety of genres, texts, etc. Several times a week, teachers will provide a sustained amount of time for students to develop independent reading and problem solving skills.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	No Funding Required	Teachers are responsible for planning and allowing time for independent reading.

Activity - Professional Development/ PLC's on Balanced Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will provide staff members with the resources, materials,and information they need to implement Balanced Literacy through Professional Development and PLC opportunities.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/30/2016	$0	No Funding Required	All staff members are responsible for implementing Balanced Literacy in the classroom.

Activity - Walk-Through's	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor the use of Balanced Literacy in the classroom through walk-through observations. Teachers will be observed multiple times and the components of a Balanced Literacy program should be evident in instruction, agendas, lesson planning, etc.	Other	Tier 1	Monitor	09/01/2015	06/30/2016	$0	No Funding Required	Administrators are responsible for conducting walk-through's.

Activity - Teacher Talk/ Discussion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the chance to discuss the components of Balanced Literacy. They'll share examples of how the components are used in their classroom, sample lessons, what's working well in their classroom, tips for classroom management, etc. This can take place during staff meetings, Professional Development, and PLC's.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	09/01/2015	06/30/2016	$0	No Funding Required	All staff members will participate in Balanced Literacy discussions.

Activity - Weekly Snapshots	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will document the components of Balanced Literacy (they're implementing) in their weekly snapshots so administrators can see what components are being used in the classroom.	Other	Tier 1	Monitor	09/01/2015	06/30/2016	$0	No Funding Required	Teachers are responsible for submitting weekly snapshots to administrators.

Measurable Objective 2:

70% of Kindergarten, First, Second, Third and Fourth grade Bottom 30% students will demonstrate a proficiency on our NWEA assessment by achieving their projected growth in English Language Arts by 05/31/2016 as measured by NWEA..

Strategy 1:

Differentiation - Teachers will differentiate work to support the needs of all learners. Students will read text at their level in small groups. Independent reading will be

done at a student's level. Writing and reading activities will be chosen to allow students to work at their level. Partner work and collaborative learning will be used to

support students who are struggling.

Research Cited: www.doe.in.gov/.../research-base-differentiation-and-acceleration..

http://www.readingrockets.org/article/grouping-students-who-struggle-reading

http://www.ascd.org/publications/educational_leadership/apr09/vol66/num07/Small-Group_Intervention_for_ELLs.aspx

Tier: Tier 2

Activity - Journeys Leveled Readers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers and support staff will use the leveled readers from our reading series to provide reading support at a variety of levels. Students will build fluency and decoding skills while working in small groups. Teachers will use the comprehension activities that correspond with the leveled readers to build comprehension. | Academic Support Program | Tier 2 | Implement | 09/01/2015 | 06/30/2016 | $0 | No Funding Required | Teachers and support staff (resource room teachers, specials teachers, and Title One technicians) are responsible for using the leveled readers. |

Activity - Write-In Readers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Write-In Readers allow students work on reading fluency and weekly sight words/ vocabulary. Students practice reading sentences, writing sight words, and working on word families.	Academic Support Program	Tier 2	Implement	09/01/2015	06/30/2016	$0	No Funding Required	Teachers and support staff are responsible for utilizing the Write-In Readers.

Activity - Decodable Readers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the decodable readers provided by Journeys. Decodable readers expose students to the weekly sight words and word families/ patterns. Students have the opportunity to decode words with the weekly patterns and practice reading current and "old" sight words.	Academic Support Program	Tier 2	Implement	09/01/2015	06/30/2016	$0	No Funding Required	Teachers and support staff are responsible for using the decodable readers.

Activity - Four Blocks Making Words	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use letter cards to build words. Students learn how to sound out words and how to manipulate letters in words to change one word to another. (For example, students could change the letter "h" in hat to make cat.)	Academic Support Program	Tier 2	Implement	09/01/2015	06/30/2016	$0	No Funding Required	Teachers and support staff will utilize Making Words activities.

Activity - Smart Board Interactive software	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Smart Board software during small group instruction to help students build phonics skills. Teachers have purchased educational software through Lakeshore Learning and Smart Board activities are provided with our reading series.	Behavioral Support Program	Tier 2	Implement	09/01/2015	06/30/2016	$0	No Funding Required	Teachers are responsible for incorporating and using Smart Board technology.

Activity - Reader's Theater	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Benchmark and strategic students can use Reader's Theater in the classroom as a tool for building reading fluency and comprehension. Students will also develop listening and performing skills through Reader's Theater. Students will read a text multiple times and then act it out/ perform for other students.	Behavioral Support Program	Tier 2	Implement	09/01/2015	06/30/2016	$0	No Funding Required	Teachers are responsible for using Reader's Theater.

Activity - Professional Development in Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in Professional Development on differentiation. Professional Development will help staff members generate ideas and activities to be used in the classroom.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/30/2016	$0	No Funding Required	All staff members will attend Professional Development.

Measurable Objective 3:

70% of Kindergarten, First, Second, Third and Fourth grade Students with Disabilities students will demonstrate a proficiency on our reading assessment by increasing their RIT score by 8 points from fall to spring testing in English Language Arts by 05/31/2016 as measured by NWEA..

Strategy 1:

eSpark - Intensive students requiring additional reading support will receive small group support using a variety of applications on the iPads. To successfully differentiate instruction with iPads, students will use a digital curriculum that can be personalized to each student's learning needs. This level of personalization includes a comprehensive inventory of applications and activities, a solid technical foundation, teacher training and online tools for monitoring student success.

The eSpark platform provides everything our school needs to support personalized blended learning on the iPad and ensure students and teachers get the most out of iPads in the classroom.

School Improvement Plan

Will L. Lee School

Research Cited: http://www.esparklearning.com/results/student-achievement-engagement-in-educational-apps.html

Tier: Tier 3

Activity - Staff Meeting/PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff meetings and Professional Learning Communities will be held to discuss why we're using eSpark.	Professional Learning	Tier 3	Getting Ready	09/01/2015	06/30/2016	$0	No Funding Required	Teachers and support staff will participate in all sessions.

Activity - Learning about eSpark	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff will be trained on eSpark. Staff members will learn how the program operates and how students will utilize the program/ apps. to build reading and math skills. Staff members will also learn how to find and create reports to show students progress on eSpark.	Professional Learning	Tier 3	Getting Ready	09/01/2015	06/30/2016	$0	No Funding Required	Teachers and support staff will participate in the training sessions.

Activity - PD/PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development/Professional Learning Communities will emphasize an overview of the eSpark program.	Professional Learning	Tier 3	Getting Ready	09/01/2015	06/30/2016	$5250	Title I Part A	Teachers and support staff will attend all sessions.

Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level meetings will be held to discuss students receiving support.	Teacher Collaboration	Tier 3	Getting Ready	09/01/2015	06/30/2016	$4250	Title I Part A	Title One support staff and grade level teachers will conduct meetings together.

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

| Parents will receive a letter explaining the how eSpark works. The letter will explain why their child is using eSpark, how eSpark works, and what we hope to achieve with the tool/ program. | Parent Involvement | Tier 3 | Getting Ready | 09/01/2015 | 06/30/2016 | $0 | No Funding Required | Our Title one administrator will be responsible for creating the letter and sending it out to parents of Title students. |

Activity - Upload data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title One staff will upload the student roster to eSpark. eSpark staff will in return provide students with a starting point, based upon their NWEA scores. eSpark staff will upload applications based upon individual needs to ensure growth within the specified area of learning.	Other	Tier 3	Getting Ready	09/01/2015	06/30/2016	$0	No Funding Required	Teachers, Title One staff and eSpark staff will collaborate to upload student data into the system.

Activity - Allocating Funds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators must allocate funds for eSpark in our Title One grant. In order for us to use this program, funding must be allocated for student devices (like the iPad), student licenses, eSpark support and management, and student apps.	Other	Tier 3	Getting Ready	09/01/2015	06/30/2016	$18975	Title I Part A, Title I Part A	Administrators are responsible for allocating funding.

Activity - eSpark Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Students will be taught how the eSpark program and applications work by Title One staff and/or Resource Room teachers. | Other | Tier 3 | Getting Ready | 09/01/2015 | 06/30/2016 | $0 | No Funding Required | Title One staff along with Resource Room teachers will provide students with eSpark instruction. |

Activity - NWEA testing schedule	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to use eSpark, students must take the NWEA assessment. The assessment results provide programmers at eSpark with a starting point for student learning and activities. Because we do not have classroom computers, every class must rotate through the computer lab to take the NWEA assessments. Administrators must work with the technology teacher to create a schedule for NWEA testing in the lab.	Teacher Collaboration	Tier 1	Getting Ready	09/01/2015	06/30/2016	$0	No Funding Required	Administrators and the technology teacher will work to create a schedule for testing.

Activity - Scheduling of iPad Usage	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A schedule will be developed to utilize iPads amongst all kindergarten through fourth grade Tier III students.	Other	Tier 3	Getting Ready	09/01/2015	06/30/2016	$0	No Funding Required	Principal, teachers and Title One staff will work together to develop a workable schedule.

Activity - eSpark support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier III students will receive reading and/ or math support on eSpark three to four times a week. Students will build reading, phonics, grammar, math fact, geometry, etc. skills using a variety of applications selected and programmed for each student's needs.	Academic Support Program	Tier 3	Implement	09/01/2015	06/30/2016	$0	No Funding Required	Title and resource room staff are responsible for utilizing eSpark.

Activity - NWEA assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will take the NWEA assessment. The assessment provides us with data for Tier II and Tier III support.	Other	Tier 1	Monitor	09/01/2015	06/30/2016	$0	No Funding Required	Teachers are responsible for administering the NWEA assessment.

Activity - Monitoring Student Usage	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title and resource room staff will be responsible for monitoring student use while on eSpark. These staff members will make sure that students are on task, completing appropriate activities, utilizing the activities provided, etc.	Other	Tier 3	Monitor	09/01/2015	06/30/2016	$0	No Funding Required	Title and resource room staff are responsible for monitoring students.

Activity - Student Quizzes/ Assesment Component	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students performance and growth will be monitored using quizzes (provided by eSpark) and student reports.	Other	Tier 3	Monitor	09/01/2015	06/30/2016	$0	No Funding Required	Title staff and teachers will be responsible for monitoring student progress.

Activity - Title One Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title One lesson plans show evidence of the number of sessions/days spent on eSpark.	Curriculum Development	Tier 3	Monitor	09/01/2015	06/30/2016	$0	No Funding Required	Teachers and Title One staff are responsible for lesson plans.

Activity - Student Reports to Monitor Usage	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| ESpark provides information about a student's time on task and completion/ success rate. Teachers can see how much time is spent on certain concepts/ activities and whether students are using their time well. | Other | Tier 3 | Monitor | 09/01/2015 | 06/30/2016 | $0 | No Funding Required | Teachers and Title staff are responsible for monitoring student usage. |

Activity - eSpark reports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual student reports will help us evaluate how successful the program was. We will be able to compare where our students started and where they ended up in terms of skill level.	Other	Tier 3	Evaluate	09/01/2015	06/30/2016	$0	No Funding Required	Teachers and Title staff are responsible for reviewing student reports.

Activity - NWEA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA scores will help us evaluate the effectiveness of eSpark. If students make minimal growth with the applications provided by eSpark, we will want to make changes to our classroom instruction and tiered support.	Other	Tier 1	Evaluate	09/01/2015	06/30/2016	$0	No Funding Required	Teachers, administrators, and support staff will look at NWEA results to determine the effectiveness of this strategy.

Activity - School Wide Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Staff members will use school wide assessments like DIBELS Next, running records, and unit assessments to gauge student progress. Student growth will determine whether we continue to use eSpark as a Tier III support or change the support students are receiving.	Other	Tier 1	Evaluate	09/01/2015	06/30/2016	$0		No Funding Required	Teachers, support staff, and administrators will make decisions about the effectiveness of eSpark.

Goal 2: All students at Will L. Lee Elementary School will become proficient writers.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third and Fourth 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 with written language in English Language Arts by 06/30/2022 as measured by Spring State Assessments and Spring NWEA Assessments..

Strategy 1:

Tier I Core Instruction Balanced Literacy - Balanced literacy instruction combines the strengths of whole language and skills instruction. It provides teacher-supported,

assessment-based, comprehensive skills instruction. It reflects a gradual release of responsibility from the teacher to the students. It involves the application of skills to

the reading of excellent literature and authentic writing tasks.

Research Cited: A balanced approach to reading should be a flexible, multi-faceted approach to reading. Balance means different

things for different children depending on their reading skills and needs. Balanced reading instruction is not a one size-fits-all

reading model. Allington and Walmsley (1995) point out that there is "no quick fix" and no one program

to meet the needs of all children. Instead, teachers must be able to recognize different student learning styles

and be able to select appropriate strategies to the individual needs of the child and to strive to find balance for

every child (Speigel, 1994). Several studies have shown that effective primary-level teachers blend perspectives to

strategically balance a variety of methods and contents (Baumann, Hoffman, Moon, & Duffy-Hester, 1998; Duffy,

1991; Wharton-MacDonald, Pressley, & Mistretta, 1997), rather than adhering to one perspective or another.

http://www.education.ucf.edu/mirc/Research/Balanced%20Reading.pdf

"Balanced Literacy: Practical strategies to help you build a truly balanced classroom literacy program"

http://www.scholastic.com/teachers/article/balanced-literacy

Tier: Tier 1

Activity - Teacher Write Aloud	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model (aloud) how to move through various stages of the writing process. Teachers will demonstrate how to brainstorm ideas, shape sentences, correct grammar, revise sentences, etc. Teachers will also reflect on mentor texts to show students examples of writing traits like voice, organization, and ideas.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	No Funding Required	Teachers are responsible for "Write Alouds".

Activity - 90 minute Language Arts Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will devote a minimum of 90 minutes to Language Arts instruction every day. Our building will have a set Language Arts block where all teachers will provide instruction in Language Arts.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	No Funding Required	All staff members are responsible for instruction during the Language Arts block.

Activity - Shared/ Interactive Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with students to compose stories/ texts. Shared writing reinforces encoding strategies, sight words, and the use of conventions. The teacher can model (with student help) phonics, the mechanics of writing, sequencing,etc., and it helps students develop print concepts.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	No Funding Required	Teachers and Title staff can expose students to shared writing.

Activity - Children's Literature	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Title staff will utilize children's literature for writing instruction. Literature provides a model for students to listen to/ read when focusing on a specific trait.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	No Funding Required	Teachers and Title staff are responsible for using literature.

Activity - Guided Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Guided writing allows students to practice skills they have learned during the mini-lesson (which opens guided writing). During this time, teachers can conference with individual students or small groups on areas of need. Students can also conference with peers during this time. | Direct Instruction | Tier 1 | Implement | 09/01/2015 | 06/30/2016 | $0 | No Funding Required | Teachers and Title staff will utilize guided writing during their instruction. |

Activity - Independent Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Independent writing allows students to build confidence as a writer. It provides students with daily writing practice on units of study including different genres or types of writing, aspects of the writing process, and writing skills and strategies. Students must practice problem solving while working on an independent writing project, and it helps students build writing stamina.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	No Funding Required	Teachers and Title staff can utilize independent writing in their instruction.

Activity - Weekly Snapshots	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will document the components of Balanced Literacy (they're implementing) in their weekly snapshots so administrators can see what components are being used in the classroom.	Other	Tier 1	Monitor	09/01/2015	06/30/2016	$0	No Funding Required	Teachers are responsible for submitting snapshots to administration.

Activity - Walk-Through's	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor the use of Balanced Literacy in the classroom through walk-through observations. Teachers will be observed multiple times and the components of a Balanced Literacy program should be evident in instruction, agendas, lesson planning, etc.	Other	Tier 1	Monitor	09/01/2015	06/30/2016	$0	No Funding Required	Administrators are responsible for conducting walk-through's.

Activity - Professional Development/ PLC's on Balanced Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will provide staff members with the resources, materials,and information they need to implement Balanced Literacy through Professional Development and PLC opportunities.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/30/2016	$0	No Funding Required	Administration is responsible for providing staff with Professional Development and PLC opportunities.

Activity - Teacher Talk/ Discussion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the chance to discuss the components of Balanced Literacy. They'll share examples of how the components are used in their classroom, sample lessons, what's working well in their classroom, tips for classroom management, etc. This can take place during staff meetings, Professional Development, and PLC's	Teacher Collaboration, Professional Learning	Tier 1		09/01/2015	06/30/2016	$0	No Funding Required	All staff members will participate in Balanced Literacy discussions.

Goal 3: All students at Will L. Lee Elementary School will improve their social studies proficiency.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third and Fourth 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   in improving in Social Studies by 06/30/2022 as measured by Spring state assessment.

Strategy 1:

Tier 1: Classroom Instruction That Works (CITW) - Staff will utilize the components and resources of CITW to improve student learning in Social Studies.

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

Education and Learning. - See more at: http://www.mcrel.org/products-and-services/products/product-listing/01_99/product-21#sthash.wx8KXgT0.dpuf

Marzano, R. (1998). A Theory-Based Meta-Analysis of Research on Instruction. Aurora, CO: Mid-continent Research for Education and Learning.

Marzano, R., Pickering, D., & Pollock, J. (2001). Classroom in instruction that works: Research-based Strategies for increasing student achievement. Alexandria, VA:

Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Setting Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create specific, but flexible, goals allowing some student choice. Articulating and displaying learning goals, KWL, contract learning goals, etc. Teacher can display objectives on the projector/whiteboard and follow-up on the mastery of the objective at the end of the lesson.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	No Funding Required	All teaching staff is responsible.

Activity - Providing Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher feedback should be corrective, timely, and specific to a criterion	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	No Funding Required	All teaching staff is responsible.

Activity - Reinforcing Effort	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with explicit guidance about exactly what it means to expend effort. They will teach students about the relationship between effort and achievement, and they will help students keep track of their effort and achievement.	Other	Tier 1	Implement	09/01/2015	06/30/2016	$0	No Funding Required	Teaching staff are responsible.

Activity - Providing Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers should use symbolic rather than just tangible rewards. They should hold high expectations for students, display finished products, praise students' effort, encourage students to share ideas and express their thoughts, honor individual learning styles, conference individually with students, help students create authentic portfolios, create a stress-free environment, etc.	Other	Tier 1	Implement	09/01/2015	06/30/2016	$0	No Funding Required	Teaching staff are responsible for this activity.

Activity - Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers should limit their use of ability groups, keep groups small, and apply cooperative groups consistently and systematically without overusing them. They will assign roles and responsibilities in groups and integrate content and language through group engagement.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	No Funding Required	Teachers are responsible for this activity.

Activity - Advance Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience. Teachers should pause briefly after asking a question. Doing so will increase the depth of your students' answers. They should also vary the style of advance organizer used: Tell a story, skim a text, or create a graphic, etc.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	No Funding Required	Teachers are responsible for this activity.

Activity - Non-Linguistic Representations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge. Students can use viisual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, storyboards, act out content, make physical models etc. to create non-linguistic representations.	Teacher Collaboration, Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	No Funding Required	Teachers are responsible.

Activity - Summarizing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will help students break information down into its most salient points to help them understand, memorize, and learn important concepts. They will teach students how to summarize based on rules, how to use summary frames, and they will engage students in reciprocal teaching. Students will learn to eliminate unnecessary information when summarizing and keep important information. Students should be encouraged to put some information into own words.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	No Funding Required	Teaching staff is responsible.

Activity - Note Taking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students need explicit instruction in how to take notes. Teachers can provide students with teacher-prepared notes, teach students a variety of note-taking formats, and provide opportunities for students to revise their notes and use them to review.	Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	$0	No Funding Required	All staff members are responsible for this activity.

Activity - Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students will plenty of opportunities to practice/ review skills. This includes independent practice, practice with a partner, or in a small group.	Academic Support Program, Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	No Funding Required	All staff members are responsible for helping students practice and review skills.

Activity - Homework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will provide and communicate (with parents) a school homework policy. Teachers will create homework assignments that support academic learning, and they will provide feedback on homework. Teachers should vary the amount of homework based on student grade level and keep parent involvement in homework to a minimum. Teachers should state the purpose or the homework, and students should be debriefed after completing it.	Parent Involvement, Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	$0	No Funding Required	Teachers are responsible for creating and assigning homework.

Activity - PD/ PLC Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training on CITW.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/30/2016	$1800	Title II Part A	All staff members will attend the training.

Activity - Walkthrough's	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor the use of CITW strategies in the classroom through walk-through observations. Teachers will be observed multiple times and the strategies of CITW should be evident in instruction, agendas, lesson planning, etc.	Walkthrough	Tier 1	Monitor	09/01/2015	06/30/2016	$0	No Funding Required	Administrators are responsible for conducting walkthrough's.

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

| Teachers will have the chance to discuss the teaching components. They'll share examples of how the components are used in their classroom, sample lessons, what's working well in their classroom, tips for classroom management, etc. This can take place during staff meetings, Professional Development, and PLC's. | Teacher Collaboration, Professional Learning | Tier 1 | Monitor | 09/01/2015 | 06/30/2016 | $0 | No Funding Required | All teaching staff are responsible for this activity. |

Activity - Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials (such as teacher text and workbooks) are needed to fully implement CITW.	Materials	Tier 1	Getting Ready	09/01/2015	06/30/2016	$1000	Title II Part A	Administrators are responsible for supplying materials so staff members can accurately implement CITW.

Activity - NWEA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA testing will be used to monitor and evaluate students' growth.	Academic Support Program	Tier 1	Evaluate	09/01/2015	06/30/2016	$0	No Funding Required	Teaching staff is responsible for administering the NWEA.

Strategy 2:

Tier I, II, III Technology Supported Instruction - Staff will use technology to support learning of all students. when students are using technology as a tool or a support for communicating with others, they are in an active role rather than the passive role of recipient of information transmitted by a teacher or textbook. The student is actively making choices about how to generate, obtain, manipulate, or display information. Technology use allows many more students to be actively thinking about information, making choices, and executing skills than is typical in teacher-led lessons. Moreover, when technology is used as a tool to support students in performing authentic tasks, the students are in the position of defining their goals, making design decisions, and evaluating their progress. Teachers will use strategies from 21 Things for the 21st Century Teacher online program, Classroom Instruction that Works with Technology, or other research-based tools.

Research Cited: Classroom Instruction that Works with Technology, Ceri B. Dean (Author), Elizabeth Ross Hubbell (Author), Howard Pitler (Author), Bj Stone (Author), The ASCD (Author), http://www.21things4teachers.net/

Tier:

Activity - Smartboard Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lee teachers will continue their SmartBoard training from last year. Smart Boards are an essential component of every classroom at Lee Elementary because they can accommodate different learning styles. Tactical learners can use the screen and learn by touching and marking at the board, audio learners can have a discussion and visual learners can observe the teaching on the board. It can accommodate different learning styles. Tactical learners can use the screen and learn by touching and marking at the board, audio learners can have a discussion and visual learners can observe the teaching on the board. Advanced training with the boards will reach Tier I, II, and III students.	Professional Learning	Tier 1	Getting Ready	08/23/2013	06/30/2015	$1000	Title II Part A	Lee staff, building principal

Activity - PD in Technology for Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interested staff will attend conferences such as MACUL or other Mobile Learning seminars to learn various instructional techniques with technology. They will then report back to the RCSD staff and share.	Professional Learning		Getting Ready	08/23/2013	06/30/2015	$5000	Title II Part A	Curriculum Director, building administrators, staff.

Activity - Technology Class Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lee technology teacher will use websites such as www.pbskids.org, www.brainpopjr.com, www.discoveryeducation.com, and http://kids.nationalgeographic.com/kids/ for extra learning in Social Studies.	Direct Instruction	Tier 1	Implement	08/23/2013	06/30/2015	$0	No Funding Required	Lee principal, Technology instructor

Goal 4: All students at Will L. Lee Elementary School will improve their math proficiency

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third and Fourth 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 in concepts in Mathematics by 06/30/2022 as measured by multiple assessments including Spring assessments and NWEA..

Strategy 1:

Classroom Instruction that Works (CITW) - Staff will utilize the components and resources of CITW to improve student learning in math. Math Expressions takes a

more rigorous approach to the Common Core, and the various components of the series help students develop and master both concept and practice standards.

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

Education and Learning. - See more at: http://www.mcrel.org/products-and-services/products/product-listing/01_99/product-21#sthash.wx8KXgT0.dpuf

Marzano, R. (1998). A Theory-Based Meta-Analysis of Research on Instruction. Aurora, CO: Mid-continent Research for

Education and Learning.

Marzano, R., Pickering, D., & Pollock, J. (2001). Classroom in instruction that works: Research-based

Strategies for increasing student achievement. Alexandria, VA: Association for Supervision and

Curriculum Development.

Tier: Tier 1

Activity - Setting Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create specific, but flexible, goals allowing some student choice. Articulating and displaying learning goals, KWL, contract learning goals, etc. Teacher can display objectives on the projector/whiteboard and follow-up on the mastery of the objective at the end of the lesson.	Other, Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	No Funding Required	All teaching staff is responsible.

Activity - Providing Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher feedback should be corrective, timely, and specific to a criterion.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	No Funding Required	All teaching staff is responsible.

Activity - Reinforcing Effort	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with explicit guidance about what it means to expend effort. They will teach students about the relationship between effort and achievement, and they will help students keep track of their effort and achievement.	Other	Tier 1	Implement	09/01/2015	06/30/2016	$0	No Funding Required	Teachers staff is responsible for this activity.

Activity - Providing Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers should use symbolic rather than just tangible rewards. They should hold high expectations for students, display finished products, praise students' effort, encourage students to share ideas and express their thoughts, honor individual learning styles, conference individually with students, help students create authentic portfolios, create a stress-free environment, etc. | Direct Instruction | Tier 1 | Implement | 09/01/2015 | 06/30/2016 | $0 | No Funding Required | Teaching staff is responsible for this activity. |

Activity - Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers should limit their use of ability groups, keep groups small, and apply cooperative groups consistently and systematically without overusing them. They will assign roles and responsibilities in groups and integrate content and language through group engagement.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	$0	No Funding Required	Teachers are responsible for this activity.

Activity - Cues, Questions, and Advance Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience. Teachers should pause briefly after asking a question. Doing so will increase the depth of students' answers. They should also vary the style of advance organizer used: Tell a story, skim a graph or story problem, or create a graphic, etc.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	No Funding Required	Teaching staff is responsible for this activity.

Activity - Non-Linguistic Representations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge. Students can use viisual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, storyboards, act out content, make physical models etc. to create non-linguistic representations.	Teacher Collaboration, Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	No Funding Required	Teaching staff is responsible.

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

| Teachers will help students break information down into its most salient points to help them understand, memorize, and learn important concepts. They will teach students how to summarize based on rules, how to use summary frames, and they will engage students in reciprocal teaching. Students will learn to eliminate unnecessary information when summarizing and keep important information. Students should be encouraged to put some information into own words. | Academic Support Program, Direct Instruction | Tier 1 | Implement | 09/01/2015 | 06/30/2016 | $0 | No Funding Required | The teaching staff is responsible for this activity. |

Activity - Note Taking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students need explicit instruction in how to take notes. Teachers can provide students with teacher-prepared notes, teach students a variety of note-taking formats, and provide opportunities for students to revise their notes and use them to review.	Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	$0	No Funding Required	All staff members are responsible for this activity.

Activity - Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students will plenty of opportunities to practice/ review skills. This includes independent practice, practice with a partner, or in a small group.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	$0	No Funding Required	The teaching staff is responsible for this activity.

Activity - Homework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will provide and communicate (with parents) a school homework policy. Teachers will create homework assignments that support academic learning, and they will provide feedback on homework. Teachers should vary the amount of homework based on student grade level and keep parent involvement in homework to a minimum. Teachers should state the purpose or the homework, and students should be debriefed after completing it.	Parent Involvement, Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	$0	No Funding Required	Teachers are responsible for creating and assigning homework.

Activity - PD/PLC Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training on CITW.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/30/2016	$1800	Title II Part A	All staff members will be responsible.

Activity - Walk-throughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor the use of CITW strategies in the classroom through walk-through observations. Teachers will be observed multiple times and the strategies of CITW should be evident in instruction, agendas, lesson planning, etc.	Walkthrough	Tier 1	Monitor	09/01/2015	06/30/2016	$0	Other	Administration is responsible for conducting walk-throughs.

Activity - Teacher Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the chance to discuss the teaching components. They'll share examples of how the components are used in their classroom, sample lessons, what's working well in their classroom, tips for classroom management, etc. This can take place during staff meetings, Professional Development, and PLC's.	Teacher Collaboration, Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	$0	No Funding Required	All teaching staff is responsible.

Activity - Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials (such as teacher text and workbooks) are needed to fully implement CITW.	Materials	Tier 1	Getting Ready	09/01/2015	06/30/2016	$0	Title I Part A	Administration is responsible for providing accurate materials for CITW to be fully implemented.

Activity - NWEA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA testing will be used to monitor and evaluate students' growth.	Academic Support Program	Tier 1	Evaluate	09/01/2015	06/30/2016	$0	No Funding Required	Teachers, Title 1, and administration are responsible.

Measurable Objective 2:

70% of Kindergarten, First, Second, Third and Fourth grade Bottom 30% students will demonstrate a proficiency on the NWEA assessment by achieving their projected growth in Mathematics by 05/31/2016 as measured by NWEA..

Strategy 1:

Small Group - Students who are struggling in math will receive extra support in a small group setting. The support could come in the form of math programs and activities on the computer or Ipad. Support could be provided using the intervention component of our math series. The student/ teacher ratio will be no greater than 6:1 to allow more support and guidance for each student.

Research Cited: Gersten and colleagues (2007) point to a growing number of high-quality, randomized control trials (Denton, Anthony, Parker, & Hasbrouck, 2004; Gunn, Smolkowski, Biglan, & Black, 2002; Vaughn, Mathes, et al., 2006) that show this intervention can produce sustained improvement in student achievement—especially if the groups focus on explicit, interactive instruction.

http://www.ascd.org/publications/educational_leadership/apr09/vol66/num07/Small-Group_Intervention_for_ELLs.aspx

Tier: Tier 2

Activity - Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use apps specifically selected for them to develop and master math skills. Apps will be selected for students based on their NWEA results, and the apps will help them practice skills they're struggling with.	Academic Support Program	Tier 2	Implement	09/01/2015	06/30/2016	$0	No Funding Required	The principal and Title staff are responsible for using E-spark.

Activity - Intervention Componenet	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title staff and teachers will make use of the intervention component provided with our math series. The intervention lessons will be used as a tool for reteaching concepts the students are struggling with.	Direct Instruction	Tier 2	Implement	09/01/2015	06/30/2016	$0	No Funding Required	Teachers and Title staff are responsible for utilizing the intervention component.

Strategy 2:

eSpark - Targeted students will be invited to attend an after-school math program. There will be a math session in the fall and one in the spring. Teachers and Title staff will use pieces from the Math Expressions intervention component and E-spark to support classroom instruction and help students build the math skills necessary for success in the classroom.

Tier: Tier 2

Activity - Staff Meeting/ PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Staff meetings and Professional Learning Communities will be held to discuss why we're using eSpark.	Professional Learning, Academic Support Program	Tier 3	Getting Ready	09/01/2015	06/30/2016	$0	No Funding Required	Teachers and support staff are required to attend all training sessions.

Activity - Learning About eSpark	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff will be trained on eSpark. Staff members will learn how the program operates and how students will utilize the program/ apps. to build reading and math skills. Staff members will also learn how to find and create reports to show students progress on eSpark.	Professional Learning	Tier 3		09/01/2015	06/30/2016	$0	No Funding Required	Teachers and support staff are responsible for attending training sessions.

Activity - PD/ PLC Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development/Professional Learning Communities will emphasize an overview of the eSpark program.	Professional Learning	Tier 3		06/30/2015	06/30/2016	$5250	Title II Part A	Teachers and support staff are required to attend all sessions.

Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level meetings will be held to discuss students receiving support.	Teacher Collaboration	Tier 3	Getting Ready	09/01/2015	06/30/2016	$4250	Title I Part A	Title support staff and teachers are responsible for collaborating.

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

| Parents will receive a letter explaining the how eSpark works. The letter will explain why their child is using eSpark, how eSpark works, and what we hope to achieve with the tool/ program. | Parent Involvement | Tier 3 | Getting Ready | 09/01/2015 | 06/30/2016 | $0 | No Funding Required | The Title One administrator is responsible for creating a letter and sending it home to parents of Title One students. |

Activity - Upload Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title One staff will upload the student roster to eSpark. eSpark staff will in return provide students with a starting point, based upon their NWEA scores. eSpark staff will upload applications based upon individual needs to ensure growth within the specified area of learning.	Other	Tier 3	Getting Ready	09/01/2015	06/30/2016	$0	No Funding Required	Teachers, Title One staff, and eSpark staff are responsible for collaborating and uploading student data.

Activity - Allocating Funds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators must allocate funds for eSpark in our Title One grant. In order for us to use this program, funding must be allocated for student devices (like the iPad) and student licenses.	Other, Materials, Technology	Tier 3	Getting Ready	09/01/2015	06/30/2016	$18975	Title I Part A, Title I Part A	Administrators are responsible for allocating funds for eSpark.

Activity - eSpark Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Students will be taught how the eSpark program and applications work by Title One staff and/or Resource Room teachers. | Direct Instruction | Tier 3 | Getting Ready | 09/01/2015 | 06/30/2016 | $0 | No Funding Required | Title staff along with resource room teachers will teach students how to use the program. |

Activity - NWEA Testing Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to use eSpark, students must take the NWEA assessment. The assessment results provide programmers at eSpark with a starting point for student learning and activities. Because we do not have classroom computers, every class must rotate through the computer lab to take the NWEA assessments. Administrators must work with the technology teacher to create a schedule for NWEA testing in the lab.	Teacher Collaboration	Tier 1	Monitor	09/01/2015	06/30/2016	$0	No Funding Required	Administrators and the technology teacher are responsible for creating a testing schedule.

Activity - Scheduling of iPad Usage	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A schedule will be developed to utilize iPads among all kindergarten through fourth grade Tier III students.	Other	Tier 3	Getting Ready	09/01/2015	06/30/2016	$0	No Funding Required	The principal, teachers,and Title staff will help create a schedule for using iPads.

Activity - eSpark support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier III students will receive reading and/ or math support on eSpark three to four times a week. Students will build reading, phonics, grammar, math fact, geometry, etc. skills using a variety of applications selected and programmed for each student's needs.	Academic Support Program	Tier 3	Implement	09/01/2015	06/30/2016	$0	No Funding Required	Title staff and resource room teachers are responsible for utilizing eSpark.

School Improvement Plan

Will L. Lee School

Activity - NWEA Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take the NWEA assessment. The assessment provides us with data for Tier II and Tier III support.	Other	Tier 1	Monitor	09/01/2015	06/30/2016	$0	No Funding Required	Teachers are responsible for administering the NWEA Assessment.

Activity - Monitoring Student Usage	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title and resource room staff will be responsible for monitoring student use while on eSpark. These staff members will make sure that students are on task, completing appropriate activities, utilizing the activities provided, etc.	Other	Tier 3	Monitor	09/01/2015	06/30/2016	$0	No Funding Required	Title staff and resource room teachers are responsible for monitoring student usage.

Activity - Student Quizzes/ Assessment Component	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students performance and growth will be monitored using quizzes (provided by eSpark) and student reports.	Other	Tier 3	Monitor	09/01/2015	06/30/2016	$0	No Funding Required	Teachers and Title staff are responsible for monitoring student growth.

Activity - Title I Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title One lesson plans show evidence of the number of sessions/days spent on eSpark.	Curriculum Development	Tier 3	Monitor	09/01/2015	06/30/2016	$0	No Funding Required	Teachers and Title staff are responsible for lesson planning.

Activity - Student Reports to Monitor Usage	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESpark provides information about a student's time on task and completion/ success rate. Teachers can see how much time is spent on certain concepts/ activities and whether students are using their time well.	Other	Tier 3	Monitor	09/01/2015	06/30/2016	$0	No Funding Required	Teachers and Title staff are responsible for reading/ monitoring reports.

Activity - eSpark Reports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual student reports will help us evaluate how successful the program was. We will be able to compare where our students started and where they ended up in terms of skill level.	Other	Tier 3	Evaluate	06/30/2015	06/30/2016	$0	No Funding Required	Teachers and Title staff are responsible for viewing student reports.

Activity - NWEA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA scores will help us evaluate the effectiveness of eSpark. If students make minimal growth with the applications provided by eSpark, we will want to make changes to our classroom instruction and tiered support.	Other	Tier 3	Evaluate	09/01/2015	06/30/2016	$0	No Funding Required	Teachers, administrators,and support staff will evaluate NWEA results to determine the effectiveness of this strategy.

Activity - School-Wide Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Staff members will use school wide assessments like DIBELS Next, running records, and unit assessments to gauge student progress. Student growth will determine whether we continue to use eSpark as a Tier III support or change the support students are receiving.	Other	Tier 1	Evaluate	09/01/2015	06/30/2016	$0	No Funding Required	Teachers, administrators, and support staff are responsible for using assessments to evaluate the effectiveness of eSpark.

Goal 5: All students at Will L. Lee Elementary School will improve their science proficiency.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third and Fourth 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   in improving in Science by 06/30/2022 as measured by Spring state assessment.

Strategy 1:

Classroom Instruction that Works (CITW) - Staff will utilize the components and resources of CITW to improve student learning in math. Math Expressions takes a more rigorous approach to the Common Core, and the various components of the series help students develop and master both concept and practice standards.

Research Cited: Beesley, A. D., & Apthorp, H. S. (2010). Classroom instruction that works, second edition: Research report. Denver, CO: Mid-continent Research for Education and Learning. - See more at: http://www.mcrel.org/products-and-services/products/product-listing/01_99/product-21#sthash.wx8KXgT0.dpuf Marzano, R. (1998). A Theory-Based Meta-Analysis of Research on Instruction. Aurora, CO: Mid-continent Research for Education and Learning. Marzano, R., Pickering, D., & Pollock, J. (2001). Classroom in instruction that works: Research-based Strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Setting Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create specific, but flexible, goals allowing some student choice. Articulating and displaying learning goals, KWL, contract learning goals, etc. Teacher can display objectives on the projector/whiteboard and follow-up on the mastery of the objective at the end of the lesson.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	No Funding Required	All teaching staff is responsible.

Activity - Providing Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher feedback should be corrective, timely, and specific to a criterion.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	No Funding Required	All teaching staff is responsible.

Activity - Reinforcing Effort	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with explicit guidance about what it means to expend effort. They will teach students about the relationship between effort and achievement, and they will help students keep track of their effort and achievement.	Other	Tier 1	Implement	09/01/2015	06/30/2016	$0	No Funding Required	Teaching staff is responsible

Activity - Providing Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers should use symbolic rather than just tangible rewards. They should hold high expectations for students, display finished products, praise students' effort, encourage students to share ideas and express their thoughts, honor individual learning styles, conference individually with students, help students create authentic portfolios, create a stress-free environment, etc.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	No Funding Required	Teaching staff is responsible.

Activity - Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers should limit their use of ability groups, keep groups small, and apply cooperative groups consistently and systematically without overusing them. They will assign roles and responsibilities in groups and integrate content and language through group engagement.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	$0	No Funding Required	Teaching staff is responsible for this activity.

Activity - Cues, Questions, and Advance Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience. Teachers should pause briefly after asking a question. Doing so will increase the depth of students' answers. They should also vary the style of advance organizer used: Tell a story, skim a graph or story problem, or create a graphic, etc.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	No Funding Required	Teaching staff is responsible for this activity.

Activity - Non-Linguistic Representations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge. Students can use visual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, storyboards, act out content, make physical models etc. to create non-linguistic representations.	Teacher Collaboration, Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	No Funding Required	Teaching staff is responsible for this activity.

Activity - Summarizing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will help students break information down into its most salient points to help them understand, memorize, and learn important concepts. They will teach students how to summarize based on rules, how to use summary frames, and they will engage students in reciprocal teaching. Students will learn to eliminate unnecessary information when summarizing and keep important information. Students should be encouraged to put some information into own words.	Academic Support Program, Direct Instruction	Tier 1		09/01/2015	06/30/2016	$0	No Funding Required	Teaching staff is responsible for this activity.

Activity - Note Taking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students need explicit instruction in how to take notes. Teachers can provide students with teacher-prepared notes, teach students a variety of note-taking formats, and provide opportunities for students to revise their notes and use them to review.	Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	$0	No Funding Required	All staff members are responsible for this activity.

Activity - Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students will plenty of opportunities to practice/ review skills. This includes independent practice, practice with a partner, or in a small group.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	$0	No Funding Required	All staff members are responsible for this activity.

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

| The school will provide and communicate (with parents) a school homework policy. Teachers will create homework assignments that support academic learning, and they will provide feedback on homework. Teachers should vary the amount of homework based on student grade level and keep parent involvement in homework to a minimum. Teachers should state the purpose or the homework, and students should be debriefed after completing it. | Parent Involvement, Academic Support Program | Tier 1 | Implement | 09/01/2015 | 06/30/2016 | $0 | No Funding Required | All staff is responsible for this activity. |

Activity - PD/PLC Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training on CITW.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/30/2016	$1800	Title II Part A	All staff is responsible for this activity.

Activity - Walk-throughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor the use of CITW strategies in the classroom through walk-through observations. Teachers will be observed multiple times and the strategies of CITW should be evident in instruction, agendas, lesson planning, etc.	Walkthrough	Tier 1	Monitor	09/01/2015	06/30/2016	$0	No Funding Required	Administration is responsible for conducting walk-throughs.

Activity - Teacher Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the chance to discuss the teaching components. They'll share examples of how the components are used in their classroom, sample lessons, what's working well in their classroom, tips for classroom management, etc. This can take place during staff meetings, Professional Development, and PLC's.	Teacher Collaboration, Direct Instruction	Tier 1		09/01/2015	06/30/2016	$0	No Funding Required	Teaching staff is responsible for this activity.

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

Materials (such as teacher text and workbooks) are needed to fully implement CITW.	Supplemental Materials, Materials	Tier 1	Getting Ready	09/01/2015	06/30/2016	$0		Title I Part A	Administration is responsible for providing accurate materials for CITW to be fully implemented.

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
PD/PLC Time	Staff will receive training on CITW.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/30/2016	$1800	All staff members will be responsible.
Smartboard Training	Lee teachers will continue their SmartBoard training from last year. Smart Boards are an essential component of every classroom at Lee Elementary because they can accommodate different learning styles. Tactical learners can use the screen and learn by touching and marking at the board, audio learners can have a discussion and visual learners can observe the teaching on the board. It can accommodate different learning styles. Tactical learners can use the screen and learn by touching and marking at the board, audio learners can have a discussion and visual learners can observe the teaching on the board. Advanced training with the boards will reach Tier I, II, and III students.	Professional Learning	Tier 1	Getting Ready	08/23/2013	06/30/2015	$1000	Lee staff, building principal
PD/ PLC Time	Professional Development/Professional Learning Communities will emphasize an overview of the eSpark program.	Professional Learning	Tier 3		06/30/2015	06/30/2016	$5250	Teachers and support staff are required to attend all sessions.
PD in Technology for Classroom Instruction	Interested staff will attend conferences such as MACUL or other Mobile Learning seminars to learn various instructional techniques with technology. They will then report back to the RCSD staff and share.	Professional Learning		Getting Ready	08/23/2013	06/30/2015	$5000	Curriculum Director, building administrators, staff.
PD/ PLC Time	Staff will receive training on CITW.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/30/2016	$1800	All staff members will attend the training.

Materials	Materials (such as teacher text and workbooks) are needed to fully implement CITW.	Materials	Tier 1	Getting Ready	09/01/2015	06/30/2016	$1000	Administrators are responsible for supplying materials so staff members can accurately implement CITW.
Tier 1 Data Analysis and Dialogue	Teachers and Title One technicians will meet three times a year as a grade level after each benchmark data collection to review and analyze the data to inform and make decisions about core instruction, identify students who need strategic or intensive support, and to decide which students need additional diagnostics.	Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	$2000	Teachers and Title One staff participate in the teacher meetings.
PD/PLC Time	Staff will receive training on CITW.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/30/2016	$1800	All staff is responsible for this activity.

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reinforcing Effort	Teachers will provide students with explicit guidance about what it means to expend effort. They will teach students about the relationship between effort and achievement, and they will help students keep track of their effort and achievement.	Other	Tier 1	Implement	09/01/2015	06/30/2016	$0	Teachers staff is responsible for this activity.
Title I Lesson Plans	Title One lesson plans show evidence of the number of sessions/days spent on eSpark.	Curriculum Development	Tier 3	Monitor	09/01/2015	06/30/2016	$0	Teachers and Title staff are responsible for lesson planning.

Upload Data	Title One staff will upload the student roster to eSpark. eSpark staff will in return provide students with a starting point, based upon their NWEA scores. eSpark staff will upload applications based upon individual needs to ensure growth within the specified area of learning.	Other	Tier 3	Getting Ready	09/01/2015	06/30/2016	$0	Teachers, Title One staff, and eSpark staff are responsible for collaborating and uploading student data.
eSpark Instruction	Students will be taught how the eSpark program and applications work by Title One staff and/or Resource Room teachers.	Other	Tier 3	Getting Ready	09/01/2015	06/30/2016	$0	Title One staff along with Resource Room teachers will provide students with eSpark instruction.
Shared Reading	Shared reading is reading done as a class. It encourages large group participation to develop reading skills and strategies. Through class discussion and reading, students can develop an understanding of different genres and their structures. Students also develop concepts of print and build fluency.	Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	$0	Teachers and Title staff are responsible for Shared Reading opportunities.
NWEA	NWEA scores will help us evaluate the effectiveness of eSpark. If students make minimal growth with the applications provided by eSpark, we will want to make changes to our classroom instruction and tiered support.	Other	Tier 1	Evaluate	09/01/2015	06/30/2016	$0	Teachers, administrators, and support staff will look at NWEA results to determine the effectiveness of this strategy.
Reinforcing Effort	Teachers will provide students with explicit guidance about exactly what it means to expend effort. They will teach students about the relationship between effort and achievement, and they will help students keep track of their effort and achievement.	Other	Tier 1	Implement	09/01/2015	06/30/2016	$0	Teaching staff are responsible.

Differentiation	Students will use apps specifically selected for them to develop and master math skills. Apps will be selected for students based on their NWEA results, and the apps will help them practice skills they're struggling with.	Academic Support Program	Tier 2	Implement	09/01/2015	06/30/2016	$0	The principal and Title staff are responsible for using E-spark.
Parent Notification	Parents will receive a letter explaining the how eSpark works. The letter will explain why their child is using eSpark, how eSpark works, and what we hope to achieve with the tool/ program.	Parent Involvement	Tier 3	Getting Ready	09/01/2015	06/30/2016	$0	The Title One administrator is responsible for creating a letter and sending it home to parents of Title One students.
NWEA	NWEA testing will be used to monitor and evaluate students' growth.	Academic Support Program	Tier 1	Evaluate	09/01/2015	06/30/2016	$0	Teaching staff is responsible for administering the NWEA.
NWEA	NWEA testing will be used to monitor and evaluate students' growth.	Academic Support Program	Tier 1	Evaluate	09/01/2015	06/30/2016	$0	Teachers, Title 1, and administration are responsible.
Walkthrough's	Administrators will monitor the use of CITW strategies in the classroom through walk-through observations. Teachers will be observed multiple times and the strategies of CITW should be evident in instruction, agendas, lesson planning, etc.	Walkthrough	Tier 1	Monitor	09/01/2015	06/30/2016	$0	Administrators are responsible for conducting walkthrough's.
Teacher Write Aloud	Teachers will model (aloud) how to move through various stages of the writing process. Teachers will demonstrate how to brainstorm ideas, shape sentences, correct grammar, revise sentences, etc. Teachers will also reflect on mentor texts to show students examples of writing traits like voice, organization, and ideas.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	Teachers are responsible for "Write Alouds".

Note Taking	Students need explicit instruction in how to take notes. Teachers can provide students with teacher-prepared notes, teach students a variety of note-taking formats, and provide opportunities for students to revise their notes and use them to review.	Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	$0	All staff members are responsible for this activity.
Learning about eSpark	Teachers and support staff will be trained on eSpark. Staff members will learn how the program operates and how students will utilize the program/ apps. to build reading and math skills. Staff members will also learn how to find and create reports to show students progress on eSpark.	Professional Learning	Tier 3	Getting Ready	09/01/2015	06/30/2016	$0	Teachers and support staff will participate in the training sessions.
Student Quizzes/ Assessment Component	Students performance and growth will be monitored using quizzes (provided by eSpark) and student reports.	Other	Tier 3	Monitor	09/01/2015	06/30/2016	$0	Teachers and Title staff are responsible for monitoring student growth.
Providing Feedback	Teacher feedback should be corrective, timely, and specific to a criterion.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	All teaching staff is responsible.
Weekly Snapshots	Teachers will document the components of Balanced Literacy (they're implementing) in their weekly snapshots so administrators can see what components are being used in the classroom.	Other	Tier 1	Monitor	09/01/2015	06/30/2016	$0	Teachers are responsible for submitting weekly snapshots to administrators.
Practice	Teachers will provide students will plenty of opportunities to practice/ review skills. This includes independent practice, practice with a partner, or in a small group.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	$0	All staff members are responsible for this activity.
Shared/ Interactive Writing	Teachers will work with students to compose stories/ texts. Shared writing reinforces encoding strategies, sight words, and the use of conventions. The teacher can model (with student help) phonics, the mechanics of writing, sequencing,etc., and it helps students develop print concepts.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	Teachers and Title staff can expose students to shared writing.

Monitoring Student Usage	Title and resource room staff will be responsible for monitoring student use while on eSpark. These staff members will make sure that students are on task, completing appropriate activities, utilizing the activities provided, etc.	Other	Tier 3	Monitor	09/01/2015	06/30/2016	$0	Title staff and resource room teachers are responsible for monitoring student usage.
Summarizing	Teachers will help students break information down into its most salient points to help them understand, memorize, and learn important concepts. They will teach students how to summarize based on rules, how to use summary frames, and they will engage students in reciprocal teaching. Students will learn to eliminate unnecessary information when summarizing and keep important information. Students should be encouraged to put some information into own words.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	Teaching staff is responsible.
Summarizing	Teachers will help students break information down into its most salient points to help them understand, memorize, and learn important concepts. They will teach students how to summarize based on rules, how to use summary frames, and they will engage students in reciprocal teaching. Students will learn to eliminate unnecessary information when summarizing and keep important information. Students should be encouraged to put some information into own words.	Academic Support Program, Direct Instruction	Tier 1		09/01/2015	06/30/2016	$0	Teaching staff is responsible for this activity.
Staff Meeting/ PLC	Staff meetings and Professional Learning Communities will be held to discuss why we're using eSpark.	Professional Learning, Academic Support Program	Tier 3	Getting Ready	09/01/2015	06/30/2016	$0	Teachers and support staff are required to attend all training sessions.
Reinforcing Effort	Teachers will provide students with explicit guidance about what it means to expend effort. They will teach students about the relationship between effort and achievement, and they will help students keep track of their effort and achievement.	Other	Tier 1	Implement	09/01/2015	06/30/2016	$0	Teaching staff is responsible

Setting Objectives	Teachers will create specific, but flexible, goals allowing some student choice. Articulating and displaying learning goals, KWL, contract learning goals, etc. Teacher can display objectives on the projector/whiteboard and follow-up on the mastery of the objective at the end of the lesson.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	All teaching staff is responsible.
90 minute Language Arts Block	All teachers will devote a minimum of 90 minutes to Language Arts instruction every day. Our building will have a set Language Arts block where all teachers will provide instruction in Language Arts.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	All staff members are responsible for instruction during the Language Arts block.
School Wide Assessments	Staff members will use school wide assessments like DIBELS Next, running records, and unit assessments to gauge student progress. Student growth will determine whether we continue to use eSpark as a Tier III support or change the support students are receiving.	Other	Tier 1	Evaluate	09/01/2015	06/30/2016	$0	Teachers, support staff, and administrators will make decisions about the effectiveness of eSpark.
Cooperative Learning	Teachers should limit their use of ability groups, keep groups small, and apply cooperative groups consistently and systematically without overusing them. They will assign roles and responsibilities in groups and integrate content and language through group engagement.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	Teachers are responsible for this activity.
Title One Lesson Plans	Title One lesson plans show evidence of the number of sessions/days spent on eSpark.	Curriculum Development	Tier 3	Monitor	09/01/2015	06/30/2016	$0	Teachers and Title One staff are responsible for lesson plans.
Walk-Through's	Administrators will monitor the use of Balanced Literacy in the classroom through walk-through observations. Teachers will be observed multiple times and the components of a Balanced Literacy program should be evident in instruction, agendas, lesson planning, etc.	Other	Tier 1	Monitor	09/01/2015	06/30/2016	$0	Administrators are responsible for conducting walk-through's.

School-Wide Assessments	Staff members will use school wide assessments like DIBELS Next, running records, and unit assessments to gauge student progress. Student growth will determine whether we continue to use eSpark as a Tier III support or change the support students are receiving.	Other	Tier 1	Evaluate	09/01/2015	06/30/2016	$0	Teachers, administrators, and support staff are responsible for using assessments to evaluate the effectiveness of eSpark.
eSpark Reports	Individual student reports will help us evaluate how successful the program was. We will be able to compare where our students started and where they ended up in terms of skill level.	Other	Tier 3	Evaluate	06/30/2015	06/30/2016	$0	Teachers and Title staff are responsible for viewing student reports.
Reader's Theater	Benchmark and strategic students can use Reader's Theater in the classroom as a tool for building reading fluency and comprehension. Students will also develop listening and performing skills through Reader's Theater. Students will read a text multiple times and then act it out/ perform for other students.	Behavioral Support Program	Tier 2	Implement	09/01/2015	06/30/2016	$0	Teachers are responsible for using Reader's Theater.
Data Collection, Analysis, and Dialogue	Staff will conduct progress monitoring meetings on a regular basis for students. They will use the data to monitor student progress and adapt instruction to meet student needs. They will also meet monthly to review and analyze data to make informed decisions regarding impact of interventions and actions necessary to support students who are not achieving.	Academic Support Program	Tier 1	Monitor	09/01/2015	06/30/2016	$0	Lee principal and staff
Providing Recognition	Teachers should use symbolic rather than just tangible rewards. They should hold high expectations for students, display finished products, praise students' effort, encourage students to share ideas and express their thoughts, honor individual learning styles, conference individually with students, help students create authentic portfolios, create a stress-free environment, etc.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	Teaching staff is responsible for this activity.

Four Blocks Making Words	Students will use letter cards to build words. Students learn how to sound out words and how to manipulate letters in words to change one word to another. (For example, students could change the letter "h" in hat to make cat.)	Academic Support Program	Tier 2	Implement	09/01/2015	06/30/2016	$0	Teachers and support staff will utilize Making Words activities.
Providing Recognition	Teachers should use symbolic rather than just tangible rewards. They should hold high expectations for students, display finished products, praise students' effort, encourage students to share ideas and express their thoughts, honor individual learning styles, conference individually with students, help students create authentic portfolios, create a stress-free environment, etc.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	Teaching staff is responsible.
eSpark Instruction	Students will be taught how the eSpark program and applications work by Title One staff and/or Resource Room teachers.	Direct Instruction	Tier 3	Getting Ready	09/01/2015	06/30/2016	$0	Title staff along with resource room teachers will teach students how to use the program.
Non-Linguistic Representations	Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge. Students can use visual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, storyboards, act out content, make physical models etc. to create non-linguistic representations.	Teacher Collaboration, Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	Teaching staff is responsible for this activity.
Note Taking	Students need explicit instruction in how to take notes. Teachers can provide students with teacher-prepared notes, teach students a variety of note-taking formats, and provide opportunities for students to revise their notes and use them to review.	Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	$0	All staff members are responsible for this activity.
Setting Objectives	Teachers will create specific, but flexible, goals allowing some student choice. Articulating and displaying learning goals, KWL, contract learning goals, etc. Teacher can display objectives on the projector/whiteboard and follow-up on the mastery of the objective at the end of the lesson.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	All teaching staff is responsible.

Guided Writing	Guided writing allows students to practice skills they have learned during the mini-lesson (which opens guided writing). During this time, teachers can conference with individual students or small groups on areas of need. Students can also conference with peers during this time.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	Teachers and Title staff will utilize guided writing during their instruction.
Scheduling of iPad Usage	A schedule will be developed to utilize iPads amongst all kindergarten through fourth grade Tier III students.	Other	Tier 3	Getting Ready	09/01/2015	06/30/2016	$0	Principal, teachers and Title One staff will work together to develop a workable schedule.
Student Quizzes/ Assesment Component	Students performance and growth will be monitored using quizzes (provided by eSpark) and student reports.	Other	Tier 3	Monitor	09/01/2015	06/30/2016	$0	Title staff and teachers will be responsible for monitoring student progress.
Teacher Talk/ Discussion	Teachers will have the chance to discuss the components of Balanced Literacy. They'll share examples of how the components are used in their classroom, sample lessons, what's working well in their classroom, tips for classroom management, etc. This can take place during staff meetings, Professional Development, and PLC's.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	09/01/2015	06/30/2016	$0	All staff members will participate in Balanced Literacy discussions.
Summarizing	Teachers will help students break information down into its most salient points to help them understand, memorize, and learn important concepts. They will teach students how to summarize based on rules, how to use summary frames, and they will engage students in reciprocal teaching. Students will learn to eliminate unnecessary information when summarizing and keep important information. Students should be encouraged to put some information into own words.	Academic Support Program, Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	The teaching staff is responsible for this activity.

NWEA testing schedule	In order to use eSpark, students must take the NWEA assessment. The assessment results provide programmers at eSpark with a starting point for student learning and activities. Because we do not have classroom computers, every class must rotate through the computer lab to take the NWEA assessments. Administrators must work with the technology teacher to create a schedule for NWEA testing in the lab.	Teacher Collaboration	Tier 1	Getting Ready	09/01/2015	06/30/2016	$0	Administrators and the technology teacher will work to create a schedule for testing.
Guided Reading	Students are actively engaged in reading in a small group. Students can apply decoding, phonics, and comprehension skills in a small group setting. Guided reading reinforces reading strategies in a small group setting.	Other, Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	Teachers and Title staff are responsible for guided reading.
Learning About eSpark	Teachers and support staff will be trained on eSpark. Staff members will learn how the program operates and how students will utilize the program/ apps. to build reading and math skills. Staff members will also learn how to find and create reports to show students progress on eSpark.	Professional Learning	Tier 3		09/01/2015	06/30/2016	$0	Teachers and support staff are responsible for attending training sessions.
Walk-Through's	Administrators will monitor the use of Balanced Literacy in the classroom through walk-through observations. Teachers will be observed multiple times and the components of a Balanced Literacy program should be evident in instruction, agendas, lesson planning, etc.	Other	Tier 1	Monitor	09/01/2015	06/30/2016	$0	Administrators are responsible for conducting walk-through's.
NWEA Assessment	Students will take the NWEA assessment. The assessment provides us with data for Tier II and Tier III support.	Other	Tier 1	Monitor	09/01/2015	06/30/2016	$0	Teachers are responsible for administering the NWEA Assessment.
Write-In Readers	Write-In Readers allow students work on reading fluency and weekly sight words/ vocabulary. Students practice reading sentences, writing sight words, and working on word families.	Academic Support Program	Tier 2	Implement	09/01/2015	06/30/2016	$0	Teachers and support staff are responsible for utilizing the Write-In Readers.

Student Reports to Monitor Usage	ESpark provides information about a student's time on task and completion/ success rate. Teachers can see how much time is spent on certain concepts/ activities and whether students are using their time well.	Other	Tier 3	Monitor	09/01/2015	06/30/2016	$0	Teachers and Title staff are responsible for reading/ monitoring reports.
Smart Board Interactive software	Teachers will utilize Smart Board software during small group instruction to help students build phonics skills. Teachers have purchased educational software through Lakeshore Learning and Smart Board activities are provided with our reading series.	Behavioral Support Program	Tier 2	Implement	09/01/2015	06/30/2016	$0	Teachers are responsible for incorporating and using Smart Board technology.
Technology Class Support	Lee technology teacher will use websites such as www.pbskids.org, www.brainpopjr.com, www.discoveryeducation.com, and http://kids.nationalgeographic.com/kids/ for extra learning in Social Studies.	Direct Instruction	Tier 1	Implement	08/23/2013	06/30/2015	$0	Lee principal, Technology instructor
Setting Objectives	Teachers will create specific, but flexible, goals allowing some student choice. Articulating and displaying learning goals, KWL, contract learning goals, etc. Teacher can display objectives on the projector/whiteboard and follow-up on the mastery of the objective at the end of the lesson.	Other, Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	All teaching staff is responsible.
Walk-throughs	Administrators will monitor the use of CITW strategies in the classroom through walk-through observations. Teachers will be observed multiple times and the strategies of CITW should be evident in instruction, agendas, lesson planning, etc.	Walkthrough	Tier 1	Monitor	09/01/2015	06/30/2016	$0	Administration is responsible for conducting walk-throughs.
eSpark reports	Individual student reports will help us evaluate how successful the program was. We will be able to compare where our students started and where they ended up in terms of skill level.	Other	Tier 3	Evaluate	09/01/2015	06/30/2016	$0	Teachers and Title staff are responsible for reviewing student reports.
Monitoring Student Usage	Title and resource room staff will be responsible for monitoring student use while on eSpark. These staff members will make sure that students are on task, completing appropriate activities, utilizing the activities provided, etc.	Other	Tier 3	Monitor	09/01/2015	06/30/2016	$0	Title and resource room staff are responsible for monitoring students.

Cues, Questions, and Advance Organizers	Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience. Teachers should pause briefly after asking a question. Doing so will increase the depth of students' answers. They should also vary the style of advance organizer used: Tell a story, skim a graph or story problem, or create a graphic, etc.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	Teaching staff is responsible for this activity.
Non-Linguistic Representations	Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge. Students can use viisual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, storyboards, act out content, make physical models etc. to create non-linguistic representations.	Teacher Collaboration, Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	Teachers are responsible.
Children's Literature	Teachers and Title staff will utilize children's literature for writing instruction. Literature provides a model for students to listen to/ read when focusing on a specific trait.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	Teachers and Title staff are responsible for using literature.
Teacher Talk	Teachers will have the chance to discuss the teaching components. They'll share examples of how the components are used in their classroom, sample lessons, what's working well in their classroom, tips for classroom management, etc. This can take place during staff meetings, Professional Development, and PLC's.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/01/2015	06/30/2016	$0	All teaching staff are responsible for this activity.
Weekly Snapshots	Teachers will document the components of Balanced Literacy (they're implementing) in their weekly snapshots so administrators can see what components are being used in the classroom.	Other	Tier 1	Monitor	09/01/2015	06/30/2016	$0	Teachers are responsible for submitting snapshots to administration.

School Improvement Plan
Will L. Lee School

Independent Reading	Students are encouraged to select books that are "just right" for them from a variety of genres, texts, etc. Several times a week, teachers will provide a sustained amount of time for students to develop independent reading and problem solving skills.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	Teachers are responsible for planning and allowing time for independent reading.
Student Reports to Monitor Usage	ESpark provides information about a student's time on task and completion/ success rate. Teachers can see how much time is spent on certain concepts/ activities and whether students are using their time well.	Other	Tier 3	Monitor	09/01/2015	06/30/2016	$0	Teachers and Title staff are responsible for monitoring student usage.
Practice	Teachers will provide students will plenty of opportunities to practice/ review skills. This includes independent practice, practice with a partner, or in a small group.	Academic Support Program, Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	All staff members are responsible for helping students practice and review skills.
90 Minute Language Arts Block	All teachers will devote a minimum of 90 minutes to Language Arts instruction every day. Our building will have a set Language Arts block where all teachers will provide instruction in Language Arts.	Academic Support Program, Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	All staff members will be responsible for instruction during our Language Arts block.
Professional Development/ PLC's on Balanced Literacy	Administration will provide staff members with the resources, materials,and information they need to implement Balanced Literacy through Professional Development and PLC opportunities.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/30/2016	$0	Administration is responsible for providing staff with Professional Development and PLC opportunities.

Providing Feedback	Teacher feedback should be corrective, timely, and specific to a criterion.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	All teaching staff is responsible.
Scheduling of iPad Usage	A schedule will be developed to utilize iPads among all kindergarten through fourth grade Tier III students.	Other	Tier 3	Getting Ready	09/01/2015	06/30/2016	$0	The principal, teachers,and Title staff will help create a schedule for using iPads.
Homework	The school will provide and communicate (with parents) a school homework policy. Teachers will create homework assignments that support academic learning, and they will provide feedback on homework. Teachers should vary the amount of homework based on student grade level and keep parent involvement in homework to a minimum. Teachers should state the purpose or the homework, and students should be debriefed after completing it.	Parent Involvement, Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	$0	All staff is responsible for this activity.
Advance Organizers	Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience. Teachers should pause briefly after asking a question. Doing so will increase the depth of your students' answers. They should also vary the style of advance organizer used: Tell a story, skim a text, or create a graphic, etc.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	Teachers are responsible for this activity.
Teacher Talk	Teachers will have the chance to discuss the teaching components. They'll share examples of how the components are used in their classroom, sample lessons, what's working well in their classroom, tips for classroom management, etc. This can take place during staff meetings, Professional Development, and PLC's.	Teacher Collaboration, Direct Instruction	Tier 1		09/01/2015	06/30/2016	$0	Teaching staff is responsible for this activity.
Independent Writing	Independent writing allows students to build confidence as a writer. It provides students with daily writing practice on units of study including different genres or types of writing, aspects of the writing process, and writing skills and strategies. Students must practice problem solving while working on an independent writing project, and it helps students build writing stamina.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	Teachers and Title staff can utilize independent writing in their instruction.

Cooperative Learning	Teachers should limit their use of ability groups, keep groups small, and apply cooperative groups consistently and systematically without overusing them. They will assign roles and responsibilities in groups and integrate content and language through group engagement.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	$0	Teaching staff is responsible for this activity.
Decodable Readers	Teachers will use the decodable readers provided by Journeys. Decodable readers expose students to the weekly sight words and word families/ patterns. Students have the opportunity to decode words with the weekly patterns and practice reading current and "old" sight words.	Academic Support Program	Tier 2	Implement	09/01/2015	06/30/2016	$0	Teachers and support staff are responsible for using the decodable readers.
eSpark support	Tier III students will receive reading and/ or math support on eSpark three to four times a week. Students will build reading, phonics, grammar, math fact, geometry, etc. skills using a variety of applications selected and programmed for each student's needs.	Academic Support Program	Tier 3	Implement	09/01/2015	06/30/2016	$0	Title and resource room staff are responsible for utilizing eSpark.
Upload data	Title One staff will upload the student roster to eSpark. eSpark staff will in return provide students with a starting point, based upon their NWEA scores. eSpark staff will upload applications based upon individual needs to ensure growth within the specified area of learning.	Other	Tier 3	Getting Ready	09/01/2015	06/30/2016	$0	Teachers, Title One staff and eSpark staff will collaborate to upload student data into the system.
Parent Notification	Parents will receive a letter explaining the how eSpark works. The letter will explain why their child is using eSpark, how eSpark works, and what we hope to achieve with the tool/ program.	Parent Involvement	Tier 3	Getting Ready	09/01/2015	06/30/2016	$0	Our Title one administrator will be responsible for creating the letter and sending it out to parents of Title students.

NWEA	NWEA scores will help us evaluate the effectiveness of eSpark. If students make minimal growth with the applications provided by eSpark, we will want to make changes to our classroom instruction and tiered support.	Other	Tier 3	Evaluate	09/01/2015	06/30/2016	$0	Teachers, administrators,and support staff will evaluate NWEA results to determine the effectiveness of this strategy.
NWEA assessment	Students will take the NWEA assessment. The assessment provides us with data for Tier II and Tier III support.	Other	Tier 1	Monitor	09/01/2015	06/30/2016	$0	Teachers are responsible for administering the NWEA assessment.
Cues, Questions, and Advance Organizers	Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience. Teachers should pause briefly after asking a question. Doing so will increase the depth of students' answers. They should also vary the style of advance organizer used: Tell a story, skim a graph or story problem, or create a graphic, etc.	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	Teaching staff is responsible for this activity.
Teacher Read Aloud	The teacher read loud enables the teacher to model reading fluently with expression. Teachers will read aloud a minimum of three times a week to introduce readers to new genres, authors, titles, text structures, and experiences.	Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	$0	Teachers are responsible for reading aloud in their classrooms.
Providing Feedback	Teacher feedback should be corrective, timely, and specific to a criterion	Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	All teaching staff is responsible.

Staff Meeting/PLC	Staff meetings and Professional Learning Communities will be held to discuss why we're using eSpark.	Professional Learning	Tier 3	Getting Ready	09/01/2015	06/30/2016	$0	Teachers and support staff will participate in all sessions.
Journeys Leveled Readers	Teachers and support staff will use the leveled readers from our reading series to provide reading support at a variety of levels. Students will build fluency and decoding skills while working in small groups. Teachers will use the comprehension activities that correspond with the leveled readers to build comprehension.	Academic Support Program	Tier 2	Implement	09/01/2015	06/30/2016	$0	Teachers and support staff (resource room teachers, specials teachers, and Title One technicians) are responsible for using the leveled readers.
Note Taking	Students need explicit instruction in how to take notes. Teachers can provide students with teacher-prepared notes, teach students a variety of note-taking formats, and provide opportunities for students to revise their notes and use them to review.	Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	$0	All staff members are responsible for this activity.
Providing Recognition	Teachers should use symbolic rather than just tangible rewards. They should hold high expectations for students, display finished products, praise students' effort, encourage students to share ideas and express their thoughts, honor individual learning styles, conference individually with students, help students create authentic portfolios, create a stress-free environment, etc.	Other	Tier 1	Implement	09/01/2015	06/30/2016	$0	Teaching staff are responsible for this activity.
Homework	The school will provide and communicate (with parents) a school homework policy. Teachers will create homework assignments that support academic learning, and they will provide feedback on homework. Teachers should vary the amount of homework based on student grade level and keep parent involvement in homework to a minimum. Teachers should state the purpose or the homework, and students should be debriefed after completing it.	Parent Involvement, Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	$0	Teachers are responsible for creating and assigning homework.

Professional Development in Differentiation	Teachers will participate in Professional Development on differentiation. Professional Development will help staff members generate ideas and activities to be used in the classroom.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/30/2016	$0	All staff members will attend Professional Development.
Non-Linguistic Representations	Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge. Students can use viisual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, storyboards, act out content, make physical models etc. to create non-linguistic representations.	Teacher Collaboration, Direct Instruction	Tier 1	Implement	09/01/2015	06/30/2016	$0	Teaching staff is responsible.
NWEA Testing Schedule	In order to use eSpark, students must take the NWEA assessment. The assessment results provide programmers at eSpark with a starting point for student learning and activities. Because we do not have classroom computers, every class must rotate through the computer lab to take the NWEA assessments. Administrators must work with the technology teacher to create a schedule for NWEA testing in the lab.	Teacher Collaboration	Tier 1	Monitor	09/01/2015	06/30/2016	$0	Administrators and the technology teacher are responsible for creating a testing schedule.
Teacher Talk	Teachers will have the chance to discuss the teaching components. They'll share examples of how the components are used in their classroom, sample lessons, what's working well in their classroom, tips for classroom management, etc. This can take place during staff meetings, Professional Development, and PLC's.	Teacher Collaboration, Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	$0	All teaching staff is responsible.
Homework	The school will provide and communicate (with parents) a school homework policy. Teachers will create homework assignments that support academic learning, and they will provide feedback on homework. Teachers should vary the amount of homework based on student grade level and keep parent involvement in homework to a minimum. Teachers should state the purpose or the homework, and students should be debriefed after completing it.	Parent Involvement, Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	$0	Teachers are responsible for creating and assigning homework.

Professional Development/ PLC's on Balanced Literacy	Administration will provide staff members with the resources, materials,and information they need to implement Balanced Literacy through Professional Development and PLC opportunities.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/30/2016	$0	All staff members are responsible for implementing Balanced Literacy in the classroom.
Teacher Talk/ Discussion	Teachers will have the chance to discuss the components of Balanced Literacy. They'll share examples of how the components are used in their classroom, sample lessons, what's working well in their classroom, tips for classroom management, etc. This can take place during staff meetings, Professional Development, and PLC's	Teacher Collaboration, Professional Learning	Tier 1		09/01/2015	06/30/2016	$0	All staff members will participate in Balanced Literacy discussions.
Intervention Componenet	Title staff and teachers will make use of the intervention component provided with our math series. The intervention lessons will be used as a tool for reteaching concepts the students are struggling with.	Direct Instruction	Tier 2	Implement	09/01/2015	06/30/2016	$0	Teachers and Title staff are responsible for utilizing the intervention component.
Practice	Teachers will provide students will plenty of opportunities to practice/ review skills. This includes independent practice, practice with a partner, or in a small group.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	$0	The teaching staff is responsible for this activity.
eSpark support	Tier III students will receive reading and/ or math support on eSpark three to four times a week. Students will build reading, phonics, grammar, math fact, geometry, etc. skills using a variety of applications selected and programmed for each student's needs.	Academic Support Program	Tier 3	Implement	09/01/2015	06/30/2016	$0	Title staff and resource room teachers are responsible for utilizing eSpark.
Cooperative Learning	Teachers should limit their use of ability groups, keep groups small, and apply cooperative groups consistently and systematically without overusing them. They will assign roles and responsibilities in groups and integrate content and language through group engagement.	Direct Instruction	Tier 1	Monitor	09/01/2015	06/30/2016	$0	Teachers are responsible for this activity.

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Materials	Materials (such as teacher text and workbooks) are needed to fully implement CITW.	Materials	Tier 1	Getting Ready	09/01/2015	06/30/2016	$0	Administration is responsible for providing accurate materials for CITW to be fully implemented.
Allocating Funds	Administrators must allocate funds for eSpark in our Title One grant. In order for us to use this program, funding must be allocated for student devices (like the iPad), student licenses, eSpark support and management, and student apps.	Other	Tier 3	Getting Ready	09/01/2015	06/30/2016	$12375	Administrators are responsible for allocating funding.
Tier 1 Data Collection	Staff will conduct Benchmark testing three times annually. We will be using DIBELS Next and the NWEA assessment to screen and assess all students in kindergarten through fourth grade.	Academic Support Program	Tier 1	Implement	04/30/2014	06/30/2015	$6000	Teachers are responsible to benchmark testing.
Grade Level Meetings	Grade level meetings will be held to discuss students receiving support.	Teacher Collaboration	Tier 3	Getting Ready	09/01/2015	06/30/2016	$4250	Title support staff and teachers are responsible for collaborating.
Allocating Funds	Administrators must allocate funds for eSpark in our Title One grant. In order for us to use this program, funding must be allocated for student devices (like the iPad) and student licenses.	Other, Materials, Technology	Tier 3	Getting Ready	09/01/2015	06/30/2016	$6600	Administrators are responsible for allocating funds for eSpark.

Grade Level Meetings	Grade level meetings will be held to discuss students receiving support.	Teacher Collaboration	Tier 3	Getting Ready	09/01/2015	06/30/2016	$4250	Title One support staff and grade level teachers will conduct meetings together.
Allocating Funds	Administrators must allocate funds for eSpark in our Title One grant. In order for us to use this program, funding must be allocated for student devices (like the iPad) and student licenses.	Other, Materials, Technology	Tier 3	Getting Ready	09/01/2015	06/30/2016	$12375	Administrators are responsible for allocating funds for eSpark.
PD/PLC	Professional Development/Professional Learning Communities will emphasize an overview of the eSpark program.	Professional Learning	Tier 3	Getting Ready	09/01/2015	06/30/2016	$5250	Teachers and support staff will attend all sessions.
Materials	Materials (such as teacher text and workbooks) are needed to fully implement CITW.	Supplemental Materials, Materials	Tier 1	Getting Ready	09/01/2015	06/30/2016	$0	Administration is responsible for providing accurate materials for CITW to be fully implemented.
Allocating Funds	Administrators must allocate funds for eSpark in our Title One grant. In order for us to use this program, funding must be allocated for student devices (like the iPad), student licenses, eSpark support and management, and student apps.	Other	Tier 3	Getting Ready	09/01/2015	06/30/2016	$6600	Administrators are responsible for allocating funding.

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 1 Data Input and Report Generation	Title One staff will input the benchmark data into Data Director and DIBELS Next to organize the data and prepare reports for data analysis.	Academic Support Program	Tier 1	Implement	09/01/2015	06/30/2016	$6000	Title One staff is responsible for data input.

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Walk-throughs	Administrators will monitor the use of CITW strategies in the classroom through walk-through observations. Teachers will be observed multiple times and the strategies of CITW should be evident in instruction, agendas, lesson planning, etc.	Walkthrough	Tier 1	Monitor	09/01/2015	06/30/2016	$0	Administration is responsible for conducting walk-throughs.