



School Improvement Plan

Will L. Lee School

Richmond Community Schools

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TABLE OF CONTENTS

Introduction.....	1
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Improvement Plan Assurance

Introduction.....	3
-------------------	---

Improvement Plan Assurance.....	4
---------------------------------	---

Title I Targeted Assistance Diagnostic

Introduction.....	6
-------------------	---

Component 1: Needs Assessment.....	7
------------------------------------	---

Component 2: Services to Eligible Students.....	11
---	----

Component 3: Incorporated Into Existing School Program Planning.....	12
--	----

Component 4: Instructional Strategies.....	13
--	----

Component 5: Title I and Regular Education Coordination	15
---	----

Component 6: Instruction by Highly Qualified Staff	16
--	----

Component 7: High Quality and Ongoing Professional Development/Learning.....	17
--	----

Component 8: Strategies to Increase Parental Involvement.....	19
---	----

Component 9: Coordination of Title I and Other Resources.....	22
---	----

Component 10: Ongoing Review of Student Progress.....	23
---	----

Evaluation	24
------------------	----

Overview..... 27

Goals Summary..... 28

 Goal 1: All students at Will L. Lee Elementary School will improve their social studies proficiency..... 29

 Goal 2: All students at Will L. Lee Elementary School will improve their math proficiency..... 34

 Goal 3: All students at Will L. Lee Elementary School will improve their science proficiency..... 41

 Goal 4: All students at Will L. Lee Elementary School will become proficient readers..... 46

 Goal 5: All students at Will L. Lee Elementary School will become proficient writers..... 57

 Goal 6: Increase positive relations and a safe environment to promote learning..... 62

Activity Summary by Funding Source..... 64

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.

Improvement Plan Assurance

Introduction

During the 2019-2020 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

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

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. 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 M-STEP, NWEA, program planning, teacher attendance, etc. during staff meetings/PLC time. This data is used to analyze future decisions. Parental involvement includes Title 1 teacher and paraprofessional participation in year round parent teacher conferences. They are made available for teacher and parent communication. spring meeting to discuss how students were identified and the discussion of curriculum. Parents and students were invited to a science night that was academic in nature and supported the parent/academic partnership. Parents and students were also invited to Family Game Night which included playing games to support math and ELA. Parents had the opportunity to provide feedback through adding notes to the parking lot chart paper.

Process Data- Lee's strands/standards/indicators that stand out as strengths are sustained implementation in Strand 1- Teaching for learning- instruction. Indicator E- Learning environment, and Strand I: Teaching for Learning > Standard 3: Assessment, indicator H shared understanding.

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

Partial Implementation for Strand 1-Curriculum, all documents do not have guidelines for accommodations and modifications for all learners. Indicator F- Partial implementation in Reflection, Feedback from adults and students is solicited and reflected upon in order to improve the learning environment to support student success.

Student achievement may be impacted by not receiving consistent feedback from students and teachers. We are not receiving valuable information that could support initiatives towards increased students achievement. For example, say the majority of students do not feel they receive enough time to practice their writing skills. By making assumptions we miss the opportunity to create instructional changes to meet the needs of our students.

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. Implementation of consistent and continual students and staff surveys. Create a yearly timeline for survey's (Safe Measures) and a plan to evaluate and monitor the success of implementation based on the findings.

Demographic-As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement? The majority of our teaching staff has been there between 12-22 years. This has built a community of relational rapport. However, we have agreed as a building it is not sufficient to continue to teach "the way we always have". If we want to students to be successful in a global market, we must focus on research-based practices that we know work and continuously move towards 21st century learning.

School Improvement Plan

Will L. Lee School

illness, what impact might this have on student achievement? Leadership is rarely out of the building, which supports consistent routines and expectations for students and personnel. However, professional development for leaders is minimal and negatively effects student achievement and teacher growth in the long run.

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? Students experience learning loss when the instructional leader of the room is absent. Teachers are absent on average, 8 days a school year with this number increasing in to 10 in the 2018-19 school year.

Teachers and leadership team began evaluating and monitoring instructional best practices and the use of CITW strategies in the classroom. Additionally, we have built a learning community during PLC's where the last thirty minutes are devoted to a grade level training the rest of the staff in strategies and best practices that have increased student achievement data.

A three-year trends in student data show that our attendance rate have stayed stable (within a 1% range of fluctuation). Our chronically absent subgroup of students has went down by 19 students in the 2018-2019 school year. There are still present challenges to get chronically absent students to school.

Enrollment has decreased over the three -year trend.

In looking at the three-year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified? Behavior challenges increase in the afternoon after 12 p.m.

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

Attendance- Sending home regular attendance letters, making personal phone calls home to students who are chronically late. Monthly incentives for high attendance. Enrollment- Conduct exit surveys to examine why students are leaving. Behavior- higher focus of PBIS program implementation and recognizing and rewarding positive behavior more heavily during this time. Teachers will use their PLC time to reflect on engagement strategies that may decrease or are contributing to these behaviors.

Teacher/School Leader(s) Demographic Data

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? There have been six different principals in our building until 2015. Since 2016, there has been consistent administrators which has helped with staff moral and consistency in instruction. The curriculum and instruction constancy will be a focus for the next several years.

Classroom teachers conducted individual intervention plans for the bottom 20% of their students. Communication will include information about current services being provided, additional reading supports planned for their child, and strategies for parents to help and support their

child at home. The parent involvement plan includes and supports an understanding of the essential components of supporting reading proficiency, ensure on time and consistent attendance, ensure child completes homework nightly, and your child should have a regular study place and time to do his/her homework, ensure the child reads 20 minutes each night, check in with teacher weekly, ensure child attends extended day tutoring regularly This included an initial parent conference in the fall to discuss the intervention plan, areas of growth, timeline, parent partnership, and goals. As a part of the parent involvement components Teachers assessed these students and shared the data and progress as necessary but at minimum three times with parents throughout the plan.

Students who have intensive reading instructional needs are provided with tailored instruction to meet the individual needs of students. At Lee we communicate this to parents in written form early and often giving the opportunity to ask any questions.

Area(s) of Concern Noted

Factors identified that contribute to concern

Possible action(s)

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 who are failing or most at risk for falling behind are identified by using multiple criteria, One of the many data points that is used is student performance on the fall, winter, spring, NWEA assessment. This assessment is recognized as an identifier and/or progress monitoring tool. Students that fall below the 30th-40th percentile by priority in any core content area are identified as falling at risk. Common Assessments are given in the classroom and used as a performance based assessment. A students identification is based on a score/grade below that of proficiency in science, social studies, math, and ELA. Students that performed as not proficient or partially proficient on the M-Step exam are identified. We also use DRA to identify students students fluency, comprehension, and writing proficiency. In addition, teacher observation and input is documented on the criteria form. The most current report card is attached to the criteria form as well to ensure all content areas are taken into consideration. The criteria entrance form also identifies if the student is a LEP student. LEP students are Title 1 eligible.

Student Entrance Criteria Forms are available for teachers to use to identify students at any time. Classroom Teachers, parents, resource room teachers, and other support staff are included in this process. Our identification process is fluid and constantly changing with student performance and needs.

The identification process happens at the present time that a student is identified as described in the above criteria explanation. The same process identifies students that qualify for exiting the program. Based on the criteria above, the student performance must support their proficiency in the four core academic areas.

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.

Kinder- 3rd Grade: NWEA fall winter spring, DRA scores

Staff members examine assessment scores and classroom performance to decide how much support students require along with the type of support they need. Throughout the year, staff members 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 in conjunction with some of the standardized testing that we conduct. With MLPP, teachers conduct fluency, rhyming, letter/sound correspondence, and blending assessments to gauge student's skills and abilities. In addition to MLPP assessments, we use DRA assessments which test reading level, accuracy, fluency, and comprehension. As students become more proficient with their reading, they also have to demonstrate their writing skills. Our reading series, Journey's, also provides assessments which can be used to identify potential at-risk students. Journey's provides phonics assessments, phonemic awareness assessments, and comprehension assessments which can be used to gauge student knowledge and growth. For grades kindergarten through second grade the identification process consist of teacher observations, input from parents, NWEA, and kindergarten classroom assessments that supports grade level standards. We look at teacher recommendation from our students that have prior enrollment in the Head Start or GSRP program in the previous two years.

There are ECSE and preschool transition meetings, preschool and kindergarten teacher meetings, preschool transition during school day, kindergarten round up, head start program-relationships, administration visits, KinderConnect, First Fundamentals, and 2nd grade Literacy Camp summer programs, and GSRP activities to determine which students are most at risk of failing as early as possible as their schooling begins.

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 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. Daily use of technology also allows students to practice skills at their level. In addition to Tier II interventions in the classroom, targeted students receive Tier III interventions with our teacher consultant or resource room teacher. 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. We offer summer school literacy and math programs to help students strengthen skills in these core areas. During the 2019 summer, we also offered a science and literacy camp for students through the Macomb ISD.

Mode of service is driven by the CAN. Instruction is supplemented by paraprofessional supervised directly by a Title One certified teacher. The classroom teachers and Title 1 teachers work collaboratively to decide specific instructional content. There are various instructional materials used to support each content area including but not limited to differentiated literacy library, use of math manipulative, review and reinforcement of classroom content. In addition, eligible students receive forty minutes more supplemental instruction at their level. This does not include classroom textbooks or grade level curriculum. Students interact with content that is at their individual level to fill their achievement gaps and scaffold skills to work towards proficiency.

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 testing is to be carried out and what staff members will do with the data that is collected. The School Improvement Plan also provides specific activities (CITW strategies and the foundation of Balanced Literacy) to be used in every classroom so there is consistency with instruction between classrooms and grade levels. Teachers have worked with the principal and staff to select research based programs for use in Tier II interventions that will benefit students. The Title staff also works closely with the administrators to plan for the after-school programs and summer learning opportunities.

Title One staff attend school wide PLC's. They are a part of instructional conversations and data dives to best service students. Title One is an integrated part of the school improvement process. The use of Title staff and services to support eligible students is intertwined within the overall improvement of student achievement. One staff member from the Title One team sits on the school improvement team and serve as a vital part of the overall school improvement.

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-3 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 and small group support) support students who are at risk. At risk students receive Tier II and/ or 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 role in our intervention program. Students receive Tier II support through differentiation and small group support. Teachers utilize laptops, tablets, and Smart Boards to provide practice with phonics, research, listening to reading, etc. Title staff utilize Smart Boards and interactive activities during Tier III support to help students develop and practice basic skills. Tier III support is provided by our teacher consultant or resource room teacher for those students who show the greatest need. These teachers also use strategies from our school improvement plan to support those students with the greatest need for help.

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. Our building uses Balanced Literacy and Classroom Instruction That Works (CITW) as a model for classroom instruction. Journeys (intervention component), Math Expressions (intervention component), DRA, Close and Critical Reading, and Depth of Knowledge (DOK), 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.

We continue to work on extended learning programs for students. During the school year, we offer different after-school programs to support students with needs in reading and math. The grade level and content area/ support varies by year. During the 2018-2019 school year, our programs included math and reading support for third and fourth grade as well as M-Step prep. We have been able to offer several different summer programs to support students as well. Every year we offer a program during the summer months to help students practice and strengthen basic math and literacy skills. During the summer of 2019, we offer a science and literacy camp through the ISD for 2nd - 4th grade students. Also, during the summer of 2019, we will offer an extended school year targeting 2nd grade students who are below grade level in reading. The extended learning will be one week after the 2018-2019 school year and two weeks prior to the 2019-2020 school year. Instruction will be centered around balanced literacy using NWEA data and DRA data. During the school day, students who are at risk receive support through our Title One program. This support occurs several times a week, depending on the subject areas they need support in. Students who are accelerated (based on test results and teacher input) participate twice a week in our accelerated reader program. All Students receive the full amount of Tier 1 instruction from their classroom teacher without any interruption. Title One staff supplements instruction during each grade levels "intervention block."

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. 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 II 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. Title staff pushes in to support third and fourth grade during their Language Arts block.

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?

In previous years, grade level meetings were scheduled twice a year where classroom teachers and Title staff met to analyze assessment data and provide classroom input on students. Students were organized (or reorganized) into intervention groups, and teachers and Title staff collaborated regarding lesson planning and supplemental instruction. We have also had years where teachers met on an individual basis with the reading coach to discuss the placement of students in Title One. Grade level teams met with the principal to discuss NWEA results as well as strengths and weaknesses of their grade level. During the 2018-2019, due to staff schedules, it was hard to find time for teachers and Title staff to collaborate. During the 2018-2019 school year, we would use PLC time and grade level time to discuss Title One support, which students are receiving support, and student growth. 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.

The preschool classroom is housed in the elementary school, where all children will attend kindergarten, so many preschoolers are familiar with the building. During Kindergarten Round Up, parents and students are invited into the school to tour the kindergarten classrooms and to meet the teachers and principal. Preschool aged students visit kindergarten classrooms during March is Reading month to interact with the kindergarten teacher and students. The preschool students eat lunch in the cafeteria near the end of the school year to familiarize them with the procedures of the cafeteria.

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?

The staff received DRA (Developmental Reading Assessment) training before the start of the 2016-2017 school year and we have used the assessment every year since then. There will be ongoing and sustained DRA training as questions and concerns arise regarding the implementation of the test and analyzing the data. This past school year, the trainer returned for a staff PD due to staff not receiving a substitute teacher for the full day to conduct the testing. The PD consisted of strategies to conduct the test when there is only a half day sub. The training provided information regarding the validity of the test. Since staff will continue to use the DRA, additional training and PD will be provided. Staff members have been trained to use NWEA assessments. All staff have been trained in Smartboard technology. During the 2016-2017, 2017-2018, and 2018-2019 school years, received training in Classroom Instruction that Works. Staff will continue to work on CITW during the 2019-2020 school year, and we will also spend PLC time on Balanced Literacy.

A majority of the teachers and Title I staff have been trained in MLPP/ phonemic awareness. All staff members have been trained with DRA and NWEA, and these assessments are used to identify students who need additional support. Our staff spends 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. In addition, Title 1 staff attended Literacy Intervention training in the 2018-2019 school year. Staff would report to MISD once a month to be trained on how to plan and implement new ideas for small group 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?

At our open house, teachers provide parents with information on the curriculum and Common Core State Standards. Teachers discuss curriculum and at-home support during conferences and iRIP meetings. The staff will continue to use the We Both Read series for the upcoming school year. Preschool and Kindergarten parent night provides prospective parents with information on kindergarten and materials to work with their child so their child will be prepared to enter school. Teachers also post a variety of resources for parents on their classroom web pages. With having 2 new title 1 teachers for the 2018-2019 school year, they will be trained in NWEA, DRA, and CITW. This training will be done in-house during staff PD and during the teacher's prep. The paraprofessionals will continue with their training done by the administrators and Title teachers. This ongoing training will include NWEA data analysis and CITW. All Title 1 staff attended an interventionist training once a month to learn how to plan for small group instruction. This training gave new ideas on how to organize their groups and best teach their students. Families participated in a family game night with games that focused on literacy and math. Families had the opportunity to purchase games after learning to play games with school staff. The staff was trained prior to the game night to interact with the families and teach them how to play the games.

School Improvement Plan

Will L. Lee School

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	No	The dates for the Monday afternoon staff PD and the grade level PD have not been determined yet. The 2018-2019 schedule is attached and the schedule for 2019-2020 will be determined upon final Title 2a funding.	Lee Professional Development Calendar

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 are encouraged to provide input and feedback during parent teacher conferences. 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 parent group so parents can voice their opinions and concerns. In the 2018-2019 school year, the school also hosted a family game night for Title 1 students and their families. A Family Game Night will be scheduled for the fall of 2019-2020 school year.

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

Parents are encouraged to attend conferences. We need to continue to reach out to parents and provide more opportunities for them to be involved in the 2019-2020 school year. We will continue to reach out to parents to invite them to be part of the School Improvement Team. This past school year, there were no parents willing to participate. The dates for the PTO meetings have been scheduled to allow the building administrator and staff members to attend. This will lead to an increase in dialogue with parents regarding school-related items and allow for additional parent involvement. Parents will be provided with information regarding all 10 components of the targeted assistance. They will continue to receive information regarding services for eligible students, instructional strategies being used in the classroom, and strategies to increase parental involvement. In addition, parents will now receive information regarding the ongoing professional development to make them aware of the work the staff is doing to continue to improve and differentiate classroom instruction. This will allow the parents to ask questions and get better insight about what occurs in the classrooms.

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 Blue Devil Days 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. Parents receive letters prior to their student receiving Title 1 services providing contact information for any questions they may have.	

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 at the beginning of the year. The compact is
SY 2020-2021

School Improvement Plan

Will L. Lee School

addressed as needed at Parent Teacher conferences to reiterate the responsibilities of each stakeholder.

During the 2017-2018 school year, the school transitioned to standards based report cards. This allows for parents to better understand the Michigan Common Core State Standards and how their students are progressing. Parent guides are provided on the district website for parents to use to read the full explanation of each standard. Parents are provided with NWEA progress reports in grades K-4 and M-STEP reports in grades 3-4 to show the student progress. These reports are shared throughout the year at conferences so parents are able to monitor their child's progress and work with the teachers to improve their student's achievement.

Students are using We Both Read take home book program to help parents improve their student's literacy. Parents were trained on this program during conferences and iRIP meetings with teachers. Reading and Math Connections newsletters are a part of the monthly school newsletter that is posted on the school website and e-mailed home. These Connections give parents useful information they can use at home to improve student achievement.

Since Head Start, 3 year old preschool, and 4 year old preschool are housed at Lee Elementary, most of the staff attends the staff PD. This allows for all staff to collaborate during PLC time. These programs are included in our Blue Devil Days (open house), district parades, preschool and kindergarten round up, PBIS assemblies, and everyday connections made with all school personnel.

Staff works closely with the ELL district coordinator along with the ELL support staff from the MISD. The MISD support staff provide professional development at a staff PD followed by a parent meeting to provide support and resources to families. The support staff works with students on a weekly basis and is available to meet with teachers and parents during conferences when assistance with language and understanding is needed. The support staff also translates various communication pieces to ensure the parents can understand the information in a language they are familiar with.

5. Describe how the parent involvement activities are evaluated.

We determine what activities are offered by the collaboration of all stakeholders. This is done during various meetings and e-mail/phone conversations. The PTO is greatly involved in the planning and preparation of many school activities including blue Devil Days, field day, assemblies, and community events. These events are planned during meetings that are open to everyone and the schedule is posted on the school website along with various social media outlets. 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.	Parent 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 and on their classroom websites 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. Based on assessment results, if students are struggling with reading, teachers meet with parents to discuss assessment results and create a reading plan to support their child. Report cards and progress reports are sent home four times a year, and parents can request additional information along with assessment results at any point. Teachers also send home NWEA assessment progress reports.

Staff works closely with the ELL district coordinator along with the ELL support staff from the MISD. The support staff works with students on a weekly basis and is available to meet with teachers and parents during conferences when assistance with language and understanding is needed. The support staff also translates various communication pieces to ensure the parents can understand the information in a language they are familiar with. The MISD provided professional development for the staff during the 2018-2019 school year and also held a family night to provide families with strategies to assist their students in learning.

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 Plan

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

At the beginning of the school year, we send home the student/ parent compact for families to read through and sign. In an effort to get parents more involved in their child's education and behavior at school, we 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. The school houses a county funded Head Start program.

Component 10: Ongoing Review of Student Progress

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

We use DRA to test students several times throughout the year. We use NWEA to assess students' reading and math skills three times a year. Progress monitoring is conducted in classroom on a regular basis to monitor student progress. Additional assessments such as 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.

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 DRA results 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 the new Next Generation Science standards, our new science resources, and teacher input.

With regards to the structure of our 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 and PLC's. 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.

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/ phonemic awareness. All staff members have been trained with DRA and NWEA, and these assessments are used to identify students who need additional support. Our staff spends 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.

Staff worked as a team to complete the school process rubric. Stakeholder evaluated several different aspects of our school such as instruction, supplemental support, and parent involvement. We discussed the areas of data that showed our strengths and areas that show a need for improvement, including our intervention and Title program data progress. Students, staff members, and families 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 are shared with stakeholders 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 M-STEP and NWEA results are shared among teachers and staff to make further decisions based on growth, proficiency, and areas of weakness. The results are compared to local assessments to make adjustments in core and supplemental instruction. Collaborative meetings occur between the Title One staff and teachers to assess student progress and make plans to adjust instruction based on the findings. Ongoing meetings are held between the Title One staff and principal to monitor student progress.

In addition, Title One staff calculate student growth and goal met or not met based on the NWEA assessment in all four subjects areas. DRA scores are also inputted in the data chart quarterly. This data is updated as new data is collected. Administration and the classroom teacher have full access to the progress monitoring and assessment data at all times on the One Drive.

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 are monitored (in the classroom) to measure academic growth and progress towards narrowing the gap. Adjustments are made to both core and supplemental instruction to help students master skills they are struggling with. Teachers also assess students in the classroom on a regular basis using MLPP, Journey's assessments, and Math Expressions assessments. These assessments 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.

Throughout the year, we compile perception survey data from our families, 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 staff surveys, and they are asked to share feedback and input during meetings. Grade level meetings allow staff members to make changes to the structure of our program as well as student groupings., curriculum, and instruction. In May teachers can 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.

2020-2021 School Improvement Plan

Overview

Plan Name

2020-2021 School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Will L. Lee Elementary School will improve their social studies proficiency.	Objectives: 1 Strategies: 2 Activities: 18	Academic	\$6500
2	All students at Will L. Lee Elementary School will improve their math proficiency	Objectives: 2 Strategies: 2 Activities: 25	Academic	\$6610
3	All students at Will L. Lee Elementary School will improve their science proficiency.	Objectives: 1 Strategies: 2 Activities: 18	Academic	\$5000
4	All students at Will L. Lee Elementary School will become proficient readers.	Objectives: 3 Strategies: 3 Activities: 35	Academic	\$11075
5	All students at Will L. Lee Elementary School will become proficient writers.	Objectives: 1 Strategies: 2 Activities: 18	Academic	\$1200
6	Increase positive relations and a safe environment to promote learning	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All students at Will L. Lee Elementary School will improve their social studies proficiency.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency in improving in Social Studies by 06/14/2024 as measured by the Spring 2024 M-Step.

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.

Category: Social Studies

Research Cited: Beesley, A. D., & Aphthorp, 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. Teachers will articulate and display learning goals, KWL, contract learning goals, etc. Objectives are displayed around the room and teachers will follow-up on the mastery of the objective at the end of the lesson.	Direct Instruction	Tier 1	Implement	09/01/2015	06/22/2018	\$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	06/22/2018	\$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

School Improvement Plan

Will L. Lee School

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.	Academic Support Program	Tier 1	Implement	09/01/2015	06/22/2018	\$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.	Academic Support Program	Tier 1	Implement	09/01/2015	06/22/2018	\$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	06/22/2018	\$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	06/22/2018	\$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

School Improvement Plan

Will L. Lee School

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.	Direct Instruction	Tier 1	Implement	09/01/2015	06/22/2018	\$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	06/22/2018	\$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	06/22/2018	\$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, Academic Support Program	Tier 1	Implement	09/01/2015	06/22/2018	\$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

School Improvement Plan

Will L. Lee School

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 of the homework, and students should be debriefed after completing it.	Academic Support Program, Parent Involvement	Tier 1	Implement	09/01/2015	06/22/2018	\$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 share CITW strategies that they use in their classroom at staff PD. Staff will present with their grade level team.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/22/2018	\$0	No Funding Required	All staff members will attend the PD.
Activity - Walkthroughs	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 walkthrough 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	06/22/2018	\$0	No Funding Required	Administrators are responsible for conducting walkthroughs.
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.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/01/2015	06/22/2018	\$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

School Improvement Plan

Will L. Lee School

Materials (such as teacher text and workbooks) are needed to fully implement CITW.	Materials	Tier 1	Getting Ready	09/01/2015	06/22/2018	\$500	Title II Part A	Administrators are responsible for supplying materials so staff members can accurately implement CITW.
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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. Teachers will use Michigan Open Books Project to gain access to the most up to date social studies resources and curriculum. The website provides the online textbook and interactive activities for students.

Category: Social Studies

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: Tier 3

Activity - technology development	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	Implement	08/23/2013	06/22/2018	\$1000	Title II Part A	Lee staff, building principal

School Improvement Plan

Will L. Lee School

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	Tier 1	Implement	08/23/2013	06/22/2018	\$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. Teachers will use Michigan Open Books Project to gain access to the most up to date social studies resources and curriculum. The website provides the online textbook and interactive activities for students.	Direct Instruction	Tier 1	Implement	08/23/2013	06/22/2018	\$0	No Funding Required	Lee principal, Technology instructor

Goal 2: All students at Will L. Lee Elementary School will improve their math proficiency

Measurable Objective 1:

70% of Kindergarten, First, Second and Third grade students will demonstrate a proficiency in math by meeting their projected growth in Mathematics by 06/11/2021 as measured by 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.

Category: Mathematics

Research Cited: Beesley, A. D., & Aphthorp, 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.

SY 2020-2021

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School Improvement Plan

Will L. Lee School

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. They will articulate and display learning goals, KWL's, contract learning goals, etc. Objectives will be displayed in the room and teachers will follow-up on the mastery of the objective at the end of the lesson.	Other, Direct Instruction	Tier 1	Implement	09/01/2015	06/20/2025	\$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	06/20/2025	\$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.	Academic Support Program	Tier 1	Implement	09/01/2015	06/20/2025	\$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.	Academic Support Program	Tier 1	Implement	09/01/2015	06/20/2025	\$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

School Improvement Plan

Will L. Lee School

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	06/20/2025	\$0	No Funding Required	Teachers are responsible for this activity.
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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	06/20/2025	\$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.	Direct Instruction	Tier 1	Implement	09/01/2015	06/20/2025	\$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.	Direct Instruction	Tier 1	Implement	09/01/2015	06/20/2025	\$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
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School Improvement Plan

Will L. Lee School

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.	Direct Instruction	Tier 1	Implement	09/01/2015	06/20/2025	\$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	06/20/2025	\$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.	Academic Support Program, Parent Involvement	Tier 1	Implement	09/01/2015	06/20/2025	\$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	06/20/2025	\$600	Title II Part A	All staff members will be responsible.
Activity - Walkthroughs	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 walkthrough 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	06/20/2025	\$0	Other	Administration is responsible for conducting walkthroughs.

School Improvement Plan

Will L. Lee School

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	Tier 1	Monitor	09/01/2015	06/20/2025	\$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	06/20/2025	\$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.	Other - Assessment	Tier 1	Evaluate	09/01/2015	06/20/2025	\$6000	General Fund	Teachers, Title 1, and administration are responsible.
Activity - CITW Monitoring Charts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On a regular basis, teachers will chart the strategies used in their classroom. They will mark the days they were used, the subject area they were used in, and list a few specific examples of how they were implemented.	Other - Monitoring	Tier 1	Monitor	02/01/2018	06/20/2025	\$10	General Fund	All teachers and Special Education staff will complete a CITW monitoring chart.

School Improvement Plan

Will L. Lee School

Activity - Developing CITW Expectations/ Standards for Grade Levels	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Improvement Team members will work on a "gold standard" rubric for CITW expectations. We've spent a lot of time discussing the strategies and working on implementing them. We want to put together a list of expectations regarding how often they should be used and how they should be used. The expectations will then be brought to the staff for discussion and approval.	Teacher Collaboration	Tier 1		05/01/2018	06/20/2025	\$0	No Funding Required	The School Improvement Team will put together the expectations/ rubric. It will be brought to the staff for discussion and approval.

Measurable Objective 2:

70% of Kindergarten, First, Second and Third grade Bottom 30% students will demonstrate a proficiency on the NWEA assessment by achieving their projected growth in Mathematics by 06/11/2021 as measured by NWEA..

Strategy 1:

Differentiation - Students who are struggling in math will receive extra support in a small group setting, or one-on-one. 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. Test accommodations along with homework reduction may also be necessary.

Category: Mathematics

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 - Test Accommodations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Will L. Lee School

Special accommodations may be used for struggling students during testing that are listed in their IEP. These tests include classroom assessments, M-Step, DRA, and NWEA.	Academic Support Program	Tier 2	Implement	09/03/2018	06/20/2025	\$0	No Funding Required	The principal, teaching staff, and support staff are responsible for implementing IEPs, and making special testing accommodations.
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Activity - Intervention Component	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 3	Implement	09/01/2015	06/20/2025	\$0	No Funding Required	Teachers and Title staff are responsible for utilizing the intervention component.

Activity - One-on-One Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided with one-on-one mathematics support as needed.	Academic Support Program	Tier 2	Monitor	09/03/2018	06/20/2025	\$0	No Funding Required	Teaching and support staff are responsible for guiding one-on-one learning.

Activity - Repeated Directions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will repeat the necessary directions for individual students as needed. Some students may have this strategy in their IEP.	Academic Support Program	Tier 2	Monitor	09/03/2018	06/20/2025	\$0	No Funding Required	Teachers and support staff will repeat directions for the given lesson.

School Improvement Plan

Will L. Lee School

Activity - Extended Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive extended time to work on their assignments on an individualized need of assistance.	Academic Support Program	Tier 2	Monitor	09/03/2018	06/20/2025	\$0	No Funding Required	Teaching and support staff.
Activity - Reduced Assignments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement a reduced assignment to intensive students on an individual basis.	Academic Support Program	Tier 3	Implement	09/03/2018	06/20/2025	\$0	No Funding Required	All teaching staff.
Activity - Peer Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Peer tutoring is a teaching strategy wherein students are paired together to practice academic skills and master content. Teachers may use peer tutoring to help accommodate a classroom full of diverse students who need more individualized attention. A higher paired student is paired with a lower paired student for additional help.	Academic Support Program	Tier 3	Implement	09/03/2018	06/20/2025	\$0	No Funding Required	Teaching staff is responsible for implementing this strategy.

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

Measurable Objective 1:

85% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency in improving in Science by 06/14/2024 as measured by the Spring 2024 M-Step.

Strategy 1:

Classroom Instruction that Works (CITW) - Staff will utilize the components and resources of CITW to improve student learning in all subject areas. The strategies of CITW will strengthen classroom instruction, help students develop and master concepts, and allow continuity between classrooms.

Category: Science

Research Cited: Beesley, A. D., & Aphthorp, 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

School Improvement Plan

Will L. Lee School

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	06/22/2018	\$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	06/22/2018	\$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	06/22/2018	\$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	06/22/2018	\$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	06/22/2018	\$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

School Improvement Plan

Will L. Lee School

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	06/22/2018	\$0	No Funding Required	Teaching staff is responsible for this activity.
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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.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/01/2015	06/22/2018	\$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.	Direct Instruction, Academic Support Program	Tier 1		09/01/2015	06/22/2018	\$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	06/22/2018	\$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
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School Improvement Plan

Will L. Lee School

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	06/22/2018	\$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 of the homework, and students should be debriefed after completing it.	Academic Support Program, Parent Involvement	Tier 1	Implement	09/01/2015	06/22/2018	\$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 share CITW strategies that they use in their classroom at staff PD. Staff will present with their grade level team.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/22/2018	\$0	No Funding Required	All staff is responsible for this activity.
Activity - Walkthroughs	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 walkthrough 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	06/22/2018	\$0	No Funding Required	Administration is responsible for conducting walkthroughs.
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.	Direct Instruction, Teacher Collaboration	Tier 1		09/01/2015	06/22/2018	\$0	No Funding Required	Teaching staff is responsible for this activity.

School Improvement Plan

Will L. Lee School

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	06/22/2018	\$0	Title I Part A	Administration is responsible for providing accurate materials for CITW to be fully implemented.

Strategy 2:

FOSS Kits - During the summer of 2016, the district will purchase FOSS kits to support the Next Generation Science Standards. Each grade level will receive 2 kits for the classroom teachers to share. The teachers will receive one day of PD to support the use of the kits. Continuing PD will take place throughout the year as PLC's. The use of the kits will be monitored through administrative walk-throughs and curriculum meetings.

Category: Science

Research Cited: Assessing Science Knowledge (ASK) from the Lawrence Hall of Science (the Hall), University of California, Berkeley, was a four-year project (beginning in April 2003) designed to define, field test, and validate effective assessment tools and techniques to be used by grade 3–6 classroom teachers to assess, guide, and confirm student learning in science. The assessments were conceptualized, developed, and refined using one exemplary science-education program, the Full Option Science System (FOSS). Curriculum developers/researchers at the Hall collaborated with eight national test centers, comprised of hundreds of teachers and thousands of students, and assessment researchers from the University of California, Berkeley Graduate School of Education and SRI International to validate new classroom assessments based on NSES and AAAS Benchmarks. Guided by a synthesis of current cognitive theory and measurement principles, the assessment tools, procedures, and item banks developed by ASK provided valid and fair inferences about student achievement, and have the potential to affect the design and implementation of all research-based elementary science programs.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administration will discuss the lesson preparation and needs for implementing the units.	Professional Learning	Tier 1	Implement	08/25/2016	06/22/2018	\$4000	General Fund	Principal Teachers Dean of Students

Activity - Monitor Implementation of FOSS Kits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Will L. Lee School

Monitor the implementation of the science curriculum through walk through and program fidelity checks.	Walkthrough	Tier 1	Getting Ready	09/06/2016	06/22/2018	\$0	No Funding Required	Superintendent Curriculum Director Principal Dean of Students
Activity - The District will allocate money for the purchase of consumable materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each unit requires the purchase of consumable materials each year.	Materials	Tier 1	Implement	06/16/2016	06/22/2018	\$1000	General Fund	Teacher Building administrator

Goal 4: All students at Will L. Lee Elementary School will become proficient readers.

Measurable Objective 1:

70% of Kindergarten, First, Second and Third grade students will demonstrate a proficiency in reading by meeting their projected growth in English Language Arts by 06/11/2021 as measured by the 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.

Category: English/Language Arts

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>

School Improvement Plan

Will L. Lee School

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.	Direct Instruction, Academic Support Program	Tier 1	Implement	09/01/2015	06/20/2025	\$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 aloud 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. Teachers will pick text that allow them to help students strengthen vocabulary and comprehension skills.	Academic Support Program	Tier 1	Implement	09/01/2015	06/20/2025	\$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. Teacher may use cloze reading strategies and finding evidence in text.	Direct Instruction	Tier 1	Implement	09/01/2015	06/20/2025	\$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

School Improvement Plan

Will L. Lee School

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.	Direct Instruction	Tier 1	Implement	09/01/2015	06/20/2025	\$0	No Funding Required	Teachers and Title staff are responsible for guided reading.
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 DRA and the NWEA assessment to screen and assess all students in kindergarten through fourth grade.	Other - Assessment	Tier 1	Monitor	04/30/2014	06/20/2025	\$5700	General Fund	Teachers are responsible to benchmark testing.
Activity - Tier 1 Data Reports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will analyze data and read reports from NWEA and DRA.	Teacher Collaboration	Tier 1	Implement	09/01/2015	06/20/2025	\$0	No Funding Required	Title One staff and teachers are responsible for printing and analyzing data.
Activity - Data Collection and Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will conduct progress monitoring on a regular basis for students. They will use the data to monitor student progress and adapt instruction to meet student needs. Staff members will meet to make informed decisions regarding the impact of interventions and actions necessary to support students who are not achieving.	Other - Assessment	Tier 2	Monitor	09/01/2015	06/20/2025	\$0	No Funding Required	Staff and Title staff are responsible for progress monitoring.
Activity - Independent Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Will L. Lee School

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	06/20/2025	\$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	06/20/2025	\$0	No Funding Required	All staff members are responsible for implementing Balanced Literacy in the classroom.
Activity - WalkThroughs	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.	Walkthrough	Tier 1	Monitor	09/01/2015	06/20/2025	\$0	No Funding Required	Administrators are responsible for conducting walkthroughs.
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.	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	09/01/2015	06/20/2025	\$0	No Funding Required	All staff members will participate in Balanced Literacy discussions.

School Improvement Plan

Will L. Lee School

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Several times a year, teachers will meet as a grade level with an administrator to discuss NWEA data and reports, DRA data, and intervention grouping. Substitute teachers will monitor classrooms so grade level teams can meet.	Other - Data Analyzing, Teacher Collaboration	Tier 1	Monitor	09/05/2016	06/20/2025	\$4000	Title II Part A	Teachers and administration are responsible for meeting as a team. Substitute teachers will provide support in the classroom.
Activity - Family Engagement In Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each classroom is equipped with "We Both Read" books and totes to be sent home with students. Follow up is given to parents/families to ensure at home participation to support readers.	Academic Support Program	Tier 1	Implement	11/13/2017	06/20/2025	\$0	No Funding Required	Principal and Teacher
Activity - Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Introduce and practice new vocabulary with students through read-alouds, oral language development, and explicit instruction.	Direct Instruction	Tier 1	Implement	09/03/2019	06/20/2025	\$0	No Funding Required	Classroom teachers, Title One teachers
Activity - Word Work	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will explicitly teach phonics and word solving strategies. Following the scope and sequence of our reading series, teachers will help develop students' phonics skills, including concepts like letter sound correspondence, the ability to read and write blends, digraphs, and diphthongs, phonemic awareness, and decoding/ word solving strategies.	Direct Instruction	Tier 1	Implement	09/04/2018	06/20/2025	\$0	No Funding Required	Teachers and Title staff will support students with phonics and word solving strategies.

School Improvement Plan

Will L. Lee School

Activity - Monitoring Chart	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Periodically, teachers will complete a CITW strategy chart/checklist to help them see what strategies they have implemented and are using on a regular basis, and which strategies they need to continue to integrate in their instruction.	Other - Self-Monitoring	Tier 1	Monitor	09/04/2018	06/20/2025	\$0	No Funding Required	Teachers and Title Teachers (certified teachers) will complete the monitoring chart.

Activity - Literacy Cohort (ISD)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers attend literacy workshop sessions at the Macomb ISD. The components of Balanced Literacy were addressed during the sessions. Presenters shared information to strengthen instruction and improve literacy in all ability levels.	Professional Learning	Tier 1	Getting Ready	09/03/2019	06/20/2025	\$1375	Title II Part A	Grade level staff and administration attend cohort sessions.

Measurable Objective 2:

70% of Kindergarten, First, Second and Third grade Bottom 30% students will demonstrate a proficiency on our NWEA assessment by achieving their projected growth in English Language Arts by 06/11/2021 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.

Category: Learning Support Systems

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 - Leveled Reading/ Small Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Will L. Lee School

Teachers and support staff will use the leveled readers from our reading series or our book room to provide reading support at a variety of levels. Students will build fluency, comprehension, and decoding skills based on their specific needs while working in small groups.	Academic Support Program	Tier 2	Implement	09/01/2015	06/20/2025	\$0	No Funding Required	Teachers and support staff (resource room teachers, specials teachers, and Title One technicians) are responsible for using leveled readers and providing leveled support.
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Activity - Modeling of Skills/ Concepts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Skills are explicitly modeled for students who are struggling in reading. Modeling can be done by the teacher in whole group or small group lessons. Peers can model skills for each other. Videos can also be used to model skills being worked on. Modeling is dependent on the grade level being taught, the skills being addressed, and the specific needs of the students.	Academic Support Program	Tier 2	Implement	09/01/2015	06/20/2025	\$0	No Funding Required	Teachers are responsible for planning appropriate activities/ times for modeling skills.

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	06/20/2025	\$0	No Funding Required	Teachers and support staff are responsible for using the decodable readers.

Activity - Repeated Directions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Will L. Lee School

Teachers will repeat directions as needed to support students who struggle with attention or multi-step directions. This will help ensure that students are aware of the task at hand and they can complete it on their own or with support in a small group.	Academic Support Program	Tier 2	Implement	09/01/2015	06/01/2025	\$0	No Funding Required	Teachers and support staff are responsible for repeating directions as required for individual students.
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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	06/20/2025	\$0	No Funding Required	Teachers are responsible for incorporating and using Smart Board technology.

Activity - Comprehension Building Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Strategies for building comprehension will be explicitly taught by teachers using resources from the ISD. Teachers can utilize activities such as graphic organizers, anchor charts, advance organizers and questioning to help strengthen comprehension at all levels. Resources such as the DOK chart will be used to support growth of comprehension. Teachers will scaffold instruction to help students utilize prior knowledge and develop the vocabulary needed to understand a story.	Behavioral Support Program	Tier 2	Implement	09/01/2015	06/20/2025	\$0	No Funding Required	Teachers and support staff are responsible for developing comprehension strategies.

Activity - Word Work Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Will L. Lee School

Teachers create word work activities based on individual students needs. Remedial activities are provided for students who are struggling with basic skills. Visuals are used to help students make connections. Different word lists can be used to support students at their level. Fluency activities (flashcards, trees, etc.) can be used to help students build sight word recognition.	Professional Learning, Academic Support Program	Tier 2	Getting Ready	09/01/2015	06/20/2025	\$0	No Funding Required	Teachers are responsible for creating or finding word work activities appropriate for the needs in their classroom.
Activity - Technology to Support ELA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the technology available to them to improve reading comprehension, fluency, phonics, and phonemic awareness. All teachers have laptops or tablets in their classroom that can be used to share stories (Epic, Reading A-Z, Read Works, and BookFlix) and a variety of reading skills (Mob Max and Moby Max).	Technology	Tier 2	Implement	08/28/2017	06/20/2025	\$0	No Funding Required	Teachers and Title Staff are responsible for utilizing technology to improve reading instruction.
Activity - Extended Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Title Staff will provide extended time as needed for students to complete their work.	Academic Support Program	Tier 2	Implement	08/28/2017	06/20/2025	\$0	No Funding Required	Teachers and Title Staff are responsible for extending time for work completion.
Activity - Literacy Cohort (ISD)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers attend literacy workshop sessions at the Macomb ISD. The components of Balanced Literacy were addressed during the sessions. Presenters shared information to strengthen instruction and improve literacy in all ability levels.	Professional Learning	Tier 2	Getting Ready	09/03/2019	11/01/2025	\$0	No Funding Required	Grade level staff and administration attend the cohorts.

School Improvement Plan

Will L. Lee School

Measurable Objective 3:

60% of Kindergarten, First, Second and Third grade Students with Disabilities students will demonstrate a proficiency on our NWEA reading assessment by increasing their RIT score by 8 points from fall to spring testing in English Language Arts by 06/11/2021 as measured by NWEA..

Strategy 1:

Individualized Instruction - Students that receive Tier 3 support need high levels of support and remedial activities tailored specifically to their needs. This work is implemented one-on-one or in a very small group (two to three students) in order to minimize distractions and plan activities that are very specific to the needs of the students in that group. Instead of working on short vowels in a small group, teachers target the exact letters and sounds that are needed by those students. They provide work at a more basic level to help low students create a foundation for other, more challenging skills.

Category: Learning Support Systems

Tier: Tier 3

Activity - Small Group Support	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 or our book room to provide reading support at a variety of levels. Students will build fluency, comprehension, and decoding skills based on their specific needs while working in small groups.	Professional Learning, Academic Support Program	Tier 3	Getting Ready	09/01/2015	06/20/2025	\$0	No Funding Required	Teachers and Title staff will participate.
Activity - Modeling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Skills are explicitly modeled for students who are struggling in reading. Modeling can be done by the teacher in small group lessons or by peers in partner work.. Videos, pictures or images, magnetic letters, white boards, elkonin boxes, etc. can all be used to help students make connections and better understand concepts.	Professional Learning, Academic Support Program	Tier 3	Implement	09/01/2015	06/20/2025	\$0	No Funding Required	Teachers are responsible for creating and using modeling opportunities.
Activity - Leveled Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Title Staff will make use of appropriate leveled text for struggling students. Leveled readers provided by Journeys, leveled books from the book room, and decodable readers can be used to support struggling readers.	Academic Support Program, Teacher Collaboration	Tier 3	Implement	09/01/2015	06/20/2025	\$0	No Funding Required	Teachers and Title staff are responsible for choosing appropriate readers.

School Improvement Plan

Will L. Lee School

Activity - Title One Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are the most at risk (chosen based on classroom observation and assessment) receive an additional level of support from our Title One Techs. Techs use teacher lesson plans, Journeys resources, eSpark, and data from NWEA and DRA to build specific lessons for their small group.	Academic Support Program, Parent Involvement	Tier 3	Implement	09/01/2015	06/20/2025	\$0	No Funding Required	The Title One Techs, with support from the classroom teachers, will create lessons that support the needs of their students.
Activity - Repeated Directions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will repeat directions as needed to support students who struggle with attention or multi-step directions. This will help ensure that students are aware of the task at hand and they can complete it on their own or with support in a small group.	Academic Support Program	Tier 3	Implement	09/01/2015	06/20/2025	\$0	No Funding Required	Teachers and Title staff are responsible.
Activity - Remedial Word Work Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers create word work activities based on individual students needs. Remedial activities are provided for students who are struggling with basic skills. Visuals are used to help students make connections. Different word lists can be used to support students at their level. Fluency activities (flashcards, trees, etc.) can be used to help students build sight word recognition.	Academic Support Program	Tier 3	Implement	09/01/2015	06/20/2025	\$0	No Funding Required	Teachers and Title Staff are responsible for creating appropriate phonics and phonemic awareness activities.
Activity - NWEA testing schedule	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Will L. Lee School

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	06/20/2025	\$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	06/20/2025	\$0	No Funding Required	Principal, teachers and Title One staff will work together to develop a workable schedule.

Goal 5: All students at Will L. Lee Elementary School will become proficient writers.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency with written language in English Language Arts by 06/11/2021 as measured by growth using a common writing rubric.

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.

Category: English/Language Arts

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.

School Improvement Plan

Will L. Lee School

<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	06/20/2025	\$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	06/20/2025	\$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	06/20/2025	\$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
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School Improvement Plan

Will L. Lee School

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	06/20/2025	\$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	06/20/2025	\$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	06/20/2025	\$0	No Funding Required	Teachers and Title staff can utilize independent writing in their instruction.
Activity - Walkthroughs	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.	Walkthrough	Tier 1	Monitor	09/01/2015	06/20/2025	\$0	No Funding Required	Administrators are responsible for conducting walk-through's.
Activity - PD/ PLC's on Balanced Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Will L. Lee School

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	06/20/2025	\$0	No Funding Required	Administration is responsible for providing staff with Professional Development and PLC opportunities.
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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	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/01/2015	06/20/2025	\$0	No Funding Required	All staff members will participate in Balanced Literacy discussions.

Activity - Common Writing Prompt	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Twice a year, all teachers will administer a common writing prompt and evaluate the writing sample using an agreed upon rubric. These samples will be collected in September and May.	Other - Assessment	Tier 1	Monitor	09/03/2019	06/20/2025	\$0	No Funding Required	Teachers are responsible for administering and scoring the writing prompt.

Strategy 2:

Writing Workshop - Our school purchased a specific writer's workshop curriculum for kindergarten through second grade. This is a writing curriculum that can be used daily. It focuses on the writer's workshop model where the teacher models different writing and grammar skills and students are given time to implement the skills in their writing. Teachers use the same daily, scripted lessons when teaching writing lessons. Mentor texts are provided to support teaching writing skills.

Category: English/Language Arts

Research Cited: Several teachers tried this product before it was purchased for all three grades. Staff members looked through the lessons, including skills taught, types of writing addressed, and content standards addressed. The curriculum was also sent to representatives from the ISD to evaluate before it was purchased.

Tier: Tier 1

School Improvement Plan

Will L. Lee School

Activity - Walking Through the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members had a chance to walk through the curriculum, looking at the layout of the units and the components of the lessons.	Professional Learning	Tier 1	Getting Ready	05/28/2019	06/20/2025	\$200	General Fund	Teachers
Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers met during PLC's, grade level time, and literacy coaching time to discuss the flow and implementation of writing. Teachers discussed the layout of units, what lessons may or may not work depending on the level of students, where they were at in a unit, the pacing of units, etc.	Professional Learning	Tier 1	Getting Ready	03/01/2019	06/20/2025	\$0	No Funding Required	Teachers were part of the discussion.
Activity - Writer's Workshop in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use the daily lessons as a structured, sequenced curriculum for teaching writing in all kindergarten, first, and second grade classrooms. Follow the sequence and scope of the units as a grade level.	Direct Instruction	Tier 1	Implement	09/03/2019	06/20/2025	\$0	No Funding Required	Teachers are responsible.
Activity - Mentor Texts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use mentor texts (either those suggested with the curriculum or texts they already have that fit with the genre) to support writing.	Direct Instruction	Tier 1	Implement	09/03/2019	06/20/2025	\$1000	General Fund	Teachers are responsible for using mentor text.
Activity - Student Conferencing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will conference with students on a regular basis, supporting individuals at their level with their writing. Some students may need help sounding out words and organizing their work. Some students may need to be pushed to include different components like parenthesis., speech bubbles, prepositional phrases, etc. During conferences, teachers can address the different levels of writers.	Academic Support Program	Tier 1	Implement	09/03/2019	06/20/2025	\$0	No Funding Required	Teachers are responsible for conferencing.
Activity - Writing Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Will L. Lee School

Teachers will use the rubrics provided by the writing series to evaluate and monitor students writing at the end of each unit.	Other - Assessment	Tier 1	Monitor	09/03/2019	06/20/2025	\$0	No Funding Required	Teachers are responsible for monitoring student writing capabilities.
Activity - Walk Through's	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators conduct walk through's on a regular basis. While in the classroom, they are looking for various components of balanced literacy including implementation of the new writing series.	Walkthrough	Tier 1	Monitor	09/03/2019	06/20/2025	\$0	No Funding Required	Administrators are responsible for walk through's.
Activity - Grade Level Writing Prompt	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer a beginning-of-the-year and end-of-the-year writing prompt to evaluate student growth. All teachers in the building will use the 6+1 Traits rubric to score student writing.	Other - Assessment	Tier 1	Evaluate	09/03/2019	06/20/2025	\$0	No Funding Required	Teachers will evaluate student writing.

Goal 6: Increase positive relations and a safe environment to promote learning

Measurable Objective 1:

A 25% decrease of All Students will demonstrate a behavior appropriate interactions with other students and staff in Practical Living by 06/20/2025 as measured by a decrease in behavior log entries.

Strategy 1:

Life Skills - Anger management/ coping skills groups; 1:1 counseling as needed; Behavioral goals and interventions; Conflict resolution skills training; Classroom lessons on PBIS, conflict resolution, community, anti-bullying; PBIS implementation

Category: School Culture

Research Cited: pbis.org

Tier: Tier 1

Activity - Increase positive relations and a safe environment to promote learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Will L. Lee School

Anger management/ coping skills groups; 1:1 counseling as needed; Behavioral goals and interventions; Conflict resolution skills training; Classroom lessons on PBIS, conflict resolution, community, anti-bullying; PBIS implementation	Behavioral Support Program, Parent Involvement	Tier 1	Implement	09/03/2020	06/30/2025	\$0	No Funding Required	Teachers, Paraprofessionals, Social worker, Administrators
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Modeling	Skills are explicitly modeled for students who are struggling in reading. Modeling can be done by the teacher in small group lessons or by peers in partner work.. Videos, pictures or images, magnetic letters, white boards, elkonin boxes, etc. can all be used to help students make connections and better understand concepts.	Professional Learning, Academic Support Program	Tier 3	Implement	09/01/2015	06/20/2025	\$0	Teachers are responsible for creating and using modeling opportunities.
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	06/20/2025	\$0	Principal, teachers and Title One staff will work together to develop a workable schedule.
Providing Feedback	Teacher feedback should be corrective, timely, and specific to a criterion.	Direct Instruction	Tier 1	Implement	09/01/2015	06/20/2025	\$0	All teaching staff is responsible.
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.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/01/2015	06/22/2018	\$0	Teaching staff is responsible for this activity.

School Improvement Plan

Will L. Lee School

Walkthroughs	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.	Walkthrough	Tier 1	Monitor	09/01/2015	06/20/2025	\$0	Administrators are responsible for conducting walk-through's.
Increase positive relations and a safe environment to promote learning	Anger management/ coping skills groups; 1:1 counseling as needed; Behavioral goals and interventions; Conflict resolution skills training; Classroom lessons on PBIS, conflict resolution, community, anti-bullying; PBIS implementation	Behavioral Support Program, Parent Involvement	Tier 1	Implement	09/03/2020	06/30/2025	\$0	Teachers, Paraprofessionals, Social worker, Administrators
Walkthroughs	Administrators will monitor the use of CITW strategies in the classroom through walkthrough 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	06/22/2018	\$0	Administrators are responsible for conducting walkthroughs.
Repeated Directions	Teachers will repeat the necessary directions for individual students as needed. Some students may have this strategy in their IEP.	Academic Support Program	Tier 2	Monitor	09/03/2018	06/20/2025	\$0	Teachers and support staff will repeat directions for the given lesson.
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.	Direct Instruction, Teacher Collaboration	Tier 1		09/01/2015	06/22/2018	\$0	Teaching staff is responsible for this activity.
Teacher Read Aloud	The teacher read aloud 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. Teachers will pick text that allow them to help students strengthen vocabulary and comprehension skills.	Academic Support Program	Tier 1	Implement	09/01/2015	06/20/2025	\$0	Teachers are responsible for reading aloud in their classrooms.

School Improvement Plan

Will L. Lee School

Monitoring Chart	Periodically, teachers will complete a CITW strategy chart/ checklist to help them see what strategies they have implemented and are using on a regular basis, and which strategies they need to continue to integrate in their instruction.	Other - Self-Monitoring	Tier 1	Monitor	09/04/2018	06/20/2025	\$0	Teachers and Title Teachers (certified teachers) will complete the monitoring chart.
Reduced Assignments	Teachers will implement a reduced assignment to intensive students on an individual basis.	Academic Support Program	Tier 3	Implement	09/03/2018	06/20/2025	\$0	All teaching staff.
Grade Level Meetings	Teachers met during PLC's, grade level time, and literacy coaching time to discuss the flow and implementation of writing. Teachers discussed the layout of units, what lessons may or may not work depending on the level of students, where they were at in a unit, the pacing of units, etc.	Professional Learning	Tier 1	Getting Ready	03/01/2019	06/20/2025	\$0	Teachers were part of the discussion.
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	06/22/2018	\$0	Teaching staff is responsible.
Providing Feedback	Teacher feedback should be corrective, timely, and specific to a criterion.	Direct Instruction	Tier 1	Implement	09/01/2015	06/22/2018	\$0	All teaching staff is responsible.
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	06/20/2025	\$0	Teachers and Title staff can utilize independent writing in their instruction.
Writer's Workshop in the Classroom	Use the daily lessons as a structured, sequenced curriculum for teaching writing in all kindergarten, first, and second grade classrooms. Follow the sequence and scope of the units as a grade level.	Direct Instruction	Tier 1	Implement	09/03/2019	06/20/2025	\$0	Teachers are responsible.

School Improvement Plan

Will L. Lee School

Setting Objectives	Teachers will create specific but flexible goals allowing some student choice. They will articulate and display learning goals, KWL's, contract learning goals, etc. Objectives will be displayed in the room and teachers will follow-up on the mastery of the objective at the end of the lesson.	Other, Direct Instruction	Tier 1	Implement	09/01/2015	06/20/2025	\$0	All teaching staff is responsible.
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	06/22/2018	\$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.	Academic Support Program	Tier 1	Implement	09/01/2015	06/20/2025	\$0	Teaching staff is responsible for this activity.
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	06/20/2025	\$0	The teaching staff is 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	06/22/2018	\$0	All teaching staff is responsible.
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	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/01/2015	06/20/2025	\$0	All staff members will participate in Balanced Literacy discussions.
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	06/20/2025	\$0	Teachers and support staff are responsible for using the decodable readers.

School Improvement Plan

Will L. Lee School

Providing Feedback	Teacher feedback should be corrective, timely, and specific to a criterion	Direct Instruction	Tier 1	Implement	09/01/2015	06/22/2018	\$0	All teaching staff is responsible.
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	Tier 1	Monitor	09/01/2015	06/20/2025	\$0	All teaching staff is responsible.
Test Accommodations	Special accommodations may be used for struggling students during testing that are listed in their IEP. These tests include classroom assessments, M-Step, DRA, and NWEA.	Academic Support Program	Tier 2	Implement	09/03/2018	06/20/2025	\$0	The principal, teaching staff, and support staff are responsible for implementing IEPs, and making special testing accommodations.
Vocabulary	Introduce and practice new vocabulary with students through read-alouds, oral language development, and explicit instruction.	Direct Instruction	Tier 1	Implement	09/03/2019	06/20/2025	\$0	Classroom teachers, Title One teachers
Common Writing Prompt	Twice a year, all teachers will administer a common writing prompt and evaluate the writing sample using an agreed upon rubric. These samples will be collected in September and May.	Other - Assessment	Tier 1	Monitor	09/03/2019	06/20/2025	\$0	Teachers are responsible for administering and scoring the writing prompt.
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	06/22/2018	\$0	All staff members are responsible for this activity.

School Improvement Plan

Will L. Lee School

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, Academic Support Program	Tier 1		09/01/2015	06/22/2018	\$0	Teaching staff is responsible for this activity.
Data Collection and Analysis	Staff will conduct progress monitoring on a regular basis for students. They will use the data to monitor student progress and adapt instruction to meet student needs. Staff members will meet to make informed decisions regarding the impact of interventions and actions necessary to support students who are not achieving.	Other - Assessment	Tier 2	Monitor	09/01/2015	06/20/2025	\$0	Staff and Title staff are responsible for progress monitoring.
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.	Academic Support Program	Tier 1	Implement	09/01/2015	06/22/2018	\$0	Teaching staff are responsible.
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	06/20/2025	\$0	All staff members are responsible for implementing Balanced Literacy in the classroom.
Small Group Support	Teachers and support staff will use the leveled readers from our reading series or our book room to provide reading support at a variety of levels. Students will build fluency, comprehension, and decoding skills based on their specific needs while working in small groups.	Professional Learning, Academic Support Program	Tier 3	Getting Ready	09/01/2015	06/20/2025	\$0	Teachers and Title staff will participate.
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	06/20/2025	\$0	Administrators and the technology teacher will work to create a schedule for testing.

School Improvement Plan

Will L. Lee School

Grade Level Writing Prompt	Teachers will administer a beginning-of-the-year and end-of-the-year writing prompt to evaluate student growth. All teachers in the building will use the 6+1 Traits rubric to score student writing.	Other - Assessment	Tier 1	Evaluate	09/03/2019	06/20/2025	\$0	Teachers will evaluate student writing.
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, Academic Support Program	Tier 1	Implement	09/01/2015	06/20/2025	\$0	All staff members will be responsible for instruction during our Language Arts block.
Extended Time	Students will receive extended time to work on their assignments on an individualized need of assistance.	Academic Support Program	Tier 2	Monitor	09/03/2018	06/20/2025	\$0	Teaching and support staff.
One-on-One Support	Students will be provided with one-on-one mathematics support as needed.	Academic Support Program	Tier 2	Monitor	09/03/2018	06/20/2025	\$0	Teaching and support staff are responsible for guiding one-on-one learning.
Setting Objectives	Teachers will create specific, but flexible, goals allowing some student choice. Teachers will articulate and display learning goals, KWL, contract learning goals, etc. Objectives are displayed around the room and teachers will follow-up on the mastery of the objective at the end of the lesson.	Direct Instruction	Tier 1	Implement	09/01/2015	06/22/2018	\$0	All teaching staff is responsible.
Word Work	Teachers will explicitly teach phonics and word solving strategies. Following the scope and sequence of our reading series, teachers will help develop students' phonics skills, including concepts like letter sound correspondence, the ability to read and write blends, digraphs, and diphthongs, phonemic awareness, and decoding/ word solving strategies.	Direct Instruction	Tier 1	Implement	09/04/2018	06/20/2025	\$0	Teachers and Title staff will support students with phonics and word solving strategies.

School Improvement Plan

Will L. Lee School

Developing CITW Expectations/ Standards for Grade Levels	School Improvement Team members will work on a "gold standard" rubric for CITW expectations. We've spent a lot of time discussing the strategies and working on implementing them. We want to put together a list of expectations regarding how often they should be used and how they should be used. The expectations will then be brought to the staff for discussion and approval.	Teacher Collaboration	Tier 1		05/01/2018	06/20/2025	\$0	The School Improvement Team will put together the expectations/ rubric. It will be brought to the staff for discussion and approval.
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	06/22/2018	\$0	Teachers are responsible for this activity.
PD/ 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	06/20/2025	\$0	Administration is responsible for providing staff with Professional Development and PLC opportunities.
Extended Time	Teachers and Title Staff will provide extended time as needed for students to complete their work.	Academic Support Program	Tier 2	Implement	08/28/2017	06/20/2025	\$0	Teachers and Title Staff are responsible for extending time for work completion.

School Improvement Plan

Will L. Lee School

Writing Rubrics	Teachers will use the rubrics provided by the writing series to evaluate and monitor students writing at the end of each unit.	Other - Assessment	Tier 1	Monitor	09/03/2019	06/20/2025	\$0	Teachers are responsible for monitoring student writing capabilities.
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	06/20/2025	\$0	Teachers and Title staff are responsible for using literature.
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.	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	09/01/2015	06/20/2025	\$0	All staff members will participate in Balanced Literacy discussions.
Family Engagment In Reading	Each classroom is equipped with "We Both Read" books and totes to be sent home with students. Follow up is given to parents/families to ensure at home participation to support readers.	Academic Support Program	Tier 1	Implement	11/13/2017	06/20/2025	\$0	Principal and Teacher
Literacy Cohort (ISD)	Teachers attend literacy workshop sessions at the Macomb ISD. The components of Balanced Literacy were addressed during the sessions. Presenters shared information to strengthen instruction and improve literacy in all ability levels.	Professional Learning	Tier 2	Getting Ready	09/03/2019	11/01/2025	\$0	Grade level staff and administration attend the cohorts.
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	06/20/2025	\$0	Teaching staff is responsible for this activity.

School Improvement Plan

Will L. Lee School

Walkthroughs	Administrators will monitor the use of CITW strategies in the classroom through walkthrough 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	06/22/2018	\$0	Administration is responsible for conducting walkthroughs.
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	06/20/2025	\$0	Teachers are responsible for planning and allowing time for independent reading.
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. Teacher may use cloze reading strategies and finding evidence in text.	Direct Instruction	Tier 1	Implement	09/01/2015	06/20/2025	\$0	Teachers and Title staff are responsible for Shared Reading opportunities.
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.	Academic Support Program	Tier 1	Implement	09/01/2015	06/22/2018	\$0	Teaching staff are responsible for this activity.
Technology to Support ELA	Teachers will use the technology available to them to improve reading comprehension, fluency, phonics, and phonemic awareness. All teachers have laptops or tablets in their classroom that can be used to share stories (Epic, Reading A-Z, Read Works, and BookFlix) and a variety of reading skills (Mob Max and Moby Max).	Technology	Tier 2	Implement	08/28/2017	06/20/2025	\$0	Teachers and Title Staff are responsible for utilizing technology to improve reading instruction.

School Improvement Plan

Will L. Lee School

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.	Academic Support Program, Parent Involvement	Tier 1	Implement	09/01/2015	06/20/2025	\$0	Teachers are responsible for creating and assigning homework.
Modeling of Skills/ Concepts	Skills are explicitly modeled for students who are struggling in reading. Modeling can be done by the teacher in whole group or small group lessons. Peers can model skills for each other. Videos can also be used to model skills being worked on. Modeling is dependent on the grade level being taught, the skills being addressed, and the specific needs of the students.	Academic Support Program	Tier 2	Implement	09/01/2015	06/20/2025	\$0	Teachers are responsible for planning appropriate activities/ times for modeling skills.
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.	Direct Instruction	Tier 1	Implement	09/01/2015	06/20/2025	\$0	Teachers and Title staff are responsible for guided reading.
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, Academic Support Program	Tier 1	Implement	09/01/2015	06/22/2018	\$0	All staff members are responsible for helping students practice and review skills.
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.	Academic Support Program, Parent Involvement	Tier 1	Implement	09/01/2015	06/22/2018	\$0	All staff is responsible for this activity.
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	06/22/2018	\$0	Teaching staff is responsible

School Improvement Plan

Will L. Lee School

Repeated Directions	Teachers will repeat directions as needed to support students who struggle with attention or multi-step directions. This will help ensure that students are aware of the task at hand and they can complete it on their own or with support in a small group.	Academic Support Program	Tier 3	Implement	09/01/2015	06/20/2025	\$0	Teachers and Title staff are 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.	Academic Support Program, Parent Involvement	Tier 1	Implement	09/01/2015	06/22/2018	\$0	Teachers are responsible for creating and assigning homework.
Walk Through's	Administrators conduct walk through's on a regular basis. While in the classroom, they are looking for various components of balanced literacy including implementation of the new writing series.	Walkthrough	Tier 1	Monitor	09/03/2019	06/20/2025	\$0	Administrators are responsible for walk through's.
Peer Tutoring	Peer tutoring is a teaching strategy wherein students are paired together to practice academic skills and master content. Teachers may use peer tutoring to help accommodate a classroom full of diverse students who need more individualized attention. A higher paired student is paired with a lower paired student for additional help.	Academic Support Program	Tier 3	Implement	09/03/2018	06/20/2025	\$0	Teaching staff is responsible for implementing this strategy.
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	06/20/2025	\$0	Teachers and Title staff can expose students to shared writing.
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	06/20/2025	\$0	All staff members are responsible for instruction during the Language Arts block.
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	06/20/2025	\$0	Teachers are responsible for this activity.

School Improvement Plan

Will L. Lee School

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.	Academic Support Program	Tier 1	Implement	09/01/2015	06/20/2025	\$0	Teachers staff is responsible for this activity.
PD/PLC Time	Staff will share CITW strategies that they use in their classroom at staff PD. Staff will present with their grade level team.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/22/2018	\$0	All staff is responsible for this activity.
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	06/20/2025	\$0	The teaching staff is responsible for this activity.
Comprehension Building Skills	Strategies for building comprehension will be explicitly taught by teachers using resources from the ISD. Teachers can utilize activities such as graphic organizers, anchor charts, advance organizers and questioning to help strengthen comprehension at all levels. Resources such as the DOK chart will be used to support growth of comprehension. Teachers will scaffold instruction to help students utilize prior knowledge and develop the vocabulary needed to understand a story.	Behavioral Support Program	Tier 2	Implement	09/01/2015	06/20/2025	\$0	Teachers and support staff are responsible for developing comprehension strategies.
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	06/20/2025	\$0	Teachers and Title staff will utilize guided writing during their instruction.

School Improvement Plan

Will L. Lee School

Leveled Reading/ Small Groups	Teachers and support staff will use the leveled readers from our reading series or our book room to provide reading support at a variety of levels. Students will build fluency, comprehension, and decoding skills based on their specific needs while working in small groups.	Academic Support Program	Tier 2	Implement	09/01/2015	06/20/2025	\$0	Teachers and support staff (resource room teachers, specials teachers, and Title One technicians) are responsible for using leveled readers and providing leveled support.
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	06/20/2025	\$0	Teachers are responsible for incorporating and using Smart Board technology.
Monitor Implementation of FOSS Kits	Monitor the implementation of the science curriculum through walk through and program fidelity checks.	Walkthrough	Tier 1	Getting Ready	09/06/2016	06/22/2018	\$0	Superintendent Curriculum Director Principal Dean of Students
Repeated Directions	Teachers will repeat directions as needed to support students who struggle with attention or multi-step directions. This will help ensure that students are aware of the task at hand and they can complete it on their own or with support in a small group.	Academic Support Program	Tier 2	Implement	09/01/2015	06/01/2025	\$0	Teachers and support staff are responsible for repeating directions as required for individual students.

School Improvement Plan

Will L. Lee School

Word Work Activities	Teachers create word work activities based on individual students needs. Remedial activities are provided for students who are struggling with basic skills. Visuals are used to help students make connections. Different word lists can be used to support students at their level. Fluency activities (flashcards, trees, etc.) can be used to help students build sight word recognition.	Professional Learning, Academic Support Program	Tier 2	Getting Ready	09/01/2015	06/20/2025	\$0	Teachers are responsible for creating or finding word work activities appropriate for the needs in their classroom.
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	06/22/2018	\$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 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.	Direct Instruction	Tier 1	Implement	09/01/2015	06/22/2018	\$0	Teachers are responsible.
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.	Direct Instruction	Tier 1	Implement	09/01/2015	06/20/2025	\$0	Teaching staff is responsible.
Student Conferencing	Teachers will conference with students on a regular basis, supporting individuals at their level with their writing. Some students may need help sounding out words and organizing their work. Some students may need to be pushed to include different components like parenthesis., speech bubbles, prepositional phrases, etc. During conferences, teachers can address the different levels of writers.	Academic Support Program	Tier 1	Implement	09/03/2019	06/20/2025	\$0	Teachers are responsible for conferencing.

School Improvement Plan

Will L. Lee School

Remedial Word Work Activities	Teachers create word work activities based on individual students needs. Remedial activities are provided for students who are struggling with basic skills. Visuals are used to help students make connections. Different word lists can be used to support students at their level. Fluency activities (flashcards, trees, etc.) can be used to help students build sight word recognition.	Academic Support Program	Tier 3	Implement	09/01/2015	06/20/2025	\$0	Teachers and Title Staff are responsible for creating appropriate phonics and phonemic awareness activities.
Intervention Component	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 3	Implement	09/01/2015	06/20/2025	\$0	Teachers and Title staff are responsible for utilizing the intervention component.
Tier 1 Data Reports	Staff will analyze data and read reports from NWEA and DRA.	Teacher Collaboration	Tier 1	Implement	09/01/2015	06/20/2025	\$0	Title One staff and teachers are responsible for printing and analyzing data.
Title One Intervention	Students who are the most at risk (chosen based on classroom observation and assessment) receive an additional level of support from our Title One Techs. Techs use teacher lesson plans, Journeys resources, eSpark, and data from NWEA and DRA to build specific lessons for their small group.	Academic Support Program, Parent Involvement	Tier 3	Implement	09/01/2015	06/20/2025	\$0	The Title One Techs, with support from the classroom teachers, will create lessons that support the needs of their students.
Leveled Text	Teachers and Title Staff will make use of appropriate leveled text for struggling students. Leveled readers provided by Journeys, leveled books from the book room, and decodable readers can be used to support struggling readers.	Academic Support Program, Teacher Collaboration	Tier 3	Implement	09/01/2015	06/20/2025	\$0	Teachers and Title staff are responsible for choosing appropriate readers.

School Improvement Plan

Will L. Lee School

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	06/22/2018	\$0	Teaching staff is 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.	Direct Instruction	Tier 1	Implement	09/01/2015	06/22/2018	\$0	Teaching staff is responsible.
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.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/01/2015	06/22/2018	\$0	All teaching staff are responsible for this activity.
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. Teachers will use Michigan Open Books Project to gain access to the most up to date social studies resources and curriculum. The website provides the online textbook and interactive activities for students.	Direct Instruction	Tier 1	Implement	08/23/2013	06/22/2018	\$0	Lee principal, Technology instructor
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	06/22/2018	\$0	All staff members are 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.	Direct Instruction	Tier 1	Implement	09/01/2015	06/20/2025	\$0	All staff members are responsible for this activity.

School Improvement Plan

Will L. Lee School

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	06/22/2018	\$0	Teachers are responsible for this activity.
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	06/20/2025	\$0	Teachers are responsible for "Write Alouds".
PD/ PLC Time	Staff will share CITW strategies that they use in their classroom at staff PD. Staff will present with their grade level team.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/22/2018	\$0	All staff members will attend the PD.
WalkThroughs	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.	Walkthrough	Tier 1	Monitor	09/01/2015	06/20/2025	\$0	Administrators are responsible for conducting walkthroughs.

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Walkthroughs	Administrators will monitor the use of CITW strategies in the classroom through walkthrough 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	06/20/2025	\$0	Administration is responsible for conducting walkthroughs.

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

Will L. Lee School

Materials	Materials (such as teacher text and workbooks) are needed to fully implement CITW.	Supplemental Materials, Materials	Tier 1	Getting Ready	09/01/2015	06/22/2018	\$0	Administration is responsible for providing accurate materials for CITW to be fully implemented.
Materials	Materials (such as teacher text and workbooks) are needed to fully implement CITW.	Materials	Tier 1	Getting Ready	09/01/2015	06/20/2025	\$0	Administration is responsible for providing accurate materials for CITW to be fully implemented.

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
NWEA	NWEA testing will be used to monitor and evaluate students' growth.	Other - Assessment	Tier 1	Evaluate	09/01/2015	06/20/2025	\$6000	Teachers, Title 1, and administration are responsible.
CITW Monitoring Charts	On a regular basis, teachers will chart the strategies used in their classroom. They will mark the days they were used, the subject area they were used in, and list a few specific examples of how they were implemented.	Other - Monitoring	Tier 1	Monitor	02/01/2018	06/20/2025	\$10	All teachers and Special Education staff will complete a CITW monitoring chart.
Mentor Texts	Teachers will use mentor texts (either those suggested with the curriculum or texts they already have that fit with the genre) to support writing.	Direct Instruction	Tier 1	Implement	09/03/2019	06/20/2025	\$1000	Teachers are responsible for using mentor text.

School Improvement Plan

Will L. Lee School

Tier 1 Data Collection	Staff will conduct Benchmark testing three times annually. We will be using DRA and the NWEA assessment to screen and assess all students in kindergarten through fourth grade.	Other - Assessment	Tier 1	Monitor	04/30/2014	06/20/2025	\$5700	Teachers are responsible to benchmark testing.
Professional Development	Teachers and administration will discuss the lesson preparation and needs for implementing the units.	Professional Learning	Tier 1	Implement	08/25/2016	06/22/2018	\$4000	Principal Teachers Dean of Students
The District will allocate money for the purchase of consumable materials	Each unit requires the purchase of consumable materials each year.	Materials	Tier 1	Implement	06/16/2016	06/22/2018	\$1000	Teacher Building administrator
Walking Through the Curriculum	Staff members had a chance to walk through the curriculum, looking at the layout of the units and the components of the lessons.	Professional Learning	Tier 1	Getting Ready	05/28/2019	06/20/2025	\$200	Teachers

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	Tier 1	Implement	08/23/2013	06/22/2018	\$5000	Curriculum Director, building administrators, staff.
Literacy Cohort (ISD)	Teachers attend literacy workshop sessions at the Macomb ISD. The components of Balanced Literacy were addressed during the sessions. Presenters shared information to strengthen instruction and improve literacy in all ability levels.	Professional Learning	Tier 1	Getting Ready	09/03/2019	06/20/2025	\$1375	Grade level staff and administration attend cohort sessions.
PD/PLC Time	Staff will receive training on CITW.	Professional Learning	Tier 1	Getting Ready	09/01/2015	06/20/2025	\$600	All staff members will be responsible.

School Improvement Plan

Will L. Lee School

technology development	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	Implement	08/23/2013	06/22/2018	\$1000	Lee staff, building principal
Materials	Materials (such as teacher text and workbooks) are needed to fully implement CITW.	Materials	Tier 1	Getting Ready	09/01/2015	06/22/2018	\$500	Administrators are responsible for supplying materials so staff members can accurately implement CITW.
Data Meetings	Several times a year, teachers will meet as a grade level with an administrator to discuss NWEA data and reports, DRA data, and intervention grouping. Substitute teachers will monitor classrooms so grade level teams can meet.	Other - Data Analyzing, Teacher Collaboration	Tier 1	Monitor	09/05/2016	06/20/2025	\$4000	Teachers and administration are responsible for meeting as a team. Substitute teachers will provide support in the classroom.